

# M.Sc. (Nursing) Revised Syllabus



## **Bharati Vidyapeeth Deemed to be University College of Nursing Sangli, Pune and Navi Mumbai**

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**BHARATI VIDYAPEETH  
(DEEMED TO BE UNIVERSITY)**

**INTRODUCTION**

Bharati Vidyapeeth which is the parent body of Bharati Vidyapeeth Deemed University was established on 10 May 1964, by Dr. Patangrao Kadam with a wider objective of contributing to intellectual awakening and social cultural transformation through dynamic education. Under the imaginative, dynamic, and socially committed leadership of the founder Dr. Patangrao Kadam, Bharati Vidyapeeth Deemed University has made astonishing stride in the field of education. The Vidyapeeth has so far established 156 educational institutions imparting education to the student's right from pre-primary stage to post graduate stage and Ph. D.

The ministry of human resources development (Department of Education, Government of INDIA ) on the recommendation of University Grant Commission, New Delhi through their notification No.F. - 9-15/95 U.3 dated 26 April 1996 has declared the following institution of

Bharati Vidyapeeth at Pune as to be Deemed University.

- 1) Bharati Vidyapeeth Medical College, Pune
- 2) Bharati Vidyapeeth Dental and Hospital, Pune.
- 3) Bharati Vidyapeeth College of Ayurved, Pune
- 4) Bharati Vidyapeeth Homeopathic Medical College, Pune
- 5) Bharati Vidyapeeth College of Nursing, Pune.
- 6) Bharati Vidyapeeth Institute Yashwantrao Mohite College of Arts , Science and Commerce, Pune.
- 7) Bharati Vidyapeeth Institute New Law College, Pune.
- 8) Bharati Vidyapeeth Institute Social Science Center (M.S.W.), Pune
- 9) Bharati Vidyapeeth Institute Poona College of Pharmacy, Pune.
- 10) Bharati Vidyapeeth College of Engineering, Pune
- 11) Bharati Vidyapeeth Institute of Management & Entrepreneurship Development, Pune.
- 12) Bharati Vidyapeeth Institute Yashwantrao Chavan Institute of social science centre, Pune
- 13) Bharati Vidyapeeth Institute Research and Development Centre in Applied Chemistry, Pune.
- 14) Bharati Vidyapeeth Institute College of Physical Education, Pune.
- 15) Bharati Vidyapeeth Institute of Environment Education and Research, Pune.
- 16) Bharati Vidyapeeth Rajiv Gandhi Institute of Information Technology, Pune.
- 17) Interactive Research School in Health Affairs (IRSHA).
- 18) Bharati Vidyapeeth Medical College & Hospital, Sangli
- 19) Bharati Vidyapeeth Medical College & Hospital, Mumbai.
- 20) Bharati Vidyapeeth Institute of Management & Research, New Delhi.
- 21) Bharati Vidyapeeth College of Architecture, Pune.
- 22) Bharati Vidyapeeth Institute of Hotel Management & Catering Technology, Pune.
- 23) Bharati Vidyapeeth Yashwantrao Mohite Institute of Management, Karad.
- 24) Bharati Vidyapeeth Institute of Management, Kolhapur

- 25) Bharati Vidyapeeth Institute of Management & Rural Development Administration, Sangli.
- 26) Bharati Vidyapeeth Abhijit Kadam Institute of Management & Social Sciences, Solapur.
- 27) Bharati Vidyapeeth College of Engineering, New Delhi.
- 28) Bharati Vidyapeeth Deemed University Institute of Computer Application & Management, New Delhi.
- 29) Bharati Vidyapeeth Dental College & Hospital, Sangli.
- 30) Bharati Vidyapeeth Deemed University College of Nursing, Sangli.
- 31) Bharati Vidyapeeth Deemed University College of Nursing, Navi Mumbai

The association of Indian universities has also accepted this university as its member. This is probably the first only university having under its umbrella diversified disciplines of professional and non-professional categories such as Medicine, Dentistry, Nursing, Ayurvedic, Homeopathic Medicine, Science, Commerce, Law and Humanities.

The degrees and diplomas awarded by this university have the same status and recognition as those awarded by any Indian University recognized by the University Grant Commission, New Delhi. The University operates its educational programme in accordance with the rules, regulations and guidelines of various statutory Central Government Bodies like Medical Council of India, Dental Council of India, Bar Council of India, Indian Nursing Council, Central Council of Indian Medicine etc.

#### **COLLEGE OF NURSING, PUNE**

Bharati Vidyapeeth's College of Nursing was established in the year 1992 with prior permission of University of Pune to which it was having affiliation. It is now a constituent unit of Bharati Vidyapeeth University. This is the first college of nursing in the Non-Government sector in Pune. Adequate facilities for clinical studies have been provided and the college is Dhankawadi, Pune.

The college has been approved by the Government of India, UGC and Maharashtra Nursing Council. The college has been approved by the Government of India, UGC and Maharashtra Nursing Council. The college has separate Hostel facilities for Boys and Girls. The Curriculum and Syllabus is made and updated as per the present need in the Maharashtra Nursing Council, Indian Nursing Council and the need of society.

#### **COLLEGE OF NURSING, SANGLI.**

Bharati Vidyapeeth Deemed University's College of Nursing, Sangli is started in 2007 at Bharati Vidyapeeth Deemed University campus, Wanlesswadi, Sangli. The college is constituent unit of Bharati Vidyapeeth Deemed University; The College has been started with permission from Government of Maharashtra, Maharashtra Nursing Council and Indian Nursing Council. The college has 100 – intake capacity for B.Sc. (N), 30- intake capacity for P.B.B.Sc.(N) & 25- intake capacity for M.Sc.(N).

#### **COLLEGE OF NURSING, MUMBAI**

Bharati Vidyapeeth College of Nursing, Navi Mumbai was established in the year 2009. The college has excellent infrastructure such as well-structured spacious class rooms, continuously updated laboratories, national and international books, journal and e-journals and hostels with all necessary amenities and facilities. The clinical teaching and training of students are conducted in the 392 bedded Navi Mumbai Municipal Corporation Hospital at Vashi. The students are also deputed for training to other reputed local hospitals in Mumbai such as Thane Regional Mental Hospital, TATA Cancer Hospital, and Wadia Hospital for specialized experience. The community Health experience is given in PHC at Wavanje village (Rural) and Jhugaon (Urban).

## Programme outcomes: PO

<b>PO Sr. No</b>	<b>Programme outcomes</b>
	<b>PG programme:</b>
<b>PO<sub>1</sub></b>	Utilize/apply the concepts, theories and principles of nursing science
<b>PO<sub>2</sub></b>	Demonstrate advance competence in practice of nursing
<b>PO<sub>3</sub></b>	Practice as a nurse specialist.
<b>PO<sub>4</sub></b>	Demonstrate leadership qualities and function effectively as nurse educator and manager.
<b>PO<sub>5</sub></b>	Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
<b>PO<sub>6</sub></b>	Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
<b>PO<sub>7</sub></b>	Establish collaborative relationship with members of other disciplines
<b>PO<sub>8</sub></b>	Demonstrate interest in continued learning for personal and professional advancement.

## Mapping of course outcome with PO and PSO

<b>COURSE Name and Placement</b>	<b>COURSE OUTCOMES</b>	<b>Programme Specific Objectives</b>	<b>Mapping of course outcome with PO and PSO</b>
	<b>Placement: First Year</b>		
<b>NURSING EDUCATION</b> Theory 150 Hours Practical 150 Hours Total : 300 Hours	Course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.	Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.  2. Describe the teaching learning process.  3. Prepare and utilize various instructional media and methods in teaching learning process.  4. Demonstrate competency in teaching, using various instructional strategies.  5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.	

		<p>6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.</p> <p>7. Plan and conduct continuing nursing education programs.</p> <p>8. Critically analyze the existing teacher preparation programs in nursing.</p> <p>9. Demonstrate skill in guidance and counseling.</p> <p>10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.</p> <p>11. Explain the development of standards and accreditation process in nursing education programs.</p> <p>12. Identify research priorities in nursing education.</p> <p>13. Discuss various models of collaboration in nursing education and services.</p> <p>14. Explain the concept, principles, steps, tools and techniques of evaluation</p> <p>15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.</p>	
<p><b>ADVANCE NURSING PRACTICE</b> Theory 150 Hours Practical 200 Hours Total : 350 Hours</p>	<p>The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.</p>	<p>Appreciate and analyze the development of nursing as a profession.</p> <p>2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.</p> <p>3. Explain bio- psycho- social dynamics of health, life style and health care delivery</p>	

		<p>system.</p> <ol style="list-style-type: none"> <li>4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.</li> <li>5. Describe scope of nursing practice.</li> <li>6. Provide holistic and competent nursing care following nursing process approach.</li> <li>7. Identify latest trends in nursing and the basis of advance nursing practice.</li> <li>8. Perform extended and expanded role of nurse.</li> <li>9. Describe alternative modalities of nursing care.</li> <li>10. Describe the concept of quality control in nursing.</li> <li>11. Identify the scope of nursing research.</li> <li>12. Use computer in patient care delivery system and nursing practice.</li> <li>13. Appreciate importance of self development and professional advancement.</li> </ol>	
<p><b>CLINICAL SPECIALITY – I</b>  <b>MEDICAL SURGICAL NURSING</b>  Theory: 150 Hours  Practical: 650 Hours  Total : 800 Hours</p>	<p>This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular &amp; thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro &amp; urology nursing, gastroenterology nursing/ geriatric nursing. It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to</p>	<p>At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate the trends &amp; issues in the field of Medical – Surgical Nursing as a speciality.</li> <li>2. Apply concepts &amp; theories related to health promotion.</li> <li>3. Appreciate the client as a holistic individual.</li> <li>4. Perform physical, psychosocial assessment of Medical – Surgical patients.</li> <li>5. Apply Nursing process in providing care to patients.</li> </ol>	

	<p>appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.</p>	<p>6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.</p> <p>7. Recognize and manage emergencies with Medical-Surgical patients.</p> <p>8. Describe various recent technologies &amp; treatment modalities in the management of critically ill patients.</p> <p>9. Appreciate the legal &amp; ethical issues relevant to Medical – Surgical Nursing.</p> <p>10. Prepare a design for layout and management of Medical – Surgical Units.</p> <p>11. Appreciate the role of alternative systems of Medicine in care of patients.</p> <p>12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.</p> <p>13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.</p> <p>14. Teach Medical – Surgical Nursing to undergraduate nursing students &amp; in-service nurses.</p>	
<p><b>CLINICAL SPECIALITY-I OBSTETRIC AND GYNAECOLOGICAL NURSING</b>  Theory : 150 Hours.  Practical : 650 Hours.  Total : 800 Hours.</p>	<p>This course is designed to assist students in developing expertise and in- depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator,</p>	<p>At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a speciality.</li> <li>2. Describe the population dynamics and indicators of maternal and child health</li> <li>3. Describe the concepts of biophysical, psychological and spiritual aspects of</li> </ol>	

	<p>manager, and researcher in the field of Obstetric and Gynaecological nursing</p>	<p>normal pregnancy, labor and puerperium.</p> <p>4. Provide comprehensive nursing care to women during reproductive period and newborns.</p> <p>5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynaecological nursing.</p> <p>6. Identify and analyze the deviations from normal birth process and refer appropriately.</p> <p>7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse</p> <p>8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation</p> <p>9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.</p> <p>10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.</p> <p>11. Describe the recent advancement in contraceptive technology and birth control measures</p> <p>12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing</p>	
<p><b>CLINICAL SPECIALTY –I CHILD HEALTH (PAEDIATRIC) NURSING</b></p>	<p>This course is designed to assist students in developing expertise and in- depth understanding in the field of Pediatric</p>	<p>At the end of the course the students will be able to:</p> <p>1. Appreciate the history and developments in the field of pediatrics and pediatric</p>	

<p>Theory 150 Hours  Practical 650 Hours  Total : 800 Hours</p>	<p>Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing.</p>	<p>nursing as a specialty</p> <ol style="list-style-type: none"> <li>2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.</li> <li>3. Appreciate the child as a holistic individual</li> <li>4. Perform physical, developmental, and nutritional assessment of pediatric clients</li> <li>5. Apply nursing process in providing nursing care to neonates &amp; children</li> <li>6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.</li> <li>7. Recognize and manage emergencies in neonates</li> <li>8. Describe various recent technologies and treatment modalities in the management of high risk neonates</li> <li>9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing</li> <li>10. Prepare a design for layout and management of neonatal units</li> <li>11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing</li> <li>12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team</li> <li>13. Teach pediatric nursing to undergraduate students &amp; in-service nurses</li> </ol>	
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		<p><b>CLINICAL SPECIALITY – I MENTAL HEALTH (PSYCHIATRIC) NURSING</b></p> <p>Placement : 1st Year</p> <p><b>Course Description</b></p> <p>Hours of Instruction Theory 150 hours Practical 650 hours Total : 800 hours</p> <p>This course is designed to assist students in developing expertise and in- depth understanding in the field of Psychiatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function psychiatric nurse specialist . It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing</p> <p><b>Objectives</b></p> <p>At the end of the course the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.</li> <li>2. Explain the dynamics of personality development and human behaviour.</li> <li>3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing</li> <li>4. Demonstrate therapeutic communications skills in all interactions</li> <li>5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities</li> <li>6. Establish and maintain therapeutic relationship with individual and groups</li> <li>7. Uses assertive techniques in personal and professional</li> </ol>	
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		<p>actions</p> <p>8. Promotes self-esteem of clients, others and self</p> <p>9. Apply the nursing process approach in caring for patients with mental disorders</p> <p>10. Describe the psychopharmacological agents, their effects and nurses role</p> <p>11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team</p> <p>12. Describe various types of alternative system of medicines used in psychiatric settings</p> <p>13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing</p>	
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## **Philosophy:**

### M.Sc. Nursing program: Indian Nursing Council

National Health Policy (NHP) 2002 emphasis the need to prepare nurses to function in super Specialty areas who are required in tertiary care institution, entrusting some limited public health function to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses. It is observed that there is acute shortage of nursing faculty in undergraduate and post graduate nursing programme in India. Post graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.

Post graduate programme in nursing built upon and extend competence acquired at the graduate level, emphasis application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health field who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to lifelong learning which fosters improvement of quality of care.

### **AIM:**

The aim of postgraduate programme in Nursing is to prepare graduate to assume the responsibility as nurse specialists, consultants, educators, administrators in a wide variety of professional settings.

### **OBJECTIVES:**

On Completion of Two years Masters in Nursing Programme, the graduates are able to:

1. Utilize/apply the concepts, theories and the principles of nursing science.
2. Demonstrate advance competence in practice of nursing.
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conduction nursing research, interpreting and utilizing the finding from health related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines.
8. Demonstrate interest in continued learning for personal and professional advancement.

### **ADMISSION REQUIREMENTS AND PROCEDURE:**

1. The candidate should be a registered nurse and registered midwife with any state nursing council in India.
2. The minimum educational requirement shall be the passing of B.Sc. Nursing / B.Sc. Nursing Honors / Post Basic B.Sc. nursing /B.Sc. nursing through distance learning (Recognized by INC) with minimum of 55% of aggregate marks with relaxation of 5% marks for reserved class candidates.
3. Minimum ONE year of work experience after Basic B.Sc. Nursing/B.Sc./Nursing Honors.
4. Minimum ONE year of work experience prior or after Post Basic B.Sc. nursing.
5. Candidate shall be medically fit.

## COURSE DURATION: TWO YEARS

### COURSE OF STUDY: FIRST YEAR

<i>Sr. No.</i>	<i>Subject</i>	<i>Theory Hours</i>	<i>Laboratory Hours</i>	<i>Clinical Hours</i>	<i>Total Hours</i>
1	Nursing Education	150	00	150	300
2	Advance Nursing Practice	150	00	210	360
3	Nursing Research and Statistics*	150	100*	00	250
4	Clinical Speciality I	150	00	660	810
Total Hours		600	100*	1020	1720

\*Sub Distribution of Hours for the subject Nursing Research and Statistics

<i>Paper No.</i>	<i>Subject</i>	<i>Theory Hours</i>	<i>Laboratory Hours</i>	<i>Clinical Hours</i>	<i>Total Hours</i>
I	Nursing Research	90	100*	00	190
II	Statistics	60	00	00	60

\* Laboratory Hours of Nursing Research to be utilized for preparation and presentation of Research Proposal.

### SECOND YEAR

<i>Sr. No.</i>	<i>Subject</i>	<i>Theory Hours</i>	<i>Laboratory Hours</i>	<i>Clinical Hours</i>	<i>Total Hours</i>
1	Nursing Management	150	00	150	300
2	Nursing Research and Statistics (Dissertation)	00	00	300	300
3	Clinical Speciality II	150	00	960	1110
Total Hours		300	00	1410	1710

In addition to this - Educational Visit 2 weeks

Minimum Clinical Hours are prescribed here. Institute may plan more clinical hours to facilitate hand on training.

## LIST OF SUBJECTS FOR EXAMINATIONS

### FIRST YEAR:

#### Theory:

- Nursing Education
- Advance Nursing Practice
- Nursing Research and Statistics
- Clinical Speciality I (One from the following)
  - a) Community Health Nursing
  - b) Mental Health Nursing
  - c) Child Health Nursing
  - d) Obstetric and Gynecological Nursing
  - e) Medical – Surgical Nursing

#### Practical:

- Nursing Education
- Clinical Speciality I (One from the following same as opted for theory)
  - a) Community Health Nursing
  - b) Mental Health Nursing
  - c) Child Health Nursing
  - d) Obstetric and Gynecological Nursing
  - e) Medical – Surgical Nursing

### SECOND YEAR:

#### Theory:

- Nursing Management
- Clinical Speciality II( One of the following as selected in first year)
  - a) Community health Nursing
  - b) Mental Health Nursing
  - c) Child Health Nursing
  - d) Obstetric and Gynecological Nursing
  - e) Medical – Surgical Nursing (Any one sub specialty from the following as decided by the Institution) (i.e. Sub specialty of Medical Surgical Nursing)
    - i. Cardiovascular and Thoracic Nursing
    - ii. Critical Care Nursing
    - iii. Oncology Nursing
    - iv. Neurosciences Nursing
    - v. Nephro Urology Nursing
    - vi. Orthopedic Nursing
    - vii. Gastro Enterology Nursing

#### Practical:

- Clinical Speciality II (One among the following as selected in first year)
  - a) Community health Nursing
  - b) Mental Health Nursing
  - c) Child Health Nursing
  - d) Obstetric and Gynecological Nursing
  - e) Medical – Surgical Nursing (Sub specialty as decided by the Institution)
- Viva Voce on Dissertation (Nursing Research and Statistics)

## SCHEME OF EVALUATION

1. The candidate will be evaluated by:
  - *Formative Evaluation* – by way of assignments and conducting TWO (one at the end of each term) Internal Assessment Examinations by Examination Cell.
  - *Summative Evaluation* – by the University at the end of academic year. (After completion of Preliminary Examination).
2. Obtaining 50% marks as Internal Assessment is prerequisite for admission to University Examination.
3. Minimum 80% attendance is mandatory for appearing for University examination. However, the candidate has to compensate 100% of his/her absence in practical/clinical before award of degree.
4. A candidate has to pass in theory and practical examination separately. If the candidate fails in theory or practical examination, he/she has to **re appear** for both the examinations.
5. The candidate shall not be permitted to appear for subsequent higher examination conducted by the University unless he/she has passed previous university examination.
6. Maximum number of candidates for practical examination may be as per University norms, however should not exceed 06 candidates per day for clinical specialty.
7. All practical examinations must be held in the respective clinical areas.
8. One internal and one external examiner should jointly conduct practical examination for each candidate.
9. Minimum passing marks in all subjects are 50%.
10. For calculation of **Internal Assessment Marks for Theory and Practical - 50% of Internal Assessment Marks from Assignments and 50 % from Examinations** conducted in whole year shall be taken together as Internal Assessment.
11. While calculating Internal Assessment Marks, any fraction of marks shall be rounded off to higher complete number.
12. Appearing for Preliminary examination is prerequisite for eligibility to appear for final examination.
13. A candidate who fails in examination shall be entitle for three attempts (including first attempt) , however the maximum period to complete the course successfully should not exceed four years.

## SCHEME OF UNIVERSITY EXAMINATION

### FIRST YEAR:

Sr. No.	Subject	Passing Head	Sub Head	Marks Distribution	Maximum Marks	Minimum to Pass	Distinction
1	Nursing Education	I	Theory	75	100	50	150
			Internal Assessment	25			
			Practical	50	100	50	
			Internal Assessment	50			
2	Advance Nursing Practice	I	Theory	75	100	50	75
			Internal Assessment	25			
3	Nursing Research & Statistics*	I	Theory	75	100	50	75
			Internal Assessment	25			
4	Clinical Speciality I*	I	Theory	75	100	50	225
			Internal Assessment	25			
			Practical	100	200	100	
			Internal Assessment	100			

### Division of Marks – Nursing Research and Statistics\*

Sr. No.	Subject	Paper	Sub Head	Marks Distribution	Maxim. Marks
3	Nursing Research and Statistics*	Paper I – Nursing Research	Theory	50	65
			Internal Assessment	15	
		Paper II – Statistics	Theory	25	35
			Internal Assessment	10	

**\*Note:** Paper I- Nursing Research and Paper II- Statistics to be amalgamated as a ONE PASSING HEAD (subject) and for Entry on the Mark sheet.

**FINAL YEAR:**

Sr. No.	Subject	Passing Head	Sub Head	Marks Distribution	Maximum Marks	Minimum to Pass	Distinction
1	Nursing Management	I	Theory	75	100	50	75
			Internal Assessment	25			
2	Clinical Speciality II*	I	Theory	75	100	50	225
			Internal Assessment	25			
			Practical	100	200	100	
			Internal Assessment	100			
3	Dissertation & Viva Voce** (Nursing Research and Statistics)		Internal Assessment	50	100	50	150
			Dissertation Evaluation (External Examiner)	50			
			Viva Voce – Internal Examiner	50	100	50	
			Viva Voce – External Examiner	50			

\*\* Acceptance of Dissertation by External Examiner is prerequisite for appearing for examination.

*1<sup>st</sup> Year*  
*M.Sc. Nursing*

**Subject No.1**  
**NURSING EDUCATION**

Total: 300 hours

Theory: 150 hours

Practical: 150 hours

**AIM:-**

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

**OBJECTIVES: -**

At the end of the course, students are able to:

- Explain the aim of education, philosophies, trends in education and health: its impacts on nursing education.
- Describe the teaching learning process
- Prepare and utilize various instructional media and methods in teaching learning process.
- Demonstrate competency in teaching using various instructional strategies.
- Critically analyze the existing nursing educational programmes, their problems, issues and future trends.
- Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
- Plan and conduct continuing nursing educational programmes.
- Critically analyze the existing teacher preparation program in nursing.
- Demonstrate skill in guidance and counseling.
- Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
- Explain the development of standards and accreditation process in nursing education programs.
- Identify research priorities in nursing education.
- Discuss various models of collaboration in nursing education and services.
- Explain the concept, principles, steps, tools, and techniques of evaluation.
- Construct, administer and evaluate various tools for assessment of knowledge, skills and attitude.

**COURSE CONTENT:**

**Unit I -Introduction:**

- Education Definition, aims, concepts, philosophies& their education implications,
- Impact of Social, economical, political & technological changes on education :
- Professional education.
- Current trends and issues in education.
- Educational reforms and National Educational policy.
- Trends in development of nursing education in India.

**Unit II -Teaching-Learning Process:**

- Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.
- Educational aims and objectives; types, domains, levels, elements and writing of educational objectives.
- Competency based education(CBE) and outcome based education(OBE)
- Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.
- Instruction strategies- Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role play(sociodrama), clinical teaching methods, programmes instruction, self directed learning (SDL), micro teaching, computer assisted instruction (CAI),computer assisted learning

### **Unit III -Instructional media and methods:**

- Key concepts in the selection and use of media in education
- Online methods of teaching and learning
- Developing learning resource material using different media
- Instructional aids – types, uses, selection, preparation, utilization.
- Teacher's role in procuring and managing instructional Aid – Project and non-projected aids, multimedia, video-tele conferencing etc.

### **Unit IV -Measurement and evaluation:**

- Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.
- Principles of assessment, formative and summative assessment – internal assessment external examination, advantages and disadvantages.
- Criterion and norm referenced evaluation.

### **Unit V- Standardized and non-standardized tests:**

- Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of test – Essay, short answer questions and multiple choice questions.
- Rating scales, checklist, OSCE/OSPE(Objective structured clinical / practical examination)
- Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique.
- Question bank-preparation, validation, moderation by panel, utilization.
- Developing a system for maintaining confidentiality.

### **Unit VI -Administration, Scoring and Reporting:**

- Administering a test ; scoring, grading versus marks
- Objective tests, scoring essay test, methods of scoring, Item analysis.

### **Unit VII-Standardized Tools:**

- Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale, test for special mental and physical abilities and disabilities.

### **Unit VIII-Nursing Educational programs:**

- Perspectives of nursing education: Global and national.
- Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing. Post Certificate B.Sc. Nursing, M.Sc (N) programs. M. Phil and Ph. D in Nursing, Post basic diploma programs, nurse practitioner program.

### **Unit IX -Continuing Education in Nursing:**

- Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.
- Program planning, implementation and evaluation of continuing education programs.
- Research in continuing education
- Distance education in nursing.

### **Unit X -Curriculum Development:**

- Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.
- Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.
- Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.
- Equivalency of courses: Transcripts, credit system.

**Unit XI -Teacher preparation:**

- Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, Preparation of professional teacher.
- Organizing professional aspects of teacher preparation program.
- Evaluation : self and peer
- Critical analysis of various programs of teacher education in India.

**Unit XII -Guidance and counseling:**

- Concept, principles, need, difference between guidance and counseling, trends and issues.
- Guidance and counseling services: diagnostic and remedial.
- Coordination and organization of services.
- Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling.
- Professional preparation and training for counseling.

**Unit XIII -Administration of Nursing Curriculum:**

- Role of curriculum coordinator – planning, implementation and evaluation.
- Evaluation of educational programs in nursing course and program.
- Factors influencing faulty staff relationship and techniques of working together.
- Concept of faculty supervisor (dual) position.
- Curriculum research in nursing.
- Different models of collaboration between education and service.

**Unit XIV -Management of Nursing Educational Institutions:**

- Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library
- Development and maintenance of standards and accreditation in nursing education programs.
- Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.
- Role of Professional associations and unions.



## NURSING EDUCATION

<i>Unit No. with total hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>
I (6 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand educational aims concepts, and philosophy education. Understand and describe current trends in general and professional education, and national educational policy. <b>Skill:</b> Write philosophy and educational objectives for nursing education. <b>Attitude:</b> Incorporate changes in international professional education in Indian scenario and contribute in individual and personal development of student.	<ul style="list-style-type: none"> <li>• Education Definition, aims, concepts, philosophy &amp; their education implications. (1 hours)</li> <li>• Impact of Social, economical, political &amp; technological changes on education. (1 hours)</li> <li>• Professional education. (1 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Current trends and issues in education. (1 hours)</li> <li>• Educational reforms and National Educational policy. (1 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Trends in development of nursing education in India (1 hours)</li> </ul>
II (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the concept of teaching learning theories, leadership and educational aims and objectives. Know types of domains, computer based education, and outcome based education. <b>Skill:</b> Prepare aims and objectives for nursing education. <b>Attitude:</b> Incorporate this knowledge with teaching activities.	<ul style="list-style-type: none"> <li>• Concepts of teaching and learning. (2hours) : Definition, theories of teaching and learning, relationship between teaching and learning. (2 hours)</li> <li>• Educational aims and objectives; types, domains, levels, elements and writing of educational objectives. (2 hours)</li> <li>• Instruction strategies- Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL),workshop, project, role – play (sociodrama),clinical teaching methods, programmes instruction, self directed learning (SDL),micro teaching, computer assisted instruction (CAI),computer assisted learning (CAL) (5 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Competency based education(CBE) and outcome based education(OBE) (2 hours)</li> <li>• Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. (2 hours)</li> </ul>	
III (6 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the importance of selection of media in education. <b>Skill:</b> Select appropriate media for teaching learning process.		<ul style="list-style-type: none"> <li>• Key concepts in the selection and use of media in education.(2 Hrs)</li> <li>• Developing learning resource material using different media</li> <li>• Instructional aids – types, uses,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher's role in procuring and managing instructional Aid – Project and non-projected aids,</li> </ul>

	<b>Attitude:</b> Incorporate day today's teaching learning activities.		selection, preparation, utilization. (2 hours)	multimedia, video-tele conferencing etc.(2 Hrs)
IV (8 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand meaning, process, purpose, and problem, and evaluation and measurement and different types of assessment. <b>Skill:</b> Prepare different types of evaluation Performa. <b>Attitude :</b> Incorporate with the day today activities for better learning	<ul style="list-style-type: none"> <li>• Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. (2 hours)</li> <li>• Principles of assessment, formative and summative assessment – internal assessment external examination, advantages and disadvantages.(4 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion and norm referenced Evaluation.(2 hours)</li> </ul>	
V (16 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand standardized and non standardized tests. <b>Skill:</b> Prepare different types of questions and rating scales for day to day teaching and learning process. <b>Attitude:</b> Incorporate with the day today teaching and learning for the benefit of individual learners.	<ul style="list-style-type: none"> <li>• Meaning, characteristics,</li> <li>• objectivity, validity, reliability, usability, norms, construction of test (2 hours)</li> <li>• Essay, short answer questions and multiple choice questions. (2 hours)</li> <li>• Rating scales, checklist, OSCE/OSPE (Objective structured clinical / practical examination) (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique. (3 hours)</li> <li>• Question bank-preparation, validation, moderation by panel, utilization. (3 hours)</li> <li>• Developing a system for maintaining confidentiality.(3Hrs)</li> </ul>	
VI (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand administration scoring and reporting of test. <b>Skill:</b> Prepare a test and scoring and analysis. <b>Attitude:</b> Incorporate with the day today teaching and learning process.	<ul style="list-style-type: none"> <li>• Administering a test ; scoring, grading versus marks.(5 hours)</li> <li>• Objective tests, scoring essay test, methods of scoring, Item analysis. (5 hours)</li> </ul>		
VII (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand standardized tools <b>Skill: Prepare</b> for the teaching learning process. <b>Attitude:</b> Incorporate with the day today teaching and learning process.	<ul style="list-style-type: none"> <li>• Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale, test for special mental and physical abilities and disabilities (12 hours)</li> </ul>		
VIII (8 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand different educational programmes in Nursing in India <b>Skill:</b> Prepare proposals for different	<ul style="list-style-type: none"> <li>• Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B. Sc Nursing, Post Certificate B.Sc. Nursing, M. Sc (N) programs. M. Phil and Ph .D) in Nursing post basic diploma programs. Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Perspectives of nursing education: Global and national. (3 hours)</li> </ul>	

	programmes. <b>Attitude</b> :Incorporate with the day today teaching and learning process	Practitioner programs.(5 hours)		
IX (12 hours)	At the end of unit students are able to <b>Knowledge</b> : Understand continuing education in nursing and its different aspects <b>Skill</b> : Prepare programmes in nursing. <b>Attitude</b> : Incorporate with the day today teaching and learning process to improve individual student's knowledge.	<ul style="list-style-type: none"> <li>• Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.(4 hours)</li> <li>• Program planning, implementation and evaluation of continuing education programs. (7 hours).</li> </ul>	<ul style="list-style-type: none"> <li>• Research in continuing education, Distance education in nursing. (1 hour)</li> </ul>	
X (10 hours)	At the end of unit students are able to <b>Knowledge</b> : Understand curriculum development and its philosophy evaluation strategy process of curriculum change <b>Skill</b> : Prepare curriculum for different nursing courses. <b>Attitude</b> : Incorporate with the day today nursing education for the benefit of nursing students.	<ul style="list-style-type: none"> <li>• Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. (2 hours)</li> <li>• Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.(4 hours)</li> <li>• Evaluation strategies.(2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. Equivalency of courses: Transcripts, credit system.( 2 Hrs)</li> </ul>	
XI (08 hours)	At the end of unit students are able to <b>Knowledge</b> :Understand roles responsibilities qualities and preparation of professional teacher <b>Skill</b> : Acquire the qualities for teacher and teaching. <b>Attitude</b> : Incorporate with the day today nursing education for the benefit of nursing students.	<ul style="list-style-type: none"> <li>• Teacher – roles &amp; responsibilities, functions, characteristics, competencies, qualities. (2 hours)</li> <li>• Preparation of professional teacher. Organizing professional aspects of teacher preparation program. (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation: self and peer. (1 hour)</li> <li>• Critical analysis of various programs of teacher education in India.(2 hours)</li> </ul>	
XII (10 hours)	At the end of unit students are able to <b>Knowledge</b> :Understand roles different aspects of guidance and counseling along with techniques of professional preparations <b>Skill</b> : Acquire the knowledge for self preparation.	<ul style="list-style-type: none"> <li>• Concept, principles, need, difference between guidance and counseling, trends and issues.(3 hours)</li> <li>• Guidance and counseling services: diagnostic and remedial.(2 hours)</li> <li>• Coordination and organization of services.</li> <li>• Techniques of counseling: Interview, case work, characteristics of counselor, problems</li> </ul>	<ul style="list-style-type: none"> <li>• Professional preparation and training for counseling. (2 hours)</li> </ul>	

	<b>Attitude :</b> Incorporate with the day today teaching learning process for improving knowledge of the students	in counseling.(2 hours)		
XIII (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand role of curriculum evaluation of educational of programmes in nursing education <b>Skill:</b> Prepare the plan and implement the curriculum effectively. <b>Attitude:</b> Incorporate with the day today teaching learning process for improving knowledge of the students.	<ul style="list-style-type: none"> <li>• Role of curriculum coordinator – planning, implementation and evaluation.(2 hours)</li> <li>• Concept of faculty supervisor (dual) position. (2 hours)</li> <li>• Curriculum research in nursing.(2 hours)</li> <li>• Different models of collaboration between education and service.(3Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of educational programs in nursing course and program. (3 hours)</li> <li>• Factors influencing faulty staff relationship and techniques of working together.(3 hours)</li> </ul>	
XIV (14 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the management of nursing education institutions. Understand the orientation and accreditation and role of statutory bodies, union’s & professional associations in nursing education <b>Skill:</b> Prepare the plan to organize staffing and budgeting. Prepare and maintain standards in nursing education. <b>Attitude:</b> Incorporate with the day today teaching learning process for improving knowledge of the students. Incorporate with the day today teaching learning process for improving knowledge of the students	<ul style="list-style-type: none"> <li>• Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel. (10 hours)</li> <li>• Development and maintenance of standards and accreditation in nursing education programs. (2 hours)</li> <li>• Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. (1 hours)</li> </ul>	Role of Professional associations and unions. (1 hours)	

## DISTRIBUTION OF LABORATORY HOURS:

<i>Unit numbers</i>	<i>Lab hours</i>	<i>Unit numbers</i>	<i>Lab hours</i>	<i>Unit numbers</i>	<i>Lab hours</i>
II	40	VII	06	XI	06
III	10	VIII	08	XII	05
V	10	IX	40	XIII	10
VI	10	X	00	XV	05
TOTAL	70	TOTAL	54	TOTAL	26
GRAND TOTAL					150

Teaching Strategy: - Lectures -150 hrs

Lab hours -150 hours

Teaching Methods: - Lecture cum discussion, Seminar, Panel discussion, Symposium, Group Discussion, Written assignments, Practice Teaching.

A.V. Aids: - Over head Projector, L.C.D, Computer assisted learning, Flip charts, Posters, Black Board, Computer assisted learning

### ASSIGNMENTS:

#### THEORY:

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Seminar	One	1X50	50
2	Preparation of Teaching –Learning Material (Group Work)	One	1X50	50
3	Developing Various Types of Evaluation Tools (Group Work)	One	1X50	50
4	Preparation of Blue Print, Unit Plan, Master Plan & Rotation Plan (Group Work)	One	1X50	50
5	Preparation of Annotated Bibliography	One	1X25	25
Total Marks				225

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Class Room Practice Teaching	Four	1X50	200
2	Demonstration Practice Teaching	Four	1X50	200
3	Microteaching	Two	1X25	50
Total Marks				450

#### Practical:

#### LIST OF RECOMMENDED BOOKS:-

- Aggrawal J.C, Principles, methods & techniques of teaching.
- Basavanthappa B.T, Nursing education.
- Bevies EmOliva, Curriculum Building in nursing.
- George Kurian Aleyamma, Principles of curriculum development and evaluation.
- Bhatia Kamala & BHATIA B.D ,Principles and methods of teaching
- Guilbert J.J, Educational hand book for health personnel.
- Neeraja K.P., Text book of nursing education.
- Guinee, Kathleen K, Teaching and learning in nursing.
- Joice B, ete Models of teaching in nursing.
- Dr. Bloom, Benjamin S Ed, Taxonomy of educational objectives: Cognitive domain.
- Dr. Rambhai N. Patel. Educational Evaluation (theory and Practi

**Subject No. 2**  
**ADVANCE NURSING PRACTICE**

Total Hours: 360

Theory: 150 Hours

Practical: 200 Hours

**AIM:**

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

**OBJECTIVES:**

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

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

**COURSE CONTENT:**

**Unit I -Nursing as a profession:**

- History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global.
- Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations.
- Role of regulatory bodies
- Professional organizations and unions-self defense, individual and collective bargaining.
- Educational preparations, continuing Education, career opportunities,
- professional advancement &
- Role and scope of nursing education.
- Role of research, leadership and management.
- Quality assurance in nursing (INC)
- Futuristic nursing.

**Unit II -Health care delivery:**

- Health care environment, economics, constraints, planning process, polices,
- Political process vis a vis nursing profession.
- Health care delivery system-national, state, district and local level.
- Major stakeholders in the health care system-Government, non-govt , Industry and other professionals.
- Patterns of nursing care delivery in India.
- Health care delivery concerns, national health and family welfare programs, inter- sectoral coordination, role of non-governmental agencies.
- Information, education and communication (IEC), Tele- medicine.

**Unit III -Genetics:**

- Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era.
- Basic concepts of Genes, Chromosomes & DNA.
- Approaches to common genetic disorders.

- Genetic testing- basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing.
- Genetic counseling.
- Practical application of genetics in nursing.

#### **Unit IV -Epidemiology:**

- Scope, epidemiological approach and methods, Morbidity, mortality.
- Concepts of causation of diseases and their screening.
- Application of epidemiology in health care delivery, Health surveillance and health informatics, Role of nurse.

#### **Unit V - Bio-Psycho social pathology:**

- Pathophysiology and Psychodynamics of disease causation
- Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style
- Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation.
- Treatment aspects: pharmacological pre-post operative care aspects,
- Cardio pulmonary resuscitation
- Care of dying and dead,
- Infection prevention (including HIV) and standard safety measures, bio-medical waste management.
- Role of nurse-Evidence based nursing practice.

#### **Unit VI -Philosophy and Theories of Nursing:**

- Values, conceptual models, approach.
- Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdell's Lewine's, Orem's, Johnson's King's, Neumann's, Roy's, Watson parsec, etc and their application.
- Health belief models, communication and management, etc.
- Concept of Self health, Evidence based practices model.

#### **Unit VII -Nursing process approach:**

- Health Assessment – Illness status of patients/clients (Individuals, family, community), Identification of health illness problems, health behavior, signs and symptoms of clients.
- Methods of collection, analysis and utilization of data relevant to nursing process.
- Formation of nursing care plans, health goals, implementation, modification and evaluation of care.

#### **Unit VIII -Psychological aspects and Human relation:**

- Human behavior, Life processes & growth and development, personality development, defense mechanisms,
- Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior.
- Basic human needs, Growth and development,( Conception through preschool, School age through adolescence, Young & middle adult, and Older adult).
- Sexuality and sexual health.
- Stress and adaptation, crisis and its intervention,
- Coping with loss, death and grieving, Principles and techniques of counseling.

#### **Unit IX -Nursing Practices:**

- Framework, scope and trends.
- Alternative modalities of care, alternative systems of health and complimentary therapies.
- Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. Covid 19, Pandemic
- Health promotion and primary health care.
- Independent practices issues, Independent nurse-midwifery practitioners.
- Collaboration issues and models-within and outside nursing.
- Models of Prevention, Family nursing, Home nursing, Gender sensitive issues and women empowerment.
- Disaster nursing, Geriatric considerations in nursing, Evidence based nursing practices, Trans-cultural Nursing.

#### **Unit X -Computer applications for patient care delivery system and nursing practice:**

- Use of computers in teaching, learning, research and nursing practice.
- Windows, MS office: WORD Excel, Power Point.
- Internet, literature search.
- Statistical packages.
- Hospital management information system, software.

## ADVANCE NURSING PRACTICE

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (9 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies. Gain knowledge regarding professional organizations Understand quality assurance.</p> <p><b>Attitude:</b> In corporate in clinical field for better patient care.</p>	<ul style="list-style-type: none"> <li>History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global. (1 hour)</li> <li>Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (2 hours)</li> <li>Role of regulatory bodies (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Professional organizations and unions-self defense, individual and collective bargaining.(2 hours)</li> <li>Educational preparations,</li> <li>Continuing Education, career opportunities professional advancement &amp; Role and scope of nursing education.(1 hour)</li> <li>Role of research, leadership and management. (1 hour)</li> <li>Quality assurance in nursing(INC)</li> </ul>	<ul style="list-style-type: none"> <li>Futuristic nursing. (1 hour)</li> </ul>
II (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the healthcare delivery system at all levels in India. Gain knowledge regarding stake holders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes. Gain knowledge of telemedicine.</p> <p><b>Skill:</b> Use appropriate resources of IEC give effective health education. Operate telemedicine system.</p>	<ul style="list-style-type: none"> <li>Health care delivery system-national, state, district and local level. (2 hour)</li> <li>Major stakeholders in the health care system-Government, non-govt., Industry and other professionals.(2 Hrs)</li> <li>Patterns of nursing care delivery in India. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-governmental agencies.</li> <li>Information, education and communication (IEC) (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. (2 hours)</li> <li>Tele- medicine. (1 hr)</li> </ul>
III ( 10hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis and understand important of genetic counseling.</p> <p><b>Skill:</b> Able to do basic genetic counseling.</p>	<ul style="list-style-type: none"> <li>Basic concepts of Genes, Chromosomes &amp; DNA. (2 hours)</li> <li>Approaches to common genetic disorders. (2 hours)</li> <li>Genetic counseling. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era.(2 hours)</li> <li>Genetic testing- basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Ethical, legal &amp; psychosocial issues in genetic testing. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Practical application of genetics in nursing. (1 hour)</li> </ul>

IV (12 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. Understand the health informatics and role of nurse.</p> <p><b>Attitude:</b> Apply epidemiology in health care delivery system.</p>	<ul style="list-style-type: none"> <li>• Scope, epidemiological approach and methods.(4 hours)</li> <li>• Application of epidemiology in health care delivery, Health surveillance and health informatics. (3 hours)</li> <li>• Role of nurse. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Morbidity, mortality. (2 hours)</li> <li>• Concepts of causation of diseases and their screening.(2 hours)</li> </ul>	
V (20 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand Pathology and psychodynamics of disease causation, common problems in health care. Known CPR and EBP</p> <p><b>Skill:</b> Able to give CPR effectively.</p> <p><b>Attitude:</b> Incorporate with clinical and community practice for better care.</p>	<ul style="list-style-type: none"> <li>• Cardio pulmonary resuscitation. (3 hours)</li> <li>• Care of dying and dead (3 hours)</li> <li>• Infection prevention (including HIV) and standard safety measures, bio-medical waste management (3 hours)</li> <li>• Role of nurse-Evidence based nursing practice (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Pathophysiology and Psychodynamics of disease causation (2 hours)</li> <li>• Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style (3 hours)</li> <li>• Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment aspects: pharmacological pre-post operative care aspects.(2 hours)</li> </ul>
VI (20 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand nursing theories, conceptual models, concept of self health care and evidence based practice model.</p>	<ul style="list-style-type: none"> <li>• Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdell's Lewine's, Orem's, Johnson's, King's, Neumann's, Roy's, Watson parsec, etc and their application. (12 hours)</li> <li>• Health belief models, communication and management, etc. (2 hours)</li> <li>• Evidence based practices model.(1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Values, conceptual models, approach. (3 hours)</li> <li>• Concept of Self health. (2 hours)</li> </ul>	
VII (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand health assessment, signs and symptoms of clients. Gain knowledge regarding nursing process.</p> <p><b>Skill:</b> Develop skill in implementing nursing process.</p> <p><b>Attitude:</b> Incorporate knowledge of nursing process for patient care.</p>	<ul style="list-style-type: none"> <li>• Health Assessment – illness status of patients / clients (Individuals, family, community) Identification of health-illness problems, health behaviors, signs and symptoms of clients. (4 Hrs)</li> <li>• Methods of collection, analysis and utilization of data relevant to nursing process. (2 hours)</li> <li>• Formulation of nursing care plans, health goals, implementation, modification and evaluation of care. (4 hours)</li> </ul>		

VIII (23 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand growth and development in different stages of human life and defense mechanism. Understand stress and adaptation and techniques of counseling.</p> <p><b>Attitude:</b> Incorporate with patient care in clinical and community settings. Incorporate with professional ethics.</p>	<ul style="list-style-type: none"> <li>• Human behavior, Life processes &amp; growth and development, personality development, defense mechanisms and communication (4 hours)</li> <li>• Basic human needs Growth and development, (Conception through preschool, School age through adolescence, Young &amp; middle adult, and Older adult) (4 hours)</li> <li>• Stress and adaptation, crisis and its intervention (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Sexuality and sexual health. (2 hours)</li> <li>• Coping with loss, death and grieving (3 hours)</li> <li>• Principles and techniques of Counseling (3 hours)</li> <li>• Interpersonal relationships, individual and group, group dynamics. (3 Hrs)</li> </ul>	Organizational behavior (1 hours)
IX (26 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse Know promotive, preventive, curative and restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <p><b>Skill:</b> Able to prepare different models of EBP and its applications.</p> <p><b>Attitude:</b> Incorporate knowledge while providing comprehensive care.</p>	<ul style="list-style-type: none"> <li>• Models of Prevention. (2 hour)</li> <li>• Family nursing, Home nursing.(2 Hrs)</li> <li>• Disaster nursing. (6 hours)</li> <li>• Evidence based nursing practices. (2 hours)</li> <li>• Trans-cultural Nursing (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Framework, scope and trends. (1 hour)</li> <li>• Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (2 hours) Pandemic :Covid 19</li> <li>• Health promotion and primary health care. (2 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent practices issues, Independent nurse-midwifery practitioners. (2 hour)</li> <li>• Collaboration issues and models-within and outside nursing. (1 hour)</li> <li>• Gender sensitive issues and women empowerment. (2 Hrs)</li> <li>• Geriatric considerations in nursing.(2 hours)</li> </ul>
X (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the importance of use of computer application in patient care &amp; nursing.</p> <p><b>Skill:</b> Use computers in professional practice.</p> <p><b>Attitude:</b> Incorporate this knowledge in professional and day today's life.</p>	<ul style="list-style-type: none"> <li>• Internet, literature search.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of computers in teaching, learning, research and nursing practice. (2 hours)</li> <li>• Windows, MS office: WORD, Excel, Power Point. (4 hours)</li> <li>• Hospital management information system: software.(2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical packages. (1 hour)</li> </ul>

## AREAS OF CLINICAL EXPERIENCE AND DISTRIBUTION OF HOURS:

<i>Sr. No.</i>	<i>Areas of clinical practice</i>	<i>Duration in Weeks</i>
1	Medical Intensive Care Unit	1 weeks
2	Surgical Intensive Care Unit	1 weeks
3	Community Health Nursing Urban Area	1 weeks
4	Community Health Nursing Rural Area	1 week
5	Neonatal Intensive Care Unit	1 week
6	Pediatric Intensive Care Unit	1 week
7	Obstetric Ward	1 week
Total Duration of Clinical Practice		07 weeks

### TEACHING STRATEGY:

Total Hours: 350

Lectures: 140 Hrs

Clinical Hours -210

### TEACHING METHODS:

Lecture cum discussion, Seminar, Panel discussion, Symposium, Group Discussion, Written assignments

### A.V.AIDS:-

Over head Projector, L.C.D, Computer assisted learning, Flip charts, Posters, Black Board.

### ASSIGNMENTS:

#### Theory:

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Seminar	One	1X50	50
2	Nursing Care Plan (One in Each area of Clinical Experience)	Seven	1X25	175
Total Marks				225

### LIST OF RECOMMENDED BOOKS:

- Potter A.P Perry "Fundamentals of nursing" 6<sup>th</sup> edition.
- Kozier B et al, "Fundamentals of nursing concepts process and practices" 2<sup>nd</sup> Indian print 2004.
- Brunner and Suddarth "Text book of Medical surgical nursing" 10<sup>th</sup> edition.
- Zwemer "A Professional Adjustments and Ethics for Nurse in India" 6<sup>th</sup> Edition.
- Rosdhal, "Fundamentals of Nursing".
- Bolander, "Fundamentals of Nursing".
- Caol Taylor, "Fundamentals of Nursing".
- Basavanhappa B.T "Nursing Theories".
- Pearson Alan, Vaughan B, Fitzgerald M Nursing models for practice 3<sup>rd</sup> edition.
- Alligood M.R, Tomey A.M Nursing theory application and utilization.
- J.E Park Text book preventive and social medicine.



- Characteristics, types, advantages and disadvantages.
- Qualitative: Phenomenology grounded Theory, ethnography.
- Research designs, its importance, characteristics of good design.
- Threats to internal and external validity.

**Unit IV -Research problem:**

- Identification of research problem.
- Sources of research problem
- Formulation of problem statement and research objectives.
- Definition of terms.
- Assumptions and delimitations and limitation.
- Identification of variables.
- Hypothesis – definition, formulation and types.

**Unit V -Developing theoretical / conceptual framework:**

- Theories:
- Nature.
- Characteristics.
- Purpose.
- Uses.
- Using, testing and developing conceptual framework, models and theories.

**Unit VI -Sampling:**

- Population and sample
- Factors influencing sampling.
- Sampling techniques.
- Sample size.
- Probability and sampling Error.
- Problems of sampling.

**Unit VII -Tools and methods of Data collection:**

- Concepts of data collection.
- Data sources, methods/techniques, quantitative and qualitative.
- Tools for data collection – types, characteristics and their development.
- Validity and reliability of tools, Procedure for data collection.

**Unit VIII -Implementing research plan:**

- Pilot study.
- Review research plan (design).
- Planning for data collection.
- Administration of tool / interventions.
- Collection of data.

**Unit IX -Analysis and interpretation of data:**

- Plan for data analysis: quantitative and Qualitative.
- Descriptive and Inferential Analysis.
- Preparing data for computer analysis and presentation.
- Statistical analysis.
- Interpretation of data.
- Conclusion and generalizations.
- Summary and discussion.

**Unit X -Reporting and utilizing research findings:**

- Communication of research results; oral and written.
- Writing research report purposes, methods and style-Vancouver.
- American Psychological Association (APA), Campbell etc.

**Unit XI -Writing scientific article for publication: purposes & style:**

- Critical analysis of research reports and articles.

**Unit XII -Developing and presenting a research proposal.**

**NURSING RESEARCH AND STATISTICS**  
**PAPER I-NURSING RESEARCH**

<i>Unit No. with total hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>
I (08 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. <b>Skill:</b> Apply evidence based practice in nursing research. <b>Attitude:</b> Incorporate with nursing research.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and scientific method. (1 hour)</li> <li>• Inductive and deductive reasoning.(1 hour)</li> <li>• Research – definition, Characteristics purposes, kinds of research.(1 hour)</li> <li>• Historical Evolution of research in Nursing.(1 hour)</li> <li>• Basic research terms.(1 hour)</li> <li>• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)</li> <li>• Role of research in nursing.(1 hour)</li> <li>• Evidence based practice.(hour)</li> <li>• Ethics in research .(1 hour)</li> <li>• Overview of Research process. (1 hour)</li> </ul>		
II (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the importance, purpose, scope, and sources of ROL. <b>Skill:</b> Apply steps in reviewing literature. <b>Attitude:</b> Recognize criteria for selection of resources.	<b>Review of Literature:</b> <ul style="list-style-type: none"> <li>• Importance, Purposes (1 hour)</li> <li>• Scope, Sources (1 hour)</li> <li>• Criteria for selection of resources. (2Hrs)</li> <li>• Steps in reviewing literature.(1 Hr)</li> </ul>		
III (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Define and describe qualitative and quantitative research. <b>Skill:</b> Select appropriate design for research work and critically evaluate research designs. <b>Attitude:</b> Identify characteristics of qualitative & quantitative research design.	<b>Research Approaches and Design:</b> <ul style="list-style-type: none"> <li>• Type: Quantitative and Qualitative.(2 hours)</li> <li>• Historical, survey and experimental .(2 hours)</li> <li>• Characteristics, type’s advantages and disadvantages. (2 hours)</li> <li>• Qualitative: Phenomenology grounded Theory, ethnography.(2 hours)</li> <li>• Research designs, its importance.(2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of good design. (1 hours)</li> <li>• Threats to internal and external validity. (1hours)</li> </ul>	

IV (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Identify and describe research problem, sources of research problem &amp; define various terms</p> <p><b>Skill:</b> Formulate research hypothesis.</p> <p><b>Attitude:</b> Recognize assumptions delimitations and limitations.</p>	<p><b>Research Problem:</b></p> <ul style="list-style-type: none"> <li>• Identification of research problem,(2 hours)</li> <li>• Formulation of problem statement and research objectives (3 hours)</li> <li>• Assumptions and delimitations and Limitation (1 hours)</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of research problem. (1 hours)</li> <li>• Definition of terms. (1 hours)</li> </ul>	
V (05 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the nature, characteristics, purposes and uses of various nursing theories.</p> <p><b>Skill:</b> Develop conceptual framework for their research work.</p> <p><b>Attitude:</b> Identify and test various theories.</p>	<p><b>Developing Theoretical/Conceptual framework:</b></p> <ul style="list-style-type: none"> <li>• Theories: Nature, Characteristics, Purpose and Uses (2 hours)</li> <li>• Using, testing and developing Conceptual framework, models and theories.(3 hours)</li> </ul>		
VI (08 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand, Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error.</p> <p><b>Skill:</b> Select and use appropriate sampling technique.</p> <p><b>Attitude:</b> Identify&amp; select appropriate population, sample, sampling technique and sample size.</p>	<p><b>Sampling:</b></p> <ul style="list-style-type: none"> <li>• Population and sample(1 hour)</li> <li>• Sampling techniques (2 hour)</li> <li>• Sample size (1 hour)</li> <li>• Probability and sampling Error (2 hour)</li> <li>• Problems of sampling (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing sampling. (1 hour)</li> </ul>	
VII (16 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Describe tools and methods of data collection.</p> <p><b>Skill:</b> Calculate reliability of tools.</p> <p><b>Attitude:</b> Formulate tools for data collection.</p>	<p><b>Tools and Method of Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Data sources, methods/techniques - Quantitative and qualitative. (4 hours)</li> <li>• Tools for data collection – types, characteristics and their development(4 hours)</li> <li>• Validity and reliability of tools Procedure for data collection. (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of data collection.(4 hours)</li> </ul>	

VIII (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Define and describe pilot study. <b>Skill:</b> Conduct pilot study. <b>Attitude:</b> Formulate plan for data collection.	<b>Implementing Research Plan:</b> <ul style="list-style-type: none"> <li>• Pilot study (1 hour)</li> <li>• Planning for data collection (1 hour)</li> <li>• Administration of tool .(1 hour)</li> <li>• Interventions (1 hour)</li> <li>• Collection of data. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review research plan (design) (1 hour)</li> </ul>	
IX (08 hours)	At the end of unit students are able to <b>Knowledge:</b> Know and describe various methods for data analysis. <b>Skill:</b> Analyze data by using appropriate analysis method. <b>Attitude:</b> Formulate plan for data analysis.	<b>Analysis and Interpretation of Data:</b> <ul style="list-style-type: none"> <li>• Plan for data analysis: quantitative and Qualitative. (2 hours)</li> <li>• Descriptive and Inferential Analysis. (1 hours)</li> <li>• Statistical analysis. (1 hours)</li> <li>• Interpretation of data.(1 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion and generalizations</li> <li>• Summary and discussion. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing data for computer analysis and presentation (1hours)</li> </ul>
X (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various methods and styles of writing research report. <b>Skill:</b> Communicate research results effectively and Compare research reports.	<b>Reporting and Utilizing Research Findings:</b> <ul style="list-style-type: none"> <li>• Writing research report purposes, methods and style- Vancouver, American Psychological Association (APA), Campbell etc(2 hours)</li> <li>• Writing scientific article for publication: purposes &amp; style (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of research results; oral and written. (2 hours)</li> </ul>	
XI (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe criteria's for critical analysis. <b>Skill:</b> Analyze and communicate research articles critically. <b>Attitude:</b> Initiate critical analysis.	<ul style="list-style-type: none"> <li>• Critical analysis of research articles. (1 hours)</li> <li>• Presenting and communicating critique. (2 hours)</li> </ul>		
XII (04 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe criteria's for presenting research proposal. <b>Skill:</b> Present research proposal. <b>Attitude:</b> Prepare research proposal.	<ul style="list-style-type: none"> <li>• Preparation, presentation and approval of research proposal. (4 hours)</li> </ul>		

## DISTRIBUTION OF CLINICAL HOURS:

<i>Unit No.</i>	<i>Activity to performed by the students</i>	<i>Allotted Hours</i>
II	Review of literature.	05
III	Writing and Presenting Research Statement	25
IV	Developing Theoretical/Conceptual Framework	05
V	Developing Research Tools	10
VII	Critical analysis of research article and its presentation	15
VIII	Presentation of complete research proposal.	40
Total Hours		100

**TEACHING STRATEGY:** Lecture -90

Practical Hours – 100

**TEACHING METHODS:** Lecture cum discussion, Symposium, Group Discussion, Written assignments.

**A.V. AIDS:** Over head Projector, L.C.D, Computer Assisted learning, Flip charts, Posters, Black Board, and Computer assisted learning.

### ASSIGNMENTS:

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Group Project	One	1X100	100
2	Journal Presentation (Research Articles)	Two	1X25	50
3	Research Critique	One	1X50	50
4	Preparation & Presentation of Research Proposal	One	1X25	25
Total Marks				225

### LIST OF RECOMMENDED BOOKS:

- Basavanhappa B.T, Nursing Research
- Garrett H.E, Statistic in psychology & education
- Mahajan B.K. Methods in Biostatistics.
- Rose Hott & Budin. Notter's Essentials of Nursing Research 5<sup>th</sup> edition.
- Practical Nunshall, Nursing Research 3<sup>rd</sup> edition.
- P.K. Indirani, Research methods for Nurses.
- Polit, DF, & Beck C.T, Nursing Research principles & methods 7<sup>th</sup> edition.
- Polit, Beck & P Hungler, Nursing Research methods, Appraisal & Utilization
- Clifford et al, Getting Research into practice.
- Macnee C.L Understanding Nursing Research: Reading & using Research in Practice.

**Subject No. 3**  
**NURSING RESEARCH AND STATISTICS**  
**Paper II – STATISTICS**

Total Hours: 50

Theory Hours:50

**AIM:**

This course is designed to assist the students to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

**OBJECTIVES:**

At the end of the course the students are able to:-

- Explain the basic concepts related to statistics.
- Describe the scope of statistics in health and nursing.
- Organize tabulate and present data meaningfully.
- Use descriptive and inferential statistics to predict results.
- Draw conclusions of the study and predicts statistical significance of the results.
- Describe vital health statistics and their use in health related research.
- Use statistical packages for data analysis.

**COURSE CONTENT:**

**Unit I -Introduction:**

- Concepts, types, significance, and scope of statistics meaning of data, parametric and non parametric data.
- Sample, parameter, Type and levels of data and their measurement.
- Organization and presentation of data.
- **Tabulation of data:** Frequency distribution, Graphical and tabular presentations.

**Unit II -Measures of central tendency:**

- Mean, Median, Mode.

**Unit III -Measures of variability:**

- Range, Percentiles, Average deviation, Quartile deviation, Standard deviation

**Unit IV -Normal Distribution:**

- Probability, Characteristics and application of normal probability curve; sampling error.
- **Cumulative distribution** - The cumulative frequency graph, Percentiles and percentile ranks, The Cumulative percentage curve.

**Unit V -Measures of relationship:**

- Correlation – need and meaning, Rank order correlation, Scatter diagram method, Product moment correlation.
- Simple linear regression analysis and Prediction.

**Unit VI -Designs and meaning:**

- Experimental designs, Comparison in pairs, randomized block design, Latin squares.

**Unit VII -Significance of statistic and significance of difference between two Statistics: (testing hypothesis)**

- Non parametric test – Chi – square test, Sign median test, Mann-Whitney test.
- Parametric test – ‘t’ test, anova, manova, ancova, Pearson’s r

**Unit VIII -Use of statistical methods in psychology and education:**

- Scaling – Z Score , Z Scaling, Standard Score and T score
- Reliability of test Scores: test-retest method, parallel forms, spilt half method.

**Unit IX -Application of statistics in health:**

- Ratios, Rates, Trends, Vital health statistics – Birth and death rates, Measures related to fertility, morbidity and mortality.

**Unit X -Use of computers for data analysis:**

- Various statistical packages and its use for analysis.

## NURSING RESEARCH AND STATISTICS PAPER II -STATISTICS

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the scope of statistics and meaning of data. <b>Skill:</b> Apply this knowledge in research work.	<ul style="list-style-type: none"> <li>• Concepts, types, significance, and scope of statistics meaning of data, parametric and no-parametric data (2 hours)</li> <li>• Sample, parameter (1 hour)</li> <li>• Type and levels of data and their Measurement</li> <li>• Organization &amp; presentation of data.(2 Hrs)</li> </ul>		
II (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Explain the tabulation of data and measures of central tendency. <b>Skill:</b> Present the data in various forms and calculate central tendency. <b>Attitude:</b> Apply this knowledge in research and professional work.	<ul style="list-style-type: none"> <li>• Frequency distribution (2 hours)</li> <li>• Graphical and tabular presentations(2 hours)</li> </ul> Measures of central tendency : <ul style="list-style-type: none"> <li>• Mean (2 hours)</li> <li>• Median (2 hours)</li> <li>• Mode (2 hours)</li> </ul>		
III (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the measures of variability. <b>Skill:</b> Calculate the measures of variability. <b>Attitude:</b> Incorporate & relate with research work.	<ul style="list-style-type: none"> <li>• Range (2 hours)</li> <li>• Percentiles (2 hours)</li> <li>• Average Deviation (2 hours)</li> <li>• Quartile Deviation (2 hours)</li> <li>• Standard Deviation (2 hours)</li> </ul>		
IV (8 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe normal distribution and cumulative distribution. <b>Skill:</b> Calculate probability and prepare cumulative frequency graphs.	<ul style="list-style-type: none"> <li>• Normal Distribution:               <ul style="list-style-type: none"> <li>○ Probability (2 hours)</li> <li>○ Characteristics and application of normal probability curve. (2 hours)</li> <li>○ Sampling error. (1 hour)</li> </ul> </li> <li>• Cumulative distribution: The cumulative frequency graph Percentiles and percentile ranks. (2 hours)</li> <li>• The Cumulative percentage curve or Ogive. (1 hr)</li> </ul>		
V (8 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and explain measures of relationship. <b>Skill:</b> Calculate measures of relationship and apply it in research studies.	<ul style="list-style-type: none"> <li>• Correlation – need and meaning (1 hour)</li> <li>• Rank order correlation (2 hours)</li> <li>• Scatter diagram method.(2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Product moment correlation. (1 hour)</li> <li>• Simple linear regression analysis and Prediction. (2 hrs)</li> </ul>	
VI	At the end of unit students are able to	<ul style="list-style-type: none"> <li>• Experimental designs</li> </ul>	<ul style="list-style-type: none"> <li>• Latin squares.</li> </ul>	

(2 hours)	<p><b>Knowledge:</b> Understand and describe different types of research design.</p> <p><b>Skill:</b> Analyze and use research designs accurately.</p>	<ul style="list-style-type: none"> <li>• Comparison in pairs, randomized block design.</li> </ul>	(2 hours)	
VII (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the significance of statistics and difference between two statistics.</p> <p><b>Skill:</b> Test hypothesis.</p> <p><b>Attitude:</b> Recognize and correlate hypothesis with statistical differences.</p>	<ul style="list-style-type: none"> <li>• Non parametric test – Chi – square test (4 hours)</li> <li>• Parametric test – ‘t’ test, ANOVA, Pearson’s r (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Sign median test, Mann-Whitney test. (1 hour)</li> <li>• Manova, ancova, (1 hour)</li> </ul>	
VIII (4 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the uses of statistical methods in psychology and education.</p> <p><b>Skill:</b> Develop skill for using statistical methods in psychology and education.</p>	<ul style="list-style-type: none"> <li>• Reliability of test Scores: test-retest method, parallel forms, spilt half method. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Scaling – Z Score , Z Scaling.(1 hour)</li> <li>• Standard Score and T score.(1 hour)</li> </ul>	
IX (2 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the importance and meanings of vital health statistics.</p> <p><b>Skill:</b> Apply this knowledge in professional work.</p> <p><b>Attitude:</b> Contributes in collecting and calculating vital statistics correctly.</p>	<ul style="list-style-type: none"> <li>• Ratios, Rates, Trends</li> <li>• Vital health statistics – Birth and death rates. (1 hour)</li> <li>• Measures related to fertility, morbidity and mortality.(1 hour)</li> </ul>		
X (1 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the different available statistical packages.</p>			<ul style="list-style-type: none"> <li>• Use of statistical package. (1 Hr)</li> </ul>

**TEACHING STRATEGY:**

- Total Hours -60

Lecture - 60hrs

**TEACHING METHODS:**

- Lecture cum discussion, Seminar, Panel discussion, Symposium, Group Discussion Written assignments.

**A.V.AIDS:**

- Over head Projector, L.C.D, Computer Assisted learning, Flip charts, Posters, Black Board

**ASSIGNMENTS:**

Sr. No.	Assignment	No./ Quantity	Marks per Assignment	Total Marks
1	Tutorials	Four	1X25	100
Total Marks				100

**LIST OF RECOMMENDED BOOKS:**

- Basavanthappa B.T, Nursing Research.
- Garrett H.E, Statistic in psychology & education.
- Mahajan B. K. Methods in Biostatistics.
- Rose Hott & Budin. Notter's Essentials of Nursing Research 5<sup>th</sup> edition.
- Practical Nunshall, Nursing Research 3<sup>rd</sup> edition.
- P.K.Indirani, Research methods for Nurses.
- Polit, D.F. & Beck C.T., Nursing Research principles & methods 7<sup>th</sup> edition.
- Polit, Beck & P Hungler, Nursing Research methods, Appraisal & Utilization
- Clifford etal, Getting Research in to practice.
- Macnee C.L Understanding Nursing Research: Reading & using Research in Practice.

**Subject No.4**  
**CLINICAL SPECIALITY: I**  
**COMMUNITY HEALTH NURSING**

Total Hours : 810

Theory Hours: 150

Clinical Hours : 660

**AIM:-**

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

**OBJECTIVES:-**

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

- Appreciate the history and development of the community health and community health nursing.
- Appreciate the role of individuals and families in promoting the health of the community.
- Perform physical, developmental and nutritional assessment of the individuals, families and groups.
- Apply the concept of promotive, preventive, curative and rehabilitative aspects of health while providing the care to the patients.
- Integrate the concepts of family centered nursing approach while providing care to the community.
- Apply the nursing process approach while providing care to the individuals, families, groups and communities.
- Recognize and participate in the management of emergencies, epidemics and disasters.
- Apply recent technologies and care modalities while delivering community nursing care.
- Appreciate legal and ethical issues pertaining to community health nursing care.
- Conduct community health nursing projects.
- Participate in planning, implementation and evaluation of various national health and family welfare programmes at the local, state and the national level.
- Incorporate evidenced based nursing practice and identify the areas of research in the community settings.
- Participate effectively as a member of the community health team.
- Coordinate and collaborate with various agencies operating in the community by using an inter sectoral approach.
- Teach community health nursing to undergraduate, in-service nurses and community health workers.
- Demonstrate leadership and managerial abilities in the community health nursing practice.

**COURSE CONTENT:-**

**Unit I -Introduction:**

- Historical development of Community health and Community health Nursing- World and India, various health and family welfare committees.
- Current status, trends and challenges of Community Health Nursing, Health status of the Community.
- Scope of Community Health nursing practice, Ethical and legal issues.
- Socio-cultural issues in Community Health Nursing.
- National Policies, plans and programmes, National health policy, National Population policy, National Health and welfare Programmes, National Health goal/ indicators/ Millennium developmental goals (MDG)/ Strategies.
- Planning process: Five year plans, National Rural Health Mission.

**Unit II -Health:**

- Concepts, Issues, Determinants, Measurements.
- Alternate system for health promotion and management of health problems.
- Health economics, Health technology, Genetics and health, Waste disposal, Eco system.

**Unit III -Population Dynamics and Control:**

- Demography, Transition and theories of population, National population policy, National population programmes.
- Population control and related programmes, Method of family limiting and spacing.
- Research, Census, National Family Health Survey.

**Unit IV -Community Health Nursing:**

- Philosophy, Aims, Objectives, Scope, Principles, Functions, Community Health Nursing Theories.

- Quality Assurance: Community Health Nursing standards, competencies, Monitoring community health nursing, nursing audits, Health assessment- individuals, groups and community.
- Roles and responsibilities of community health nurse, Family nursing and Family health centered nursing approach.
- Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large, Community diagnosis, setting objectives.
- Intervention: Micro and nursing plans, operationalisation and evaluation:
- Concept, role and responsibilities of community health nurse practitioners-decision making skills, follow nursing practice standards, advanced nursing practice, professionalism, legal.

#### **Unit V -IMNCI (integrated management of neonatal and childhood illnesses):**

- Integrated management of neonatal and childhood illness, Concept, inequities in the Indian situation.
- Rationale for evidence-based syndrome approach, Components of the integrated approach.
- Principles of integrated care, The IMNCI case management process, Outpatient management of young infants.
- Learning objectives, Assessment of sick young infants, Treatment of sick young infants.
- Outpatient management of children, Age 2 month to 5 years, Assessment of sick children,
- Checking main symptoms-Cough or difficult breathing, Diarrhea, Fever, Ear problem, malnutrition, anemia immunization etc., Assessing other problems
- Treatment of sick children, Principles of management of sick children in a small hospital.
- Skilled Birth Attendant (SBA)

#### **Unit VI -Disaster Nursing:**

- Introduction: Concept, Definition.
- Types of disaster.
- Phases of disaster.
- Disaster management: Disaster response, disaster preparedness, and disaster mitigation.
- Epidemiological surveillance and disease control.
- Team approach.
- Intersectoral approach: Vaccination, nutrition, and rehabilitation.
- Role of NGO.
- State and central Govt.
- International help and collaboration.

#### **Unit VII -Information, Education and Communication:**

- IEC: Principles and strategies, Communication skills
- Management information and evaluation system: Records and reports
- Information technology, Tele-medicine and tele-nursing.
- Journalism, Mass media, Folk media.

#### **Unit VIII -Health care delivery system: urban and rural:**

- Functions, staffing, and pattern of assistance, layout, drugs, equipments and supplies: Village, Sub-centre, Primary health centre, Community health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution.
- Critical review of functioning of various levels , evaluation studies, recommendations and nursing perspectives
- Alternative system of medicine.
- Training and supervision of health workers.
- Health agencies: Roles and functions, Inter-sectoral coordination, Public private partnership.

CLINICAL SPECIALITY- I  
COMMUNITY HEALTH NURSING

<i>Unit No. &amp; Total Hours</i>	<i>Objectives</i>	<i>Contents with distributed Hours</i>		
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>
I (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the worldwide historical development of CHN practice. Understands the scope of CHN, legal, socio cultural and ethical issues in CHN <b>Attitude:</b> Understand her or his role in attaining national goals.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Current status, trends and challenges of Community Health Nursing (1 hour)</li> <li>• Health status of the Community (1 hour)</li> <li>• Ethical and legal issues (1 hour)</li> <li>• National Policies, plans &amp; programmes               <ul style="list-style-type: none"> <li>▪ National health policy, National Population policy.</li> <li>▪ National Health &amp; welfare Programmes.</li> <li>▪ National Health goal/ indicators/ Millennium developmental goals (MDG)/ Strategies</li> </ul> </li> <li>• Planning process: Five year plans</li> <li>• National Rural Health Mission.(4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical development of Community health and Community health Nursing- World and India, various health and family welfare committees. (1Hr)</li> <li>• Scope of community health nursing practice.(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Socio-cultural issues in Community Health Nursing (1 hour)</li> </ul>
II (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Explain the concepts and determinants of health. Understand the importance of use of technology in health care delivery. Know the relationship between genetics and health. <b>Skill:</b> Identify the problems of waste disposal and modify them to contribute in improving health and promotion of eco system suitable to health. <b>Attitude:</b> Incorporate alternative system of medicine in promotion of health.	<b>Health:</b> <ul style="list-style-type: none"> <li>• Concepts, issues (1 hour)</li> <li>• Determinants (1 hour)</li> <li>• Measurements (1 hour)</li> <li>• Waste disposal (1 hour)</li> <li>• Eco system (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Health economics (1 hour)</li> <li>• Health technology (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate system For health promotion and management of health problems. (1 hour)</li> <li>• Genetics and health. (1Hr)</li> </ul>
III (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the demography and population dynamics. Know the national population policy and program. <b>Skill:</b> Motivates people for adopting small family norms. <b>Attitude: Incorporate</b> research knowledge in promoting health of community.	<b>Population Dynamics and Control:</b> <ul style="list-style-type: none"> <li>• Demography (2 hours)</li> <li>• Transition and theories of population (1 hour)</li> <li>• National population policy</li> <li>• National population programmes. (2 hours)</li> <li>• Population control and related programmes (8 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Research, Census, National Family Health Survey (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Method of family limiting and spacing (1 hour)</li> </ul>

<p>IV (30 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Understands philosophy, aims and objectives, scope and principles of CHN.          Know the CHN theories and apply them in assessing quality of care  <b>Skill:</b> Do the health appraisal of individual, families and community.  <b>Attitude:</b> In corporate quality assurance norms while providing health care at all levels and all settings.</p>	<p><b>Community Health Nursing:</b></p> <ul style="list-style-type: none"> <li>• Philosophy, Aims, Objectives, Scope, Principles, Functions(4 hours)</li> <li>• Quality Assurance: Community Health Nursing standards, competencies, Monitoring community health nursing, nursing audits (2 hours)</li> <li>• Health assessment- individuals, groups and community. (3 hours)</li> <li>• Roles and responsibilities of community health nurse(3 hours)</li> <li>• Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large.(2 hours)</li> <li>• Community diagnosis, setting objectives.(3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Community Health Nursing Theories. (4 hours)</li> <li>• Concept, role and responsibilities of community health nurse practitioners- decision making skills, follow nursing practice standards, advanced nursing practice, professionalism, legal issues. (3Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Family nursing and Family health centered nursing approach. (3 Hrs)</li> <li>• Intervention: Micro and nursing plans, operationalization and evaluation: (3 hours)</li> </ul>
<p>V (45 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Know the IMNCI and diseases incorporated in it.  <b>Skill :</b>Provides effective nursing care to neonate and children for the diseases incorporated under IMNCI  <b>Attitude:</b> Becomes sensitive for drives under taken by Government to control morbidity and mortality among under 5 children.</p>	<p><b>IMNCI:</b></p> <ul style="list-style-type: none"> <li>• Integrated management of neonatal and childhood illness:</li> <li>• Concept, inequities in the Indian situation.</li> <li>• Rationale for evidence-based syndrome approach.</li> <li>• Components of the integrated approach.</li> <li>• Principles of integrated care.</li> <li>• The IMNCI case management process.(10 hours)</li> <li>• Outpatient management of young infants.</li> <li>• Learning objectives</li> <li>• Assessment of sick young infants.</li> <li>• Treatment of sick young infants. (9 hours)</li> <li>• Outpatient management of children</li> <li>• Age 2 month to 5 years.</li> <li>• Assessment of sick children.</li> <li>• Checking main symptoms.</li> <li>• Cough or difficult breathing</li> <li>• Diarrhea, Fever, Ear problem, malnutrition, anemia immunization etc.</li> <li>• Assessing other problems.(9 hours)</li> <li>• Skilled Birth Attendant (SBA) (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment of sick children.(6 hours)</li> <li>• Principles of management of sick children in a small hospital. (8 hours)</li> </ul>	
<p>VI (15 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Understand the concepts of disaster.          Know the measures to prevent disasters.  <b>Skill:</b> Able to seek cooperation and contribution of</p>	<p><b>Disaster Nursing:</b></p> <ul style="list-style-type: none"> <li>• Introduction: Concept, Definition. (1 hour)</li> <li>• Types and phases of disaster (2 hour)</li> <li>• Disaster management: Disaster response, disaster</li> </ul>	<p>Role of NGO. (1 Hr)          International assistance and collaboration.</p>	

	all in prevention and management of disaster. <b>Attitude:</b> Able to work as leader in disaster management.	preparedness, and disaster mitigation. (4 hours) <ul style="list-style-type: none"> <li>• Epidemiological surveillance and disease control. (2 Hrs)</li> <li>• Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation. (3 hours)</li> <li>• Role of State and central Govt.(1 hour)</li> </ul>	(1 hour)	
VII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the principles and strategies of IEC. <b>Skill:</b> Communicate effectively and use the principles of IEC while giving health education. <b>Attitude:</b> Listens carefully & develops habit of reading between the lines.	<b>Information, Education and Communication:</b> <ul style="list-style-type: none"> <li>• IEC: Principles and strategies(2 hours)</li> <li>• Communication skills (2 hours)</li> <li>• Management information and evaluation system: Records and reports (2 hours)</li> <li>• Information technology(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Tele-medicine and tele-nursing (1 hour)</li> <li>• Journalism. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media, Folk media (1 hour)</li> </ul>
VIII (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Explain the organizational and functional structure of health care delivery system at all levels. <b>Skill:</b> Review critically the functions of health personal at all levels. <b>Attitude:</b> Communicate effectively and enhance Intersectoral co-ordination and co-operation in meetings health needs of population.	<b>Health Care Delivery System: Urban and Rural:</b> <ul style="list-style-type: none"> <li>• Functions, staffing, pattern of assistance, layout, drugs, equipments and supplies: Village, Sub-centre, Primary health centre, Community health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution.(6 hours)</li> <li>• Critical review of functioning of various levels , evaluation studies, recommendations and nursing perspectives.(3 hours)</li> <li>• Health agencies: Roles and functions.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative system of medicine. (1 hour)</li> <li>• Training and supervision of health workers (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Inter-sectoral coordination (1 hour)</li> <li>• Public private partnership. (1 hour)</li> </ul>

## DISTRIBUTION OF COMMUNITY EXPERIENCE:

Sr. No.	Dept./ Unit	No. Of Weeks	Total Hours	Sr. No.	Dept./ Unit	No. Of Weeks	Total Hours
1	Sub-centre, PHC, CHC	12	360 Hours	3	Urban Centers	6	180 Hours
2	District family welfare bureau	1	30 hours	4	Field Visits	3	90 Hours
<b>Total</b>		13	390	<b>Total</b>		9	270
<b>Grand Total</b>						<b>22 Weeks</b>	<b>660 Hours</b>

**TEACHING STRATEGY:** - Total Hours: 810                      Lectures: 150 hours                      Clinical Hours: 660

**TEACHING METHODS:** - Lecture, Seminar, Group Discussion, Clinical Observation, Presentation, Workshops, Symposium, Field visits.

**A.V. AIDS:** - Over head Projector, L.C.D, Computer Assisted Instruction, Flip charts, Posters, Black Board.

### ASSIGNMENTS: Theory:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
2	Panel Discussion (Group Work)	One	1X25	25
3	Speciality Related Journal Presentation	Two	1X25	50
4	Writing/Presenting Paper on Given Topic	One	1X50	50
<b>Total Marks</b>				<b>225</b>

### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Community Survey and Diagnosis	One	1X100	100
2	Family Care Plan -UPH	Two	1X25	50
3	Family Care Plan -RPH	Two	1X25	50
4	Clinical Performance Evaluation – UPH & RPH	Two	1X100	200
5	Organizing Training Programme for Health Personnel (Group Work)	One	1X100	100
6	Planning & Organizing Community Health Education Programme (Group Work) – UPH & RPH	Two	1X25	50
7	Evaluation of Home Procedures	Two	1X25	50
8	Planning & Organizing School Health Programme (Group Work)	One	1X100	100
9	Drug Study (Minimum Ten Drugs)	One	1X50	50
<b>Total Marks</b>				<b>750</b>

### RECOMMENDED BOOKS AND JOURNALS:-

- Park's Text Book of Preventive and Social Medicine, Banarasidas Bhanot Publishers, Jabalpur, India.
- Text Book of Preventive and Social Medicine, Dr. Gupta and others, Jaypee Brothers.
- Essentials of Community Health Nursing, S. Kamalam, Jaypee Brothers.
- Community Health Nursing Principles and practice', K. K. Gulhani, Kumar Publishing House, New Delhi.
- Community and Public Health Nursing, Maria Stanhope & Jeanette Lancaster, Mosby Publication.
- Community health Nursing, B.T. Basavanthappa, Jaypee Brothers.
- Hand book of Preventive and Social Medicine, Vidya Ratan, Jaypee Brothers.
- Pocket Manuel of Community Health Nursing, Maheshwari Jaikumar, Jaypee Brothers.
- Evaluating Community Nursing', Karl Atkin & Others, Bailliere Tindall, London.
- Comprehensive Community Health Nursing Clemen Stone & Others, Mosby, Elsevier.
- Community Health Nursing Mannuel, Najoo Kotwal, TNAI.
- An Introduction to Community Health Nursing, Kasturi Sunder Rao
- 'NRHM News Letter', Dept. of Family Welfare, Govt. of India.
- 'Health Action' HAFA, Secundarabad.
- 'Maharashtra Arogya Patrika' M.S. Health & IEC Bureau, Pune.

**Subject No.4**  
**CLINICAL SPECIALITY- I**  
**MENTAL HEALTH NURSING**  
**(PSYCHIATRIC NURSING)**

Total Hours: 810

Theory Hours: 150

Clinical Hours : 660

**AIM:**

This course is designed for developing an understanding of the modern approach to mental health, identification, prevention, rehabilitation and nursing management of common mental health problems with special emphasis on therapeutic interventions for individuals, family and community.

**OBJECTIVES:**

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

- Understand the historical development and current trends in mental health nursing.
- Comprehend and apply principles of psychiatric nursing in clinical practice.
- Understand the etiology, psychodynamics and management of psychiatric disorders.
- Develop competency in assessment, therapeutic communication and assisting with various treatment modalities.
- Understand and accept psychiatric patient as an individual and develop a deeper insight into His/her own attitudes and emotional reactions.
- Develop skill in providing comprehensive care to various kinds of psychiatric patients.
- Develop understanding regarding psychiatric emergencies and crisis interventions.
- Understand the importance of community health nursing in psychiatry.

**COURSE CONTENT:-**

**Unit I -Mental health and mental illness:**

- Historical perspectives, Trends, issues and magnitude, Contemporary practices.
- Mental health laws/acts.
- National mental health program –National mental health authority, state mental health authority.
- Human rights of mentally ill.
- Mental Health/ Mental Illness Continuum.
- Classification of mental illnesses –ICD, DSM.
- Multi-Disciplinary team and role of nurse, Role of psychiatric nurse –extended and expanded.

**Unit II -Concepts of psychobiology:**

- **The nervous system:** An anatomical review, The brain and limbic system, Nerve tissue, Autonomic nervous system, Neurotransmitters
- **Neuro endocrinology:** Pituitary, Thyroid Gland, Circadian Rhythms, Neuro psychiatric disorders.
- Genetics.
- Psycho immunology: Normal Immune response, Implications for psychiatric illness.
- Implications for Nursing.

**Unit III -Theories of personality development and relevance to nursing practice:**

- Psychoanalytic Theory-Freud's.
- Interpersonal Theory-Sullivan's.
- Theory of Psychosocial Development-Erikson's.
- Theory of object relations.
- Cognitive Development Theory.
- Theory of Moral Development.
- A Nursing Model-Hildegard E. Peplau.

**Unit IV -Stress and its management:**

- An introduction to the concepts of stress.
- Psychological Adaptation to stress.
- Stress as a Biological Response.
- Stress as an environmental event.
- Stress as transaction between the individual and environment & Stress management.

**Unit V -Therapeutic communication and interpersonal relationship:**

- Review communication process, factors affecting communication.
- Communication with individuals and in groups.
- Techniques of therapeutic communication-touch therapy.
- Barrier of communication with specific reference to psychopathology.
- Therapeutic attitudes.
- Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness.
- Therapeutic nurse-patient relationship in phases; Conditions essential to development of a therapeutic relationship.
- Therapeutic impasse and its management.

**Unit VI -Assertive training:**

- Assertive Communication.
- Basic Human rights
- Response Patterns: Nonassertive Behavior, Assertive Behavior, Aggressive Behavior, Passive-Aggressive Behavior.
- Behavioral Components of Assertive Behavior.
- Techniques that promote Assertive Behavior.
- Thought-Stopping Techniques Method and Role of the Nurse.

**Unit VII -Promoting Self-Esteem:**

- Components of Self-Concept.
- The Development of Self-Esteem.
- The Manifestations of Low-Self-Esteem.
- Boundaries and Role of the Nurse.

**Unit VIII -The Nursing Process in Psychiatric/Mental Health Nursing:**

- Mental health assessment-History taking, mental status examination.
- Physical and neurological examination.
- Psychometric assessment.
- Investigations, Diagnosis and Differential diagnosis.
- Interpretation of investigations.
- Nurse's Role.
- Nursing case management- Critical pathways of care.
- Documentation:
  - Problem-oriented recording, Focus charting, The PIE method.

**Unit IX -Psychosocial Therapies:**

- Individual Therapy, Behavioral Therapy – Relaxation Therapy, Cognitive Therapy, Positive – Negative Reinforcement, Bio Feedback, Guided imagery, Group Therapy, Family Therapy, Milieu Therapy.
- The Therapeutic Community.
- Occupational Therapy, Recreational Therapy, Play Therapy, Music Therapy.

**Unit X -Psychopharmacology:**

- Historical Perspectives, Role of a Nurse in Psychopharmacological Therapy: Anti- anxiety Agents, Antidepressant Agents, Mood stabilizers, Antipsychotic, Sedative-Hypnotics, Central Nervous System Stimulants.
- Future developments.

**Unit XI -Electroconvulsive therapy:**

- Historical Perspectives, Indications, Contraindications, Mechanisms of Actions, Side Effects, Risks Associated with Electroconvulsive Therapy, The Role of the Nurse in Electroconvulsive Therapy.

**Unit XII -Alternative systems of medicine in mental health:**

- Herbal Medicine, Unani, Siddha, Homeopathy, Acupressure and Acupuncture, Diet and Nutrition, Chiropractic Medicine, Therapeutic Touch and Massage, Yoga, Pet Therapy.

**CLINICAL SPECIALITY- I**  
**MENTAL HEALTH NURSING**  
**(PSYCHIATRIC NURSING)**

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe historical development and current trends in mental health nursing. Understand the importance of community mental health nursing. <b>Skill:</b> Provide comprehensive care to various kinds of psychiatric patients and appreciates human rights of mentally ill. <b>Attitude:</b> Appreciates multi disciplinary approach in providing comprehensive care to psychiatric patients.	<b>Mental Health and Mental Illness:</b> <ul style="list-style-type: none"> <li>• Contemporary practices(1 hour)</li> <li>• Mental health laws/acts(1 hour)</li> <li>• National mental health program –National mental health authority ,state mental health authority (3 hours)</li> <li>• Human rights of mentally ill(1 hour)</li> <li>• Classification of mental illnesses –ICD ,DSM (3 hours)</li> <li>• Multi-Disciplinary team and role of nurse</li> <li>• Role of psychiatric nurse –extended and expanded. (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical perspectives(1 hour)</li> <li>• Trends, issues and magnitude. (1 hour)</li> <li>• Mental Health/ Mental Illness Continuum (1 hour)</li> </ul>	
II (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe general structure and functions of the body. <b>Skill :</b> Correlate with abnormalities of nervous system <b>Attitude:</b> Apply this knowledge in the field of nursing practice.	<b>Concept of Psychobiology:</b> <ul style="list-style-type: none"> <li>• Neurotransmitters (1 hour)</li> <li>• Neuro psychiatric disorders. (1 hour)</li> <li>• Implications for Nursing. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• The nervous system: An anatomical review, the brain and limbic system, Nerve tissue, Autonomic nervous system. (2 hour)</li> <li>• Neuro endocrinology- Pituitary, Thyroid Gland Circadian Rhythms, Genetics Psycho immunology ,Implications for psychiatric illness (4 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Normal Immune response. (1 hour)</li> </ul>
III (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the concept of personality and influence on behavior and developmental psychology. <b>Skill:</b> Differentiate mentally healthy and mentally ill. <b>Attitude:</b> Apply this knowledge in nursing practice.	<b>Theories of Personality Development and Relevance to Nursing Practice:</b> <ul style="list-style-type: none"> <li>• Psychoanalytic Theory-Freud’s (1 hour)</li> <li>• Interpersonal Theory-Sullivan’s (1 Hr) Theory of Psychosocial Development-Eriksson’s. (1 hour)Theory of object relations. (1 hour)Cognitive Development Theory. (2 hrs)Theory of Moral Development. (2 hrs) A Nursing Model-Hildegard E. Peplau (2 Hr)</li> </ul>		

IV (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Understands and describe the concept of stress and its influence on individual. <b>Skill:</b> Adobe stress. <b>Attitude:</b> Apply this knowledge stress management.	<b>Stress and its Management:</b> <ul style="list-style-type: none"> <li>Stress as transaction between the individual and environment &amp; Stress management. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to the concepts of stress, Psychological Adaptation to stress, Stress as a Biological Response, Stress as an environmental event (4 hour)</li> </ul>	
V (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand importance of therapeutic communication and inter personnel relationship. <b>Skill:</b> Acquire competency in assessment therapeutic communication and maintaining inter personnel relationship. <b>Attitude:</b> Appreciates importance of inter personnel relationship.	<b>Therapeutic Communication and Interpersonal Relationship:</b> <ul style="list-style-type: none"> <li>Techniques of therapeutic communication-touch therapy, Barrier of communication with specific reference to psychopathology (2 hour)</li> <li>Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness, Therapeutic nurse-patient relationship in phases; Conditions (3 hour)</li> <li>Essentiality of developing a therapeutic relationship, Therapeutic impasse and its management (2 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review communication process ,factors affecting communication(1 hour)</li> <li>Communication with individuals and in groups. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Therapeutic attitudes. (1 hour)</li> </ul>
VI (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe effective communication process. <b>Skill:</b> Communicate effectively with individuals, groups members of health team & establishes effective interpersonal relationship. <b>Attitude:</b> Appreciate importance of assertive communication.	<b>Assertive Training:</b> <ul style="list-style-type: none"> <li>Role of the Nurse. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Assertive Communication</li> <li>Response Patterns: Nonassertive , Assertive, Aggressive Behavior Passive- Aggressive Behavior Behavioral Components of Assertive Behavior (4 hour)</li> <li>Techniques that promote Assertive Behavior (2 Hrs)</li> <li>Thought-Stopping Techniques Method (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Basic Human rights (1 hour)</li> </ul>
VII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Develops understanding of self and others. Understand cognitive and affective process of human mind.	<b>Promoting Self Esteem:</b> <ul style="list-style-type: none"> <li>Components of Self-Concept(2 hours)</li> <li>The Development of Self-Esteem (2 Hrs)</li> <li>The Manifestations of Low-Self-Esteem. (2 hours)</li> <li>Role of the Nurse (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Boundaries. (2 hours)</li> </ul>	
VIII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand & describe	<b>The Nursing Process in Psychiatric/Mental Health Nursing:</b>	<ul style="list-style-type: none"> <li>Documentation Problem-oriented recording</li> </ul>	

	<p>nature purpose &amp; process of assessment of mental health status.</p> <p><b>Skill:</b> Assist in psychological assessment and test &amp; Implement this knowledge in caring client.</p> <p><b>Attitude :</b> Correlate with nursing care in clinical and community setting</p>	<ul style="list-style-type: none"> <li>• Mental health assessment-History taking ,mental status examination (2 hours)</li> <li>• Physical and neurological examination, Psychometric assessment (2 hour)</li> <li>• Investigations, Diagnosis, Differential diagnosis Interpretation of investigations Nurse's Role (3 hour)</li> </ul>	<p>Focus charting The PIE method (2 hours)</p> <ul style="list-style-type: none"> <li>• Nursing case management Critical pathways of care (1 Hr))</li> </ul>	
IX (35 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and explain treatment modalities &amp; therapies used in mental disorders.</p> <p><b>Skill:</b> Apply the steps of therapies in mentally ill patients.</p> <p><b>Attitude:</b> Develops interest in understanding treatment modalities and its use in practice.</p>	<p><b>Psychosocial Therapies:</b></p> <ul style="list-style-type: none"> <li>• Behavioral Therapy –Relaxation therapy, cognitive therapy, positive-negative reinforcement, bio-feedback, guided imaginary (13 hours)</li> <li>• Group Therapy (3 hours)</li> <li>• Family Therapy/ Marital therapy (4 Hrs)</li> <li>• Occupational therapy (3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Individual therapy , Milieu therapy, The Therapeutic Community, Recreational therapy, Play therapy, Music therapy (12 hours)</li> </ul>	
X (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and explain basic concepts psychopharmacology, drugs used and side effects of drugs.</p> <p><b>Skill:</b> Recognize the effects and side effects of drugs.</p> <p><b>Attitude:</b> Appreciate client's behavior under influence of drugs.</p>	<p><b>Psychopharmacology:</b></p> <ul style="list-style-type: none"> <li>• Role of a Nurse in Psychopharmacological Therapy Anti anxiety Agents, Antidepressant Agents, Mood stabilizers Anti psychotics, Sedative-Hypnotics Central Nervous System Stimulants (8 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Perspectives (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Future developments (1 hour)</li> </ul>
XI (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Importance of ECT in mental disorders and role of nurse.</p> <p><b>Skill:</b> Assist effectively while giving ECT.</p>	<p><b>Electroconvulsive Therapy:</b></p> <ul style="list-style-type: none"> <li>• Indications (1 hour)</li> <li>• Contraindications (1 hour)</li> <li>• Side Effects (2 hours)</li> <li>• The Role of the Nurse in Electroconvulsive Therapy (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Perspectives (1 hour)</li> <li>• Mechanisms of Actions. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Risks Associated with Electroconvulsive Therapy (2 hours)</li> </ul>
XII (15 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand &amp; explain importance of alternative system of medicine in psychiatric nursing.</p> <p><b>Attitude:</b> Appreciate and incorporate alternative system of medicine.</p>	<p><b>Alternative System of Medicine in Mental Health:</b></p> <ul style="list-style-type: none"> <li>• Homeopathic (1 hour)</li> <li>• Diet and Nutrition (3 hours)</li> <li>• Yoga (1 hour)</li> <li>• Pet Therapy (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Acupressure &amp; Acupuncture (2 hours)</li> <li>• Therapeutic Touch &amp; Massage (2 hour)</li> <li>• Unani (1 hour)</li> <li>• Siddha (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Herbal Medicine (1 hour)</li> <li>• Chiropractic Medicine (2 hours)</li> </ul>

**AREA AND DISTRIBUTION OF CLINICAL EXPERIENCE HOURS:**

<i>Sr. No</i>	<i>Area of Clinical Posting</i>	<i>No. of Weeks -posting</i>	<i>Total Clinical Hours</i>
1.	Acute Psychiatric Ward	4	120 Hours
2.	Chronic Psychiatric Ward	4	120 Hours
3.	Psychiatric Emergency Unit	2	60 Hours
4.	O.P.D	2	60 Hours
5.	Family Psychiatric Unit	2	60 Hours
6.	Community Mental Health Unit	4	120 Hours
7.	Rehabilitation /Occupational therapy Unit/Half way home /Day care centre	4	120 Hours
<b>Total</b>		<b>22 weeks</b>	<b>660 Hours</b>

**TEACHING STRATEGY:-**

Total Hours: - 810      Theory Hrs. - 150                      Clinical Hrs. - 660

**TEACHING METHODS:-**

Lecture, Seminar, Laboratory Demonstration, Group Discussion, Clinical Observation, Bed Side clinic, Clinical Presentations, Workshops, Symposium, Field visits.

**A.V. AIDS:-**

Over head Projector, L.C.D, Computer Assisted Instruction, Flip charts, Posters, Black Board, Simulation models.

**ASSIGNMENTS:****Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
2	Panel Discussion (Group Work)	One	1X25	25
3	Speciality Related Journal Presentation	Two	1X25	50
4	Writing/Presenting Paper on Given Topic	One	1X50	50
Total Marks				225

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Case Study	Two	1X100	200
2	Case Presentation	Two	1X50	100
3	Nursing Care Plan	Two	1X50	100
4	Mental Status Examination	Two	1X25	50
5	Psychiatric History Taking	Two	1X25	50
6	Process Recording in Psychiatric Unit	Two	1X25	50
7	Clinical performance Evaluation	One	1X100	100
8	Drug Study (Minimum 20 drugs)	One	1X100	100
Total Marks				750

**RECOMMENDED BOOKS:-**

- Gail Wiscars Stuart.Michele T. Laraia- “Principles and practice of psychiatric nursing”
- Michael Gelder, Richard Mayou, Philip Cowen-Shorter oxford text book of psychiatry
- M.S. Bhatia- A concised text Book of Psychiatric Nursing
- M.S. Bhatia-Essentials of Psychiatry
- Mary C Townsend-“Psychiatric Mental Health Nursing”. Concept of care
- Bimla Kapoor-Psychiatric nursing - Vol. I & II
- Niraj Ahuja- A short textbook of psychiatry
- The ICD10, Classification of mental and behavioral disorders, WHO, A.I.T.B.S. publishers, Delhi,2002
- De Souza Alan, De Souza Dhanlaxmi, De Souza A-“National series – Child psychiatry”

- Patricia, Kennedy, Ballard-“Psychiatric Nursing Integration of Theory and Practice”
- Kathernic M. Fort in ash-Psychiatric Nursing Care plans
- Sheila M. Sparks, CynthiaM. Jalor- Nursing Diagnosis reference manual
- R. Sreevani-A guide to mental health & psychiatric nursing
- R. Baby-Psychiatric Nursing
- Varghese Mary-Essential of psychiatric & mental health nursing,
- Foundations Journals of mental health nursing
- American Journal of Psychiatry
- Deborah Antai Otoing. “Psychiatric Nursing” Biological and behavioral concepts. 2003
- Mary Ann Boyd. “Psychiatric Nursing”. Contemporary practice

**Subject No.4**  
**CLINICAL SPECIALITY-I**  
**OBSTETRIC AND GYNACOLOGICAL NURSING**

Total Hours: 810

Theory Hours: 150

Clinical Hours: 660

**AIM:**

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

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate the trends in the field of midwifery, obstetrics and gynecology as a Speciality.
- Describe the population dynamics and indicators of maternal and child health.
- Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labour and puerperium.
- Provide comprehensive nursing care to women during reproductive period.
- Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
- Identify and analyze the deviations from normal birth process and refer appropriately.
- Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse.
- Counsel adolescents, women and families on issues of pertaining pregnancy, child birth and lactation.
- Describe the role of various types of complementary and alternative therapies in obstetrics and gynecological nursing.
- Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynecological nursing.
- Describe the recent advancement in contraceptive technology and birth control measures.
- Appreciate the Legal and Ethical issues pertaining to obstetric and gynecological nursing.

**COURSE CONTENTS:**

**Unit I -Introduction:**

- Historical and contemporary perspectives.
- Epidemiological aspects of maternal and child health.
- Magnitude of maternal and child health problems.
- Issues of maternal and child health; Age, Gender, Sexuality, psycho socio-cultural factors.
- Preventive obstetrics.
- National health and family welfare programmes related to maternal and child health: Health care delivery system, National Rural Health Mission, Role of NGO's.
- Theories, models and approaches applied to midwifery practice.
- Role and scope of midwifery practice:-Independent Nurse midwifery practice, standing orders.
- Evidence based midwifery practice.
- Research priorities in obstetric and gynecological nursing.

**Unit II -Human reproduction:**

- Review of anatomy and physiology of human reproductive system:-male and female.
- Hormonal cycle, Embryology, Genetics, teratology and counseling, Clinical implications.

**Unit III -Pregnancy:**

- Maternal adaptation: Physiological, psychological.
- Assessment:-Maternal and foetal measures.
- Maternal measures: History taking, Examination-general, physical and obstetrical measures, identification of high risk.
- Foetal measures: Clinical parameters, bio chemical, human estriol, maternal serum Alfa Feto Protein, Acetyl choline esterase (AchE), Triple test Amniocentesis, Cordocentesis, and Chrionicvillus sampling (CVS).
- Biophysical :-US imaging, Foetal movement count, Ultra Sonography ,Cardio tomography, Contraction stress test(CST),Non stress test(NST) , Amnioscopy, Foetoscopy.

- Radiological examination.
- Interpretation of diagnostic tests and nursing implications.
- Nursing management of the women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery, choice of birth setting, importance and mobilizing of transportation, parental counseling, role of nurse and crisis intervention, identification of high risk pregnancy and referral system.
- Alternative/complimentary therapies.

#### **Unit IV -Normal labour and nursing Management:**

- Essential factors of labour, Stages and onset.
- **First stage:** Physiology of normal labour, Use of partograph: - principles, use and critical analysis, evidence based studies, Analgesia and anaesthesia in labour, Nursing management.
- **Second stage:** Physiology, intra partum monitoring, nursing management, Resuscitation, immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India).
- **Third stage:** Physiology and nursing management.
- **Fourth stage:** Observation, critical analysis and nursing management
- **Various child birth practices:** water birth, position change etc
- Evidence based practice in relation to labour intervention, Role of practitioner nurse midwife
- Alternative /complimentary therapies.

#### **Unit V -Normal puerperium and nursing management:**

- Physiology of puerperium.
- Physiology of lactation, lactation management, exclusive breast feeding, Baby friendly hospital imitative (BFHI).
- Assessment of postnatal women.
- Minor discomforts and complications of puerperium.
- Management of mothers during puerperium: postnatal exercises, Rooming in, bonding, warm chain.
- Evidence based studies.
- Role of practitioner nurse midwife.
- Alternative/complementary therapies.

#### **Unit VI -Normal New Born:**

- Physiology and characteristics of normal newborn
- Physical and behavioural assessment of newborn
- Needs of newborn
- Essential newborn care: Exclusive breast feeding, Immunization, hygiene measures, newborn nutrition.
- Organization of neonatal care, services (levels), transport, neonatal Intensive care unit, organization and management of nursing unit, organization and management of nursing services in NICU.
- Observation and care of newborn.
- Parenting process.

#### **Unit VII -Pharmoco dynamics in obstetrics:**

- Drugs used in pregnancy, labour, post partum and newborn.
- Calculation of drug dose and administration.
- Effect of drugs used.
- Anaesthesia and analgesia in obstetrics.
- Role and responsibilities of midwifery nurse practitioner.
- Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW.

#### **Unit VIII -Family welfare services:**

- Population dynamics, Demography trends, vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems.
- Recent advancement in contraceptive technology.
- Role of nurses in family welfare programmes in all settings, Role of independent nurse midwifery practitioner.
- Family life education, Evidence based studies.
- Information, education and communication (IEC), Management information and evaluation system (MIES).
- Teaching and supervision of health team members.

#### **Unit IX -Infertility:**

- Primary and secondary causes, Diagnostic procedures.
- Counseling: Ethical and legal aspects of assisted reproductive technology (ART)

- Recent advancement in infertility management, Adoption procedures.
- Role of nurse in infertility management.

**Unit X -Menopause:**

- Physiological, psychological and social aspects.
- Hormone replacement therapy, surgical menopause.
- Counseling and guidance, Role of practitioner nurse midwife.

**Unit XI -Abortion:**

- Types, causes, Legislations, Clinical rights and professional responsibility, Abortion procedures, Complication,
- Nursing management, Role of practitioner nurse midwife.

**PRACTICAL:**

- **Procedures to be Observed:**  
Diagnostic Investigations: Amniocentesis, Chordocentesis, Chorionic villi sampling.  
Infertility Management: Artificial reproduction – Artificial insemination, invitro fertilization and related procedures.
- **Procedures to be assisted:** Medical Termination of Pregnancy.
- **Procedures to be performed:**

Sr. No.	Activity	No. of cases
1	Antenatal Assessment	20
2	Post natal Assessment	20
3	Assessment during labour: Use of partograph	20
4	Per vaginal examination	20
5	Conduct of normal delivery	20
6	Episiotomy and suturing	10
7	Insertion of intra uterine devices (cupper T)	
8	Setting up delivery areas	

- **Others:**
  1. Identification of high risk women and referral.
  2. Health Education: to women and their family members.
  3. Motivation of couples for Planned Parenthood.

CLINICAL SPECIALITY-I  
**OBSTETRICS AND GYNACOLOGICAL NURSING**

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Recognize the trends and issues in obstetrics and gynecological nursing. Describe the roll of nurse in family welfare programme. <b>Skill:</b> Identify and differentiate various approaches applied in midwifery practice. Apply the theories and models in midwifery practice. <b>Attitude:</b> Appreciate the importance of family welfare programme.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>National health and family welfare programmes related to maternal and child health:-Health care delivery system, National Rural health mission, Role of NGO's (2 hours)</li> <li>Evidence based midwifery practice (1 hour)</li> <li>Role and scope of midwifery practice :- Independent Nurse midwifery practice, standing orders (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Historical and contemporary perspectives (1 hour)</li> <li>Epidemiological aspects of maternal and child health(1 hour)</li> <li>Magnitude of maternal and child health problems (1 hour)</li> <li>Issues of maternal and child health; Age, Gender, Sexuality Psycho socio-cultural factors.(1Hr)</li> <li>Preventive obstetrics (1 hour)</li> <li>Research priorities in obstetric and gynecological nursing.</li> <li>Theories, models and approaches applied to midwifery practice.(1Hr)</li> </ul>	
II (15 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the anatomy and physiology of human reproductive system. <b>Attitude:</b> Combines various interaction skills for genetic counseling.	<b>Human Reproduction:</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of human reproductive system:-male and female.(2 Hrs)</li> <li>Hormonal cycle.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Embryology. (2 hours)</li> <li>Genetics, teratology and counseling. (5 hours)</li> <li>Clinical implications. (5 hours)</li> </ul>	
III ( 25 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the diagnosis and management of women during antenatal period. Describe the concepts of biophysical and biochemical methods to asses maternal and fatal well being. Explain the role of midwives in preparation for child birth and parenthood. <b>Skill:</b> Identifies physiological changes during pregnancy. Detects the minor disorders of pregnancy. Identifies the high risk pregnancies. <b>Attitude:</b> Assist in fetal well being.	<b>Pregnancy:</b> <ul style="list-style-type: none"> <li><b>Maternal adaptation:</b> Physiological, psychological (3 hours)</li> <li><b>Assessment:-</b>Maternal and foetal measures. (2 hours)</li> <li><b>Maternal measures:-</b> History taking, Examination-general, physical and obstetrical measures, identification of high risk. (5 hours)</li> <li>Nursing management of the women, minor disorders of pregnancy and management (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li><b>Fetal measures:</b> Clinical parameters, bio chemical, human estriol, maternal serum Alfa Feto Protein, Acetyl choline esterase (AchE), Triple test Amniocentesis, Cordocentesis, Chrionicvillus sampling (CVS). (2 hours)</li> <li>Biophysical :-US IMAGEING, Foetal movement count, Ultrasonography, Cardio tocography, Contraction stress test(CST),Non stress test(NST) (3 hours)</li> <li>Amnioscopy, Foetoscopy. Radiological examination</li> </ul>	<ul style="list-style-type: none"> <li>Alternative/complementary therapies (1 hour)</li> </ul>

			<p>Interpretation of diagnostic tests and nursing implications. (5 hours)</p> <ul style="list-style-type: none"> <li>• Preparation for child birth and parenthood, importance of institutional delivery, choice of birth setting, importance and mobilizing of transportation, parental counseling, role of nurse and crisis intervention, identification of high risk pregnancy and referral. (2 hours)</li> </ul>	
IV (25 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> Interprets the partograph correctly.</p> <p><b>Skill:</b> Identifies the early signs of stages of labour. Apply the partograph labour process.</p> <p><b>Attitude:</b> Asses the newborn and performs newborn resuscitation.</p>	<p><b>Normal Labor and Nursing Management:</b></p> <ul style="list-style-type: none"> <li>• Essential factors of labour</li> <li>• Stages and onset (2 hours)</li> <li>• <b>First stage:</b> Physiology of normal labour, Use of partograph: principles, use and critical analysis, evidence based studies. (2 hrs)</li> <li>• Nursing management.(2 hours)</li> <li>• <b>Second stage:</b> Physiology, intra partum monitoring, nursing management, Resuscitation, immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India). (5 hrs)</li> <li>• <b>Third stage:</b> Physiology and nursing management (5 hours)</li> <li>• <b>Fourth stage:-</b>Observation, critical analysis and nursing management.</li> <li>• Evidence based practice in relation to labour intervention.</li> <li>• Role of practitioner nurse midwife. (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Analgesia and anesthesia in labour. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Various child birth practices:-water birth, position change etc. (1 hour)</li> <li>• Alternative /complimentary therapies. (2 hours)</li> </ul>
V (20 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Describe the physiology of puerperium and its management. Describe the physiology of lactation.</p> <p><b>Skill:</b> Detect the minor discomforts and complications of puerperium.</p>	<p><b>Norma; puerperium and Nursing management:</b></p> <ul style="list-style-type: none"> <li>• Physiology of puerperium. (2 hrs)</li> <li>• Physiology of lactation, lactation management, exclusive breast feeding, Baby friendly hospital imitative</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative/complementary therapies. (1 hour)</li> <li>• Minor discomforts and complications of puerperium. (2 hours)</li> <li>• Management of mothers during</li> </ul>	

		(BFHI). (4 hours) <ul style="list-style-type: none"> <li>• Assessment of postnatal women. (3 hours)</li> <li>• Evidence based studies. (3 hours)</li> <li>• Role of practitioner nurse midwife (2 hours)</li> </ul>	puerperium:-postnatal exercises, Rooming in, bonding, warm chain. (3 hours)	
VI (20 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the normal physiology of newborn. Describe the organization and management of neonatal services in NICU <b>Skill:</b> Perform neonatal assessment and identify the normal characteristics of newborn. Identifies the need of newborn. <b>Attitude:</b> Displays confidence while caring newborn.	<b>Normal Newborn:</b> <ul style="list-style-type: none"> <li>• Physiology and characteristics of normal newborn (3 hours)</li> <li>• Physical and behavioral assessment of newborn. (2 hours)</li> <li>• Needs of newborn. (3 hours)</li> <li>• Essential newborn care:-Exclusive breast feeding, Immunization, hygiene measures, newborn nutrition.(5 hours)</li> <li>• Organization of neonatal care, services (levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.(3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and care of newborn (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting process. (2 hours)</li> </ul>
VII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs. <b>Skill:</b> Calculate the drug dose used. Identify the effects of drugs used.	<b>Pharmacodynamics in Obstetric:</b> <ul style="list-style-type: none"> <li>• Drugs used in pregnancy, labour, post partum and newborn. (2 hours)</li> <li>• Calculation of drug dose and administration. (1 hour)</li> <li>• Effect of drugs used. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Anaesthesia and analgesia in obstetrics. (1 hour)</li> <li>• Role &amp; responsibilities of midwifery nurse practitioner (2hrs)</li> <li>• Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW (2 hours)</li> </ul>	
VIII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the population dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in family welfare programme. <b>Skill:</b> Calculate the indicators of maternal and child health.	<b>Family Welfare Services:</b> <ul style="list-style-type: none"> <li>• Population dynamics. (1 hour)</li> <li>• Demography trends:-vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems.(2 hours)</li> <li>• Recent advancement in contraceptive technology.(1 hour)</li> <li>• Information, education and communication (IEC), Management</li> </ul>	<ul style="list-style-type: none"> <li>• Role of nurses in family welfare programmes in all settings. (1 hour)</li> <li>• Role of independent nurse midwifery practitioner. (1 hour)</li> <li>• Teaching and supervision of health team members. (1 hour)</li> <li>• Evidence based studies (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Family life education (1 hour)</li> </ul>

		information and evaluation system (MIES).(1 Hr)		
IX (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Define infertility, Classify the infertility based on its etiology. Describe the ethical and legal aspects of ART. <b>Skill:</b> Identify the different diagnostic procedures used for infertility treatment. <b>Attitude:</b> Provide comprehensive nursing care to client with infertility & promote the interpersonal relationship.	<b>Infertility:</b> <ul style="list-style-type: none"> <li>• Primary and secondary causes, Diagnostic procedures.(1 hour)</li> <li>• Counseling:-Ethical and legal aspects of assisted reproductive technology (ART) (1 hour)</li> <li>• Recent advancement in infertility management. (1 hour)</li> <li>• Role of nurse in infertility management. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Adoption procedures (1 hour)</li> </ul>	
X (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Asses the physiological and psychosocial aspects in menopause and participate in counseling & guidance. <b>Skill:</b> Identify t he effects of HRT. <b>Attitude:</b> Recognize the different HRT.	<b>Menopause:</b> <ul style="list-style-type: none"> <li>• Physiological, psychological and social aspects. (1 hour)</li> <li>• Hormone replacement therapy. (1 hour)</li> <li>• Surgical menopause.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling and guidance. (1 hour)</li> <li>• Role of midwifery nurse practitioner. (1 hour)</li> </ul>	
XI (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Define abortion & classify the abortion and its causes. <b>Skill:</b> Perform different procedures related to abortion. <b>Attitude:</b> Initiate the building of interpersonal relationship with clients. Display confidents while caring patients with abortion.	<b>Abortion:</b> <ul style="list-style-type: none"> <li>• Types, causes. (1 hour)</li> <li>• Legislations, Clinical rights and professional responsibility. (1Hr)</li> <li>• Abortion procedures. (1 hour)</li> <li>• Complication.</li> <li>• Nursing management. (1 hour)</li> <li>• Role of midwifery nurse practitioner.(1 hour)</li> </ul>		

**AREA AND DISTRIBUTION OF CLINICAL HOURS:**

<i>Sr. No.</i>	<i>Dept/Unit</i>	<i>No. of weeks</i>	<i>Total hours.</i>
1	Antenatal wards & OPD	4 weeks	120 hrs
2	Labour room	5 weeks	150 hrs
3	Postnatal ward	3 weeks	90 hrs
4	Family planning clinics	2 weeks	60 hrs
5	PHC/Rural maternity settings.	4 weeks	120 hrs
6.	Gynaec ward.	2 weeks	60 hrs
7	Maternity O.T	2 weeks	60 hrs
TOTAL		22 WEEKS	660 HRS

**TEACHING STRATEGY:**

Total Hours 810

Theory Hours 150

Clinical Hours 660

**TEACHING METHODS:**

Lecture cum discussion, Seminar, Panel discussion, Symposium, Group Discussion Written assignments.

**A.V. AIDS:**

Over head Projector, L.C.D, Computer Assisted learning, Flip charts, Posters, Black Board, and Computer assisted learning.

**ASSIGNMENTS:****Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
2	Panel Discussion (Group Work)	One	1X25	25
3	Speciality Related Journal Presentation	Two	1X25	50
4	Writing/Presenting Paper on Given Topic	One	1X50	50
Total Marks				225

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Nursing Care plans	Two	1X50	100
2	Case presentation	Two	1X50	100
3	Clinical Performance Evaluation	Two	1X100	200
4	Case Book	One	1X25	25
5	Drug Study	One	1X100	100
6	Case Study	Two	1X100	200
7	Preparation of OBG Instrument Book	One	1X25	25
Total Marks				750

**LIST OF RECOMMENDED BOOKS AND JOURNALS:**

- Buckley Kathleen and Kulb Nancy W, “ High Risk Maternity Nursing Manual”
- Bennet V Ruth & Brown K Linda, “Myle” text Book for Midwives
- Calander, R & A Miller, ‘Obstetrics illustrated’ IV edn, Churchill & Livingstone
- Dawn C.S, “Textbook of Obstetrics and Neonatology”, Dawn Books, Calcutta.
- Dawn C.S, “Textbook of Gynaecology and contraception”, Dawn Books, Calcutta.
- D.C Dutta, “Text book of Obstetrics”, Vth edition
- D.C Dutta, “Text book of Gynaecology” ,Vth edn,
- Daftary Shrish N EL AL , “ Holland and Brews Manual of Obstetrics”, XVI edn,
- Dickason Elizabeth jean et al , “ Maternal infant Nursing care, II edn,
- Hollan and Brews”, Manual of Obstetrics”, BI Churchill Livingstone
- Ladewing Patricia Wieland et al , “ Essentials of Maternal Newborn Nursing”, II edn,

- Menon Krishna & Palaniappan, “Clinical Obstetrics”, IX EDN
- Rashmi Patil, “ Instruments, Operatuions, Drugs in Obstetrics and Gynaecology”,
- Philips Celeste R , “ Family centered Maternity Newborn care”, III edn,
- Tindall VR, Jeffcoate’s Principles of Gynaecology
- Wonna Donna L, Perry Shannon et al”, Maternal child Nursing”, 1998, Iedn,
- American Journal of Nursing
- Health and population
- Indian Journal of Nursing and Midwifery
- Journal of Obstetrics and Gynaecology
- Journal of Paediatrics
- Journal of Family Welfare
- Nursing Journal of India
- Nursing Times
- Paediatrics today
- Paediatric clinics of India
- Obstetrics and Gynaecology Today.

**Subject No. 4**  
**CLINICAL SPECIALTY – I**  
**CHILD HEALTH NURSING**  
**(PAEDIATRIC NURSING)**

Total Hours: 810

Theory Hours: 150

Clinical Hours: 660

**AIM:**

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

**OBJECTIVES:**

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

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

**COURSE CONTENT:**

**UNIT I –INTRODUCTION:**

- Historical development of Pediatrics and Pediatric Nursing
- Philosophy of pediatric care, Changing trends in Pediatric Nursing.
- Role of family in child care, Community-based nursing of the child and family
- Ethical and cultural issues in pediatric Care,
- Role of pediatric nurse in hospital and community for prevention and illness
- Rights of children and special laws and Ordinance relating to children.
- Current status of child health in India; National goals, Five year plans, National and international organizations related to child health, National health programs related to child health.

**UNIT II -ASSESSMENT OF PEDIATRIC CLIENTS:**

- History taking, Developmental assessment, Physical assessment, Nutritional assessment, Family assessment.
- Nursing process in care of children.

**UNIT III -NURSING MANAGEMENT OF THE SICK/ HOSPITALIZED CHILD:**

- Difference between child and adult Care, Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family.
- Stressors and reactions related to developmental stages, play activities for ill / hospitalized child.
- Nursing care of hospitalized child and FAMILY - principles and practices.

**UNIT IV -PRE-NATAL PEDIATRICS:**

- Embryological and fetal development, Prenatal factors influencing growth and development of fetus.
- Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and Counseling legal and ethical aspects of genetic, Screening and counseling
- Role of nurse in genetic counseling Importance of prenatal care and role of pediatric nurse.

**UNIT V -GROWTH AND DEVELOPMENT OF CHILDREN:**

- Principles of growth and development, Factors affecting growth and development
- Concepts and theories of growth & Development Biophysical Psycho-social theories Psychosexual theories Moral development theories Cognitive development theories Spiritual theories
- Development tasks and special needs from infancy to adolescence, developmental milestones,
- Assessment of growth and development of pediatric clients,
- Growth Monitoring, Role of play in growth and development of children.

**UNIT VI -BEHAVIORAL / SOCIAL PEDIATRICS AND PEDIATRIC NURSING:**

- Parent child relationship
- Basic behavioral pediatric principles and specific behavioral pediatric concepts/ disorders – maternal deprivation, failure to thrive, child abuse, the battered child.
- Common behavioral and social problem and their management, Child guidance clinic.

**UNIT VII -PREVENTIVE PEDIATRICS AND PEDIATRIC NURSING:**

- Concept, aims and scope of preventive Pediatrics
- Maternal health and its influence on child health antenatal aspects of preventive pediatrics.
- Mortality among children, MCH indicators, Recent trends in MCH services.
- Immunization, expanded program on immunization / universal immunization program and cold chain.
- Nutrition and Nutritional requirements of children,
- Fluid and electrolyte balance in Children
- Pattern of feeding, breast feeding, baby-friendly hospital initiative, Artificial feeding, Weaning
- Nutritional Programs and welfare Services.
- Health education, nutritional education for children.

**UNIT VIII -NEONATAL NURSING:**

- Neonatal resuscitation, New born baby-profile and characteristics of the new born
- Assessment of the new born
- Nursing care of the new born at birth, care of the new born and family,
- planning and organization of level I,II and III neonatal care units NICU and environment
- Equipment and personnel management
- High risk neonate – pre term and term neonate and growth retarded babies.
- Low birth weight babies
- Transport of the high risk neonate to NICU
- Neonatal infections prevention and management
- Identification and classification of neonates with infection HIV and AIDS, Ophthalmic neonatrum, congenital syphilis.
- High risk new born – Identification, classification and nursing management.
- Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.

**Management of Neonatal Problems:**

- Respiratory distress syndrome & HMD, Neonatal Hypoglycemia, Neonatal Hyper bilirubinemia, Common metabolic problems, Nutritional requirements, Neonatal seizures, Neonatal mechanical ventilation, Thermo regulation, Follow up care and assessment of high risk infants

**Unit IX -IMNCI (Integrated Management of Neonatal and Childhood Illnesses):**

- Concept, Rationale for an evidence based syndromes approach & Components.
- Principles of IMNCI & Case management process, Outpatient management of young infants' age up to 2 months & of children age 2 months to 5 years, Principles of management of sick children in small hospital
- National Population policy 2000, Re productive and child health.

CLINICAL SPECIALTY – I  
**CHILD HEALTH NURSING**  
**(PAEDIATRIC NURSING)**

Unit No. with total hours	Objectives	Contents with distributed hours		
		Must know	Desirable to know	Nice to know
I (12 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the basic needs of child health nursing and Understand the programmes of child health. <b>Attitude:</b> Develop the positive attitude regarding child health.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Historical development of Pediatrics and Pediatric Nursing (1 Hour)</li> <li>• Role of family in child care (1 Hour)</li> <li>• Community-based nursing of the child and family (1 Hour)</li> <li>• Ethical and cultural issues in pediatric Care (1 Hour)</li> <li>• Role of pediatric nurse in hospital and community for prevention and illness.(1 Hour)</li> <li>• Current status of child health in India; National goals, Five year plans, National and international organizations related to child health, National health programs related to child health. (5 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Rights of children and special laws &amp; Ordinance relating to children.</li> <li>• Changing trends in Pediatric Nursing. (1 Hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Philosophy of pediatric care. (1 Hour)</li> </ul>
II (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand the deviation of growth and development. <b>Skill:</b> Prepare good nursing care plan in the illness process.	<b>Assessment of Pediatric Client:</b> <ul style="list-style-type: none"> <li>• History taking , Developmental assessment, Physical assessment, Nutritional assessment.(7 Hour)</li> <li>• Nursing process in care of children ( 2Hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Family assessment (1 Hour)</li> </ul>	
III (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Distinguish the difference between the child and adult care. <b>Skill:</b> Create newer approach to the nursing care of child health.	<b>Hospitalized Child:</b> <ul style="list-style-type: none"> <li>• Difference between child and adult Care (1Hour).</li> <li>• Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family (1Hour).</li> <li>• Nursing care of hospitalized child and FAMILY - principles and practices (1Hour).</li> </ul>		<ul style="list-style-type: none"> <li>• Stressors &amp; reactions related to developmental stages, play activities for ill / hospitalized child. (2Hour).</li> </ul>
IV (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Know the normal growth and development of fetus. <b>Skill:</b> Develop t he process of genetic counseling.	<b>Pre – natal Pediatrics:</b> <ul style="list-style-type: none"> <li>• Embryological and fetal development, Prenatal factors influencing growth and development of fetus (5 hours)</li> <li>• Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment (2 Hrs)</li> <li>• Role of nurse in genetic counseling, Importance of prenatal care and role of pediatric nurse. (2 hrs.)</li> </ul>		<ul style="list-style-type: none"> <li>• Counseling legal and ethical aspects of genetic, screening and counseling. (1 hour)</li> </ul>

<p>V (20 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Describe principles, factors, concepts and theories of growth and development.  <b>Skill:</b> Identify deviations of growth and development of children &amp; educate &amp; motivate parents for normal growth and development of pediatric clients.  <b>Attitude:</b> Create the normal growth and development chart of the child.</p>	<p><b>Growth and Development of Children:</b></p> <ul style="list-style-type: none"> <li>Principles of growth and development (2 hours)</li> <li>Factors affecting growth &amp; development (2 hours)</li> <li>Assessment of growth and development of pediatric clients (3 hours)</li> <li>Growth Monitoring (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts and theories of growth &amp; Development Biophysical Psycho-social theories, psychosexual theories, Moral development theories Cognitive development theories Spiritual theories. (6 hours)</li> <li>Development tasks and special needs from infancy to adolescence, developmental milestones (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Role of play in growth and development of children. (2 hours)</li> </ul>
<p>VI (15 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Know the concept of behavior and social pediatric nursing.</p>	<p><b>Behavioral Pediatrics and Pediatric Nursing:</b></p> <ul style="list-style-type: none"> <li>Parent child relationship.(1 hour)</li> <li>Basic behavioral pediatric principles and specific behavioral pediatric concepts/ disorders – maternal deprivation, failure to thrive, child abuse, the battered child. Child guidance clinic.(9 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Common behavioral and social problem and their management. (5 hours)</li> </ul>	
<p>VII (30 hours)</p>	<p>At the end of unit students are able to  <b>Knowledge:</b> Know the programmes of preventive pediatrics.  <b>Skill: Prepare</b> the parents to have a healthy child.</p>	<p><b>Preventive Pediatrics and Pediatric Nursing:</b></p> <ul style="list-style-type: none"> <li>Concept, aims and scope of preventive Pediatrics (1 hour)</li> <li>Maternal health and its influence on child health antenatal aspects of preventive pediatrics. (3 hours)</li> <li>Mortality among children, MCH indicators. Recent trends in MCH services (3 hours)</li> <li>Immunization, expanded program on immunization / universal immunization program and cold chain. (4 hours)</li> <li>Nutrition and Nutritional requirements of children. (5 hours)</li> <li>Pattern of feeding, breast feeding, baby-friendly hospital initiative, Artificial feeding, Weaning. (6 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Fluid and electrolyte balance in Children. (4 hours)</li> <li>Nutritional Programs and welfare Services. (2 hours)</li> <li>Health education, nutritional education for children. (2 hours)</li> </ul>	

<p>VIII (33 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the assessment of newborn and identify the problems of neonate.</p> <p><b>Skill:</b> Organize the different levels of neonatal care units and Provide effective nursing care to neonate with problems.</p> <p>Develop skill in neonatal resuscitation.</p> <p><b>Attitude:</b> Develop considerate attitude towards problem neonate and parents of such neonate. and develop the neonatal resuscitation.</p>	<p><b>Neonatal Nursing:</b></p> <ul style="list-style-type: none"> <li>• Neonatal resuscitation. (1 hours)</li> <li>• New born baby-profile and characteristics of the new born. (1 hours)</li> <li>• Assessment of the new born. (1 hours)</li> <li>• Nursing care of the new born at birth, care of the new born and family. (1 hour)</li> <li>• Planning and organization of level I, II and III neonatal care units. (1 hours)</li> <li>• Low birth weight babies. (1 hour)</li> <li>• Transport of the high risk neonate to NICU. (1 hour)</li> <li>• Neonatal infections prevention and management. (1 hour)</li> <li>• High risk new born – Identification, classification and nursing management. (1 hour)</li> <li>• Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. (1 hour)</li> <li>• Management of Neonatal problems (7 hours) Neonatal Hypoglycemia, Neonatal Hyper bilirubenemia, Common metabolic problems, Nutritional requirements, Ventilation, Thermo regulation.</li> </ul> <p><b>Management of Neonatal Problems: (10Hrs)</b></p> <ul style="list-style-type: none"> <li>• Respiratory distress syndrome &amp; HMD, Neonatal Hypoglycemia, Neonatal Hyper bilirubinemia, Common metabolic problems, Nutritional requirements, Neonatal seizures, Neonatal mechanical ventilation, Thermo regulation, Follow up care and assessment of high risk infants</li> </ul>	<ul style="list-style-type: none"> <li>• NICU and environment (1 hours)</li> <li>• Equipment and personnel management (1 hour)</li> <li>• High risk neonate – pre term and term neonate and growth retarded babies. (1 hours)</li> <li>• Identification and classification of Neonates with infection HIV and AIDS, Ophthalmic neonatrum, congenital syphilis. (2 hours)</li> <li>• Respiratory distress syndrome &amp; HMD (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Neonatal seizures (1 hour)</li> <li>• Neonatal mechanical (1 hour)</li> </ul>
<p>IX (15 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the concept and principles of IMNCI</p> <p><b>Skill:</b> Develop the reproductive and child health programme.</p> <p><b>Attitude:</b> Provides the comprehensive nursing care to patient with infertility.</p>	<p><b>IMNCI:</b></p> <ul style="list-style-type: none"> <li>• Concept, Rationale for an evidence based syndromes approach &amp; Components (2 hour)</li> <li>• Principles of IMNCI &amp; Case management process. (1 Hr)</li> <li>• Principles of management of sick children in small hospital.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Outpatient management of young infants age up to 2 months (3 hours)</li> <li>• Outpatient management of children age 2 months up to 5 years. (5 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• National Population policy 2000 (1 hour)</li> <li>• Re productive and child health. (2 hours)</li> </ul>

## AREA AND DISTRIBUTION OF CLINICAL EXPERIENCE HOURS:

Sr. No.	Dept./Unit	No of weeks Of Posting	Total Clinical Hours
1.	Pediatric Medicine Ward	4	120 Hours
2.	Pediatric Surgery Ward	4	120 Hours
3.	Labor Room	2	60 Hours
4.	Maternity Ward	2	60 Hours
5.	Pediatric OPD	2	60 Hours
6.	NICU	4	120 Hours
7.	Crèche /Day care Centre	1	30 Hours
8.	Child Guidance Clinic	1	30 Hours
9.	Community	2	60 Hours
Total		22 Weeks	660 Hours

**TEACHING STRATEGY:** - Total teaching hours: 810      Theory hours: 150      Clinical Experience: 660

**TEACHING METHODS:-** Lecture, Seminar, Laboratory Demonstration, Group Discussion, Clinical Observation, Bed Side clinic, Clinical Presentations, Workshops.

**A.V. AIDS:-**Over head Projector, L.C.D, Computer Assisted Instruction, Flip charts, Posters, Black Board, Models, Simulation.

### ASSIGNMENTS: Theory:

Sr. No.	Assignment	No./Quantity	Marks perAssignment	Total Marks
1	Seminar	Two	1X50	100
2	Panel Discussion (Group Work)	One	1X25	25
3	Speciality related Journal (Article) presentation	Two	1X25	50
4	Paper writing/Presentation on given topic	One	1X50	50
Total Marks				225

### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Case Study	Two	1X100	200
2	Case presentation	Two	1X50	100
3	Clinical Performance Evaluation	Two	1X100	200
4	Drug Study	One	1X100	100
5	Nursing Care plan	Two	1X50	100
6	Field Visit Reports	One	1X50	50
Total Marks				750

### LIST OF RECOMMENDED BOOKS:

- Achar ST and Viswanathan -“Text book of Pediatrics; A Clinical Approach”
- Alexander N M, Brown MS;-“ Pediatric Physical Diagnosis for Nurses”
- Ball- “ Pediatric Nursing caring for children”
- Behrman, Richard K & Vaughan-”Nelson’s Textbook of Pediatrics”
- Blake G, Florence & Wright- “Essentials of Pediatric Nursing”
- Barbara EW- “Guidelines in the care of the low birth weight”
- Bowden Greenberg- “Pediatric Nursing Procedure”
- Browder J J- “Nursing care of children” F A Davis
- Cameron, Jelinek et al;-“Text Book of Emergency Pediatric Medicine”
- Cloherty, John P & Stark, Ann R-“Manual Neonatal care”
- David Hull & Johnstan D- “Essentials Of Pediatrics”
- Elizabeth Hurlock-“Child Development”
- Ghai O P-“Essential Text Book Of Pediatrics”
- Ghosh Shanti- “Nutrition and child care”
- Ghosh Shanti- “Know your child”

- Gupte Suraj;-“Neonatal Emergencies”
- Gupte Suraj-“A Short Text book of Pediatrics”
- Guha DK-“Neonatology”
- Guha DK- “Manual of Practical newborn Care”
- Hathfield N- “Introductory Pediatric Nursing”
- Helens CL & Roberts- “ Pediatric Nursing”
- Khilnany- “Practical approach to Pediatric Intensive Care”
- Kulkarni MC- “Manual of Neonatology”
- Klosner & Nancy Hathfield- “Introductory Maternity and Pediatric Nursing”
- Merenstein & Gardner-“Handbook of neonatal intensive care”
- Mcmillan, Fergin et al;-“ Oski’s Pediatrics-Principle & practice”
- Marlow Dorothy -“Textbook of Pediatric Nursing”
- Parthasarthy et al- “IAP Textbook of Pediatrics”
- Park’s “Text book of Preventive and Social medicine”
- Roberts KD Edwards JM- “Pediatric Intensive Care”
- Richard Polin-“Pediatric Secrets”
- Selekman- “Pediatric Nursing”
- Singh Meherban; “Care of Newborn”
- Singh Meherban; “Drugs Used in Children”
- Slota; “Core curriculum for Pediatric Critical Care Nursing”
- Speer; “Pediatric Care planning”
- Vidhyasagar & Sarnaik; “Neonatal & Pediatric Intensive Care”
- Wagle CS; “Short Text Book of Pediatrics” Vohra Book Centre,
- Whaley & Wong; “Nursing care of Infants and Children”
- Whaley, Lucilla F Donna L; “Essentials of Pediatric Nursing”
- Udani RH; “Neonatal Resuscitation”

**Subject No.4**  
**CLINICAL SPECIALITY –I**  
**MEDICAL SURGICAL NURSING**

Total Hours: 810

Theory hours: 150

Clinical hours: 660

**AIM:**

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

**OBJECTIVES:**

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

- Appreciate the trends and issues in the field of Medical –Surgical Nursing as a speciality.
- Apply nursing concepts and theories related to health promotion.
- Apply the client as a holistic individual.
- Perform physical and psychosocial assessments of a Medical –Surgical Patient.
- Apply nursing process in providing care to the patients.
- Integrate the concept of family centered nursing care with associated disorders such as genetic, congenital and long term illness.
- Recognize and manage emergencies with medical surgical patients.
- Describe various recent technologies and treatment modalities in the management of critically ill patients.
- Appreciate the legal and ethical issues relevant to Medical –Surgical Nursing.
- Prepare a design for layout and management of Medical –Surgical Unit.
- Appreciate the role of alternative systems of Medicine in the care of patients.
- Incorporate evidence based Nursing practice and identifies the areas of Nursing Research in the field of Medical Surgical nursing.
- Recognize the role of Nurse Practitioner as a member of the Medical –Surgical health team.
- Teach Medical and Surgical Nursing to under graduate nurse s ad in-service nurses.

**COURSE CONTENT:**

**Unit I -Introduction:**

- Medical – Surgical Nursing in India. Current status of health and disease burden in India. Current concept of health. Trends & issues in Medical – Surgical Nursing. Ethical & cultural issues in Medical – Surgical Nursing.
- Rights of patients. National health policy, special laws & ordinances relating to older people. National goals. Five years plans. National health programs related to adult health.

**Unit II -Health assessment of patients:**

- History taking. Physical examination of various systems. Nutritional assessment. Related investigations and diagnostic assessment.

**Unit III -Care in hospital setting:**

- Ambulatory care. Acute and Critical care. Long term care. Home Health Care. Characteristics, care models, practice settings, interdisciplinary team. Hospitalization- effects of hospitalization on the patient & family.
- Stressors & reactions related to disease process. Nursing care using Nursing process approach.

**Unit IV -Management of patients with disorders of Gastro intestinal tract:**

**Review of anatomy and physiology:**

- Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice.
- Rehabilitation and follow-up.

**Unit V -Management of patients with disorders of Nervous System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.

- Treatment modalities and trends. Nursing management. Related research studies.
- Evidence based nursing practice. Rehabilitation and follow-up.

**Unit VI -Management of patients with disorders of Respiratory System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice. Rehabilitation and follow-up.

**Unit VII -Management of patients with disorders of cardio Vascular System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice. Rehabilitation and follow-up.

**Unit VIII -Management of patients with Disorders of Blood:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice. Rehabilitation and follow-up.

**Unit IX -Management of patients with disorders of Genito Urinary System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice. Rehabilitation and follow-up.

**Unit X -Management of patients with disorders of Endocrine System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends.
- Nursing management.
- Related research studies.
- Evidence based nursing practice. Rehabilitation and follow-up.

**Unit XI -Management of patients with disorders of Musculo-Skeletal System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies.
- Evidence based nursing practice and Rehabilitation and follow-up.

**Unit XII -Management of patients with disorders of Integumentary System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies.
- Evidence based nursing practice. Rehabilitation and follow-up.

**Unit XIII -Management of patients with disorders of Eye and ENT:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends, Nursing management, related research studies. Evidence based nursing practice. Rehabilitation and follow-up.

**Unit XIV -Management of patients with Disorders of Reproductive System:**

- Review of anatomy and physiology.
- Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends, Nursing management, related research studies.
- Evidence based nursing practice. Rehabilitation and follow-up.

**Unit XV -Geriatric Nursing:**

- Nursing Assessment – History and Physical assessment.
- Ageing: Demography; Myths and realities, Concepts and theories of ageing, Cognitive Aspects of Ageing, Normal biological ageing, Age related body systems changes, Psychosocial Aspects of Ageing, Medications and elderly, Stress & coping in older adults.
- Common Health Problems & Nursing Management; Psychosocial and Sexual, Abuse of elderly.
- Role of nurse for care of elderly; ambulation, nutritional, communicational, psychosocial and spiritual.
- Role of nurse for care givers of elderly, Role of family and formal and non formal caregivers.
- Use of aids and prosthesis (hearing aids, dentures),
- Provisions and Programmes for elderly; privileges, Community Programs and health services; Home and institutional care.
- Legal & Ethical Issues, Issues, problems and trends.

**Unit XVI -Management of patients with communicable and Sexually Transmitted Diseases:**

- Review of immune system, Disorders of immune system – HIV / AIDS. Review of infectious disease process.
- Communicable diseases-etiology, Pathophysiology, Clinical manifestations complications, prognosis
- Health assessment-History taking physical examination, investigation and diagnostic assessment.
- Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice.
- Rehabilitation and follow-up.

**Unit XVII -Emergency, Trauma and Multi-System Organ Failure:**

- DIC (disseminated intravascular coagulation), Trauma burns, poisoning.
- Etiology, Pathophysiology, Clinical manifestations, complications, prognosis.
- Health assessment-History taking, physical examination, investigation and Diagnostic assessment.
- Treatment modalities and trends, Nursing management, related research studies.
- Evidence based nursing practice. Rehabilitation and follow-up.

**CLINICAL SPECIALITY –I  
MEDICAL SURGICAL NURSING**

<i>Unit No. with total hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>
I (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Know about current status of medical surgical nursing. <b>Skill:</b> Recognize ethical and cultural needs of patients. <b>Attitude:</b> Appreciate the role of nurse in health team.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Historical development of Medical – Surgical Nursing in India. (1 hour)</li> <li>National health policy, special laws &amp; ordinances relating to older people. (1 hour)</li> <li>National goals.</li> <li>Five years plans, National health programs related to adult health. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Current status of health and disease burden in India.</li> <li>Current concept of health. (1 hour)</li> <li>Trends &amp; issues in Medical – Surgical Nursing.</li> <li>Ethical &amp; cultural issues in Medical – Surgical Nursing.</li> <li>Rights of patients. (1 hour)</li> </ul>	
II (20 hours)	At the end of unit students are able to <b>Knowledge:</b> Recall health assessment of various patients. <b>Skill:</b> Perform the assessment correctly. <b>Attitude:</b> Relate investigations and diagnostic assessments with disease conditions.	<b>Health Assessment of Patient:</b> <ul style="list-style-type: none"> <li>History taking. (2 hours)</li> <li>Physical examination of various systems. (7 hours)</li> <li>Nutritional assessment.(3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Related investigations and diagnostic assessment. (8 hours)</li> </ul>	
III (5 hours)	At the end of unit students are able to <b>Knowledge :</b> Find out the appropriate care to be given in the hospital setting <b>Skill:</b> Render nursing care using nursing process approach. <b>Attitude:</b> Justify the reaction related to stress in disease condition.	<b>Care in Hospital Setting:</b> <ul style="list-style-type: none"> <li>Ambulatory care, Acute &amp; Critical care, long term care. (1 hour)</li> <li>Characteristics, care models, practice settings, interdisciplinary team. (1 hour)</li> <li>Hospitalization- effects of hospitalization on the patient &amp; family. (1 hour)</li> <li>Nursing care using Nursing process approach. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Stressors &amp; reactions related to disease process.(1 hour)</li> <li>Home Health Care.</li> </ul>	
IV (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of gastrointestinal tract.	<b>Management of patient with Gastro Intestinal Tract Disorders:</b> <ul style="list-style-type: none"> <li>Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis.(3 hours)</li> <li>Health assessment-History taking, physical</li> </ul>	<ul style="list-style-type: none"> <li>Review of anatomy and physiology. (1 hour)</li> <li>Treatment modalities and trends. (1 hour)</li> </ul>	0. Related research studies. (1 hour)

	<p><b>Skill:</b> Demonstrate skill in providing nursing care to the patient with GIT disorders after assessment</p> <p><b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>examination, investigation &amp; diagnostic assessment. (2 hours)</p> <ul style="list-style-type: none"> <li>• Nursing management.(1 hour)</li> <li>• Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>		
V (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of nervous system.</p> <p><b>Skill:</b> Apply nursing process providing comprehensive care to the patients and demonstrate advanced skills and competence in managing patients in nervous system disorders.</p> <p><b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p><b>Management of patient with Disorders of Nervous System:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Pathophysiology, Clinical manifestations, complications, prognosis. (2 hours)</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 hours)</li> <li>• Treatment modalities and trends. (1 hour)</li> <li>• Nursing management. (1 hour)</li> <li>• Related research studies. (1 hour)</li> <li>• Evidence based nursing practice. (1 hour)</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 hour)</li> </ul>	
VI (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of respiratory system.</p> <p><b>Skill:</b> Assess the diagnostic, treatment modalities &amp; new trends and demonstrate advance skills/competent in managing patients with respiratory system.</p> <p><b>Attitude :</b> Recognize and relate t he nursing research and evidence based nursing practice</p>	<p><b>Management of patient with Disorders of Respiratory System:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Patho physiology, Clinical manifestations, Complications, prognosis (2 hours)</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 hours)</li> <li>• Treatment modalities and trends. (1 hour)</li> <li>• Nursing management. (1 hour)</li> <li>• Related research studies. (1 hour)</li> <li>• Evidence based nursing practice. (1 hour)</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 hour)</li> </ul>	
VII (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of cardiovascular system.</p> <p><b>Skill:</b> Assess the diagnostic, treatment</p>	<p><b>Management of patient with Disorders of Cardio vascular System:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis.</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment.(4 Hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1Hour)</li> </ul>	

	<p>modalities and new trends and demonstrate advance skills/competent in managing patients with cardiovascular system.</p> <p><b>Attitude :</b>Recognize and relate t he nursing research and evidence based nursing practice</p>	<ul style="list-style-type: none"> <li>• Treatment modalities and trends. Nursing management. Related research studies. Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up.(5 Hours)</li> </ul>		
VIII (5 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of blood.</p> <p><b>Skill:</b> Perform physical, psychosocial and spiritual assessment. Assess diagnostic, treatment modalities &amp; new trends Demonstrate advance skills/competent in managing patients with disorders of blood.</p> <p><b>Attitude :</b> Recognize and relate the nursing research and evidence based nursing practice</p>	<p><b>Management of patient with Disorders of Blood:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis.</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 hour)</li> <li>• Treatment modalities and trends. (1 hour)</li> <li>• Nursing management.</li> <li>• Related research studies.</li> <li>• Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 hour)</li> </ul>	
IX (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of urinary system.</p> <p><b>Skill:</b> Perform physical, psychosocial and spiritual assessment, Assess diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of urinary system.</p> <p><b>Attitude:</b> Recognize and relate t he nursing research and evidence based nursing practice.</p>	<p><b>Management of patient with Disorders of Genito Urinary System:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (2 hours)</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 hours)</li> <li>• Treatment modalities and trends. (1 hour)</li> <li>• Nursing management. (1 hour)</li> <li>• Related research studies. (1 hour)</li> <li>• Evidence based nursing practice. (1 hour)</li> <li>• Rehabilitation and follow-up(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 hour)</li> </ul>	
X (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of endocrine system.</p> <p><b>Skill:</b> Perform physical, psychosocial and</p>	<p><b>Management of patient with Disorders of Endocrine System:</b></p> <ol style="list-style-type: none"> <li>1. Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (3 Hours)</li> <li>2. Health assessment-History taking, physical</li> </ol>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 Hours)</li> </ul>	

	<p>spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills/competent in managing patients with disorders of endocrine system. <b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>examination, investigation and diagnostic assessment. (2 Hours) 3. Treatment modalities and trends.(1 Hours) 4. Nursing management. (1 Hours) 5. Related research studies. 6. Evidence based nursing practice.(1 Hours) • Rehabilitation and follow-up.(1 Hours)</p>		
XI (10 hours)	<p>At the end of unit students are able to <b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of musculo-skeletal system. <b>Skill:</b> Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/ competent in managing patients with disorders of musculo-skeletal system. <b>Attitude</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p><b>Management of patient with Disorders of Musculo Skeletal System:</b></p> <ul style="list-style-type: none"> <li>Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (3 Hours)</li> <li>Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 Hours)</li> <li>Treatment modalities and trends. (1 Hour)</li> <li>Nursing management. (1 Hour)</li> <li>Related research studies.</li> <li>Evidence based nursing practice. (1 Hour)</li> <li>Rehabilitation and follow-up.(1 Hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review of anatomy and physiology. (1 Hour)</li> </ul>	
XII (8 hours)	<p>At the end of unit students are able to <b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of integumentary system. <b>Skill:</b> Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of integumentary system. <b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p><b>Management of patient with Disorders of Integumentary System:</b></p> <ul style="list-style-type: none"> <li>Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (2 hours)</li> <li>Health assessment-History taking, physical examination, investigation and diagnostic assessment. (1 hour)</li> <li>Treatment modalities and trends. (1 hour)</li> <li>Nursing management. (1 hour)</li> <li>Related research studies.</li> <li>Evidence based nursing practice. (1 hour)</li> <li>Rehabilitation and follow-up(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review of anatomy and physiology. (1 hour)</li> </ul>	
XIII (5 hours)	<p>At the end of unit students are able to <b>Knowledge :</b> Explain anatomy and physiology, etiology, Pathophysiology,</p>	<p><b>Management of patient with Disorders of Eye and ENT:</b></p> <ul style="list-style-type: none"> <li>Disorders-etiology, Pathophysiology, Clinical</li> </ul>	<ul style="list-style-type: none"> <li>Review of anatomy and physiology. (1 hour)</li> </ul>	

	<p>diagnosis assessment, management and complication of patients with disorders of Eye and ENT</p> <p><b>Skill:</b> Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of Eye and ENT</p> <p><b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>manifestations, Complications, prognosis. (1 hour)</p> <ul style="list-style-type: none"> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (1 hour)</li> <li>• Treatment modalities and trends. (1 hour)</li> <li>• Nursing management.</li> <li>• Related research studies.</li> <li>• Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>		
XIV (8 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of reproductive system.</p> <p><b>Skill:</b> Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of reproductive system. &amp; relate nursing research and evidence based nursing practice.</p>	<p><b>Management of patient with Disorders of Reproductive System:</b></p> <ul style="list-style-type: none"> <li>• Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis.</li> <li>• Health assessment-History taking, physical examination, investigation and diagnostic assessment. (3 hour)</li> <li>• Treatment modalities and trends. Nursing management. Related research studies.</li> <li>• Evidence based nursing practice. (3 hour)</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology. (1 hour)</li> </ul>	
XV (8 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of geriatric nursing.</p> <p><b>Skill:</b> Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of geriatric nursing.</p> <p><b>Attitude:</b> Recognize and relate the nursing research and evidence based nursing practice.</p>	<p><b>Geriatric Nursing:</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment – History and Physical assessment. Ageing: Demography; Myths and realities. Concepts and theories of ageing.(1Hr)</li> <li>• Cognitive Aspects of Ageing. Normal biological ageing. Age related body systems changes, Common Health Problems &amp; Nursing Management; Psychosocial and Sexual.(3Hrs)</li> </ul> <p>Role of nurse for care of elderly; ambulation, nutritional communicational, Psychosocial and spiritual. Role of nurse for care givers of elderly. Role of family and formal and non formal caregivers. Home and institutional care.(2 hour)</p>	<ul style="list-style-type: none"> <li>• Psychosocial Aspects of Ageing.</li> <li>• Medications and elderly.</li> <li>• Stress &amp; coping in older adults. (1 hour)</li> <li>• Abuse of elderly.</li> <li>• Use of aids and prosthesis (hearing aids, dentures),</li> <li>• Legal &amp; Ethical Issues.</li> <li>• Provisions and Programmes for elderly; privileges, Community Programs and health services;</li> <li>• Issues, problems and trends. (1 hour)</li> </ul>	
XVI (8 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and</p>	<p><b>Management of patient with Communicable and Sexually Transmitted Diseases:</b></p>	<ul style="list-style-type: none"> <li>• Review of immune system. (1 hour)</li> </ul>	

	<p>physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p><b>Skill:</b> Perform complete assessment, Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p><b>Attitude:</b> Recognize and relate t he nursing research and evidence based nursing practice.</p>	<ul style="list-style-type: none"> <li>• Disorders of immune system – HIV / AIDS.</li> <li>• Review of infectious disease process.</li> <li>• Communicable diseases-etiology, Pathophysiology, Clinical manifestations complications, prognosis.(3 hours)</li> <li>• Health assessment-History taking physical examination, investigation and Diagnostic assessment. (1 hour)</li> <li>• Treatment modalities and trends, Nursing management. Related research studies. Evidence based nursing practice. (2 hrs)</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>		
<p>XVII (8 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Explain anatomy and physiology, etiology, Pathophysiology, diagnosis, assessment, management and complication of patients with emergency, trauma and multisystem organ failure.</p> <p><b>Skill:</b> Perform assessment, Assess the diagnostic, treatment modalities and new trends and Demonstrate advance skills/competent in managing patients with disorders of emergency, trauma and multisystem organ failure.</p> <p><b>Attitude:</b> Recognize and relate t he nursing research and evidence based nursing practice.</p>	<p><b>Emergency, Trauma and Multi System Organ Failure:</b></p> <ul style="list-style-type: none"> <li>• DIC (disseminated intravascular coagulation) (1 hour)</li> <li>• Trauma burns, poisoning. (2 hours)</li> <li>• Etiology, Patho- physiology, Clinical manifestations, complications, prognosis. (2 hours)</li> <li>• Health assessment-History taking, physical examination, investigation and Diagnostic assessment. (1 hour)</li> <li>• Treatment modalities and trends.</li> <li>• Nursing management. (1 hour)</li> <li>• Related research studies.</li> <li>• Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up.(1 hour)</li> </ul>		

## AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Unit	No of weeks	Total Hours	Sr. No.	Unit	No of weeks	Total Hours
1	OPD	1	30	7	Emergency Department	2	60
2	Eye Ward	1	30	8	Cancer Ward	1	30
3	ENT	1	30	9	Cardiothoracic Ward	3	90
4	Dermatology ward	1	30	10	.Neurology unit	2	60
5	Burns and plastic Surgery ward.	1	30	11	Orthopedic Ward	2	60
6	Medical –Surgical ICU	4	120	12	Nephrology/Urology	2	60
				13	GI units	1	30
Total Clinical Hours		9	270	Total Clinical Hours		13	390
<b>Grand Total Clinical Hours</b>						<b>22 weeks</b>	<b>660</b>

**TEACHING STRATEGY:** Total hours: 810                      Theory hours: 150                      Clinical Hours: 660

**TEACHING METHODS:** Lecture, Seminar, Laboratory Demonstration, Group Discussion, Clinical Observation, Presentation, Bed Side clinic, Clinical Presentation, Workshops.

**A.V. AIDS:** Over head Projector, L.C.D, Computer Assisted Instruction, Flip charts, Posters, Black Board, Models, and Simulation.

### ASSIGNMENTS: Theory:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
2	Panel Discussion (Group Work)	One	1X25	25
3	Speciality related Journal (Article) presentation	Two	1X25	50
4	Writing/Presenting Paper of Given Topic	One	1X50	50
Total Marks				225

### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Case study	Two	1X100	200
2	Case presentation	Two	1X50	100
3	Clinical Performance Evaluation	Two	1X100	200
4	Drug Book	One	1X100	100
5	Nursing Care Plans	Two	1X50	100
6	Project Work (Group Work)	One	1X50	50
Total Marks				750

### LIST OF RECOMMENDED BOOKS:

- Text book of Medical Surgical Nursing –Brunner and Suddarth
- Medical Surgical Nursing –Clinical Positive outcome-Joyce and Black
- Medical Surgical Assessment and Management of clinical problems –Lewis, Colliner
- Medical Surgical Nursing –A Psychopathologic Approach –Luckmann and Sorensen
- Medical Surgical Nursing –A Nursing process Approach
- Medical Surgical nursing –B.T.Basvanthappa
- Moroneys Surgery for nurses –Colmer
- API Textbook of Medicine:-Shah N.S
- Fundamental of Operation theatre Services –Datta T.K
- Essentials of Orthopaedics:-Maheshwari
- Davidsons Principles and Practice of Medicine –Haslett C,Chilvers E.R.
- Watsons Clinical Nursing and related sciences –Walsh M
- The Lippincott Manual of Nursing practice –Nettina, Sandra

*Final Year*  
*M.Sc. Nursing*

**Subject No. 1**  
**NURSING MANAGEMENT**

Total: 300 Hours  
Hours

Theory: 150 Hours

Practical: 150

**AIM:**

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

**OBJECTIVES:**

At the end of the course, students are able to:

- Describe the philosophy and objectives of the health care institutions at various levels.
- Identify trends and issues in nursing
- Discuss the public-administration, health care administration vis a vis nursing administration.
- Describe the principles of administration applied to nursing.
- Explain the organization of health and nursing services at the various levels/institutions.
- Collaborate and co-ordinate with various agencies by using multispectral approach.
- Discuss the planning, supervision and management of nursing workforce for various health care settings.
- Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care.
- Identify and analyze-legal and ethical issues in nursing administration.
- Describe the process of quality assurance in nursing services.
- Demonstrate leadership nursing at various levels.

**CONTENTS:**

**Unit I -Introduction:**

- Philosophy, purpose, elements, principles and scope of administration.
- Indian Administrative system vis a vis health care delivery system: National, State and Local, Indian constitution.
- Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.

**Unit II -Management:**

- Functions of administration: Planning and control, Co-ordination & delegation.
- Decision making-decentralization basic goals of decentralization. Concept of management.
- **Nursing Management:**
- Concept, types and principles. Vision and Mission Statements. Philosophy, aims and objective
- Current trends and issues in Nursing Administration, Theories and models
- Application to nursing service and education.

**Unit III -Planning:**

- Planning process: concept, Principles, Mission, philosophy, objectives, Strategic planning, Operational plans, and Management plans.
- Programme evaluation and review technique (PERT), Gantt chart, management by objectives. (MBO)
- Planning new venture. Planning for change. Application to nursing service and education.

**Unit IV -Organization:**

- Concept, principles, objectives, Types and theories, Minimum requirements for organization, Developing an organizational Structure, levels, organizational effectiveness and organizational Climate.
- Organizing nursing services and patient care : Methods of patient assignment – Advantages and disadvantages, primary nursing care,
- Planning and Organizing : hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)
- Disaster management: plan, resources, drill, etc. Application to nursing service and education.

### **Unit V -Human Resource for Health:**

- Staffing: Philosophy, Norms : Staff inspection units (SIU), Bajaj Committee, High power committee, Indian nursing council (INC)
- Estimation of nursing staff requirement – activity analysis
- Various research studies.
- Recruitment: credentialing, selection, placement, promotion. Retention. Personnel policies. Termination. Staff development programme.
- Duties and responsibilities of various categories of nursing personnel. Applications to nursing service and education.

### **Unit VI -Directing:**

- Roles and functions.
- Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories.
- Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations.
- Delegation: common delegation errors.
- Managing conflict : process, management, negotiation, consensus
- Collective bargaining: health care labor laws, unions, professional associations, role of nurse manager. Occupational health and safety. Application to nursing service and education.

### **Unit VII -Material Management:**

- Concepts, principles and procedures. Planning and procurement procedures : Specifications
- ABC analysis, VED (very important and essential daily use) analysis. Planning equipments and supplies for nursing care: unit and hospital. Inventory control, Condemnation. Application to nursing service and education.

### **Unit VIII -Controlling:**

- Quality assurance: Standards, Models, Nursing audit. Performance appraisal: Tools, formats, Management, interviews. Supervision and management: concepts and principles.
- Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings enquiry etc. Application to nursing service and education.

### **Unit IX -Fiscal Planning:**

- Steps. Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue.
- Budget estimate, revised estimate, performance budget. Audit, Cost effectiveness, Cost accounting.
- Critical pathways. Health care reforms, Health economics.
- Budgeting for various units and levels. Application to nursing service and education.

### **Unit X -Nursing Informatics:**

- Trends, General purpose. Use of computers in hospital and community. Patient record-system.
- Nursing records and reports. Management information and evaluation system (MIES)
- E- Nursing. Telemedicine, tele nursing. Electronic medical records.

### **Unit XI-Leadership:**

- Concepts, Types, Theories, Styles, Managerial behavior, Leadership behavior
- Effective leader: Characteristics, Skills, Group dynamics.
- Power and politics, Lobbying. Critical thinking and decision making.
- Stress management. Applications to nursing service and education.

### **Unit XII -Legal and Ethical Issues:**

- **Laws and ethics :**
- Ethical committee, Code of ethics and professional conduct. Legal system: Types of law, tort law, and liabilities. Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character. Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms: licensure, renewal, accreditation Patient's rights of special groups: children, women, HIV, handicap. Professional responsibility and accountability. Infection control. Standard safety measures.

**PRACTICAL:**

- Prepare prototype personal files for staff nurses, faculty and cumulative records.
- Preparation of budget estimate, revised estimate and performance budget.
- Plan and conduct staff development programme.
- Preparation of Organization Chart.
- Developing nursing standards/protocols for various units.
- Design a layout plan for specialty units /hospital, community and educational institutions.
- Preparation of job description of various categories of nursing personnel.
- Prepare a list of equipments and supplies for specialty units.
- Assess and prepare staffing requirement for hospitals, community and educational institutions.
- Plan of action for recruitment process.
- Prepare a vision and mission statement for hospital, community and educational institutions.
- Prepare a plan of action for performance appraisal.
- Identify the problems of the specialty units and develop plan of action by using problem solving approach.
- Plan a duty roster for specialty units/hospital, community and educational institutions.
- Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurse's notes, Official letters, curriculum vitae, presentations etc.
- Prepare a plan for disaster management.
- Group work.
- Field appraisal report.

## NURSING MANAGEMENT

Unit No. & Hours	Objectives	Contents with distributed Hours		
		Must Know	Desirable to Know	Nice to Know
I (10Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Recall and understand the philosophy, aim & objectives and principles of administration. <b>Skill:</b> Develop philosophy, aim and objectives for the institution. <b>Attitude:</b> Apply principles of administration in the field of nursing practice.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Philosophy, purpose, elements, principles and scope of administration.(5 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Planning process: Five year plans, Various Committee Reports on health, State and recent National Health policies, national population policy, national policy on AYUSH and plans. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Indian Administrative system vis a vis health care delivery system: National, State &amp; Local, Indian constitution. (2hr)</li> </ul>
II (10Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and classify the functions of administrator. <b>Skill:</b> Formulate the philosophy, aim and objectives for administration in nursing education institute and hospital. <b>Attitude:</b> Utilize the knowledge of general administration into nursing practice.	<b>Management :</b> <ul style="list-style-type: none"> <li>Functions of administration. Planning and control. Co-ordination and delegation.</li> <li>Decision making-decentralization basic goals of decentralization. Concept of management.(5 Hr)</li> </ul> <b>Nursing Management:</b> <ul style="list-style-type: none"> <li>Concept, types &amp; principles. Current trends and issues in Nursing Administration. Application to nursing service &amp; education. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Vision and Mission Statements.(1Hr)</li> <li>Philosophy, aims and objective of Nursing Administration.(1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Theories and models of Nursing Administration (1Hr)</li> </ul>
III (15Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain the importance of planning and describe different types of planning. <b>Skill:</b> Plan for various activities curricular and co-curricular in nursing service and education. <b>Attitude:</b> Takes initiative to practice MBO.	<b>Planning:</b> <ul style="list-style-type: none"> <li>Strategic planning. Operational plans.</li> <li>Management plans.(4Hrs)</li> <li>Programme evaluation and review technique (PERT), Gantt chart, management by objectives (MBO). Application to nursing service and education. (4 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Planning process : concept, Principles, Mission, philosophy, objectives. (2 Hrs)</li> <li>Planning for change. (3Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Planning new venture.(2Hr)</li> </ul>
IV (15Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain various patterns of organization. <b>Skill:</b> Develop the organizational charts and organization of nursing services in the hospital. <b>Attitude:</b> Incorporate this knowledge in	<b>Organization :</b> <ul style="list-style-type: none"> <li>Organizing nursing services and patient care: Methods of patient assignment – Advantages and disadvantages, primary nursing care.(5Hrs)</li> <li>Planning and Organizing : hospital, unit and ancillary services (specifically central</li> </ul>	<ul style="list-style-type: none"> <li>Disaster management: plan, resources, drill, etc. (3 Hrs)</li> <li>Developing an organizational Structure, levels, organizational effectiveness and</li> </ul>	<ul style="list-style-type: none"> <li>Concept, principles, objectives, Types and theories, Minimum requirements for</li> </ul>

	developing effective nursing services.	sterile supply department, laundry, kitchen, laboratory & emergency services <ul style="list-style-type: none"> <li>• Application to nursing service and education. (3Hrs)</li> </ul>	organizational Climate.(3Hrs)	organization. (1 Hr)
V (15Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the staffing process and INC norms for staffing. <b>Skill:</b> Forecast the staff requirement for various institutions <b>Attitude:</b> Consider individual differences while assigning placement for various categories of nursing personnel.	<b>Human Resource for Health :</b> <ul style="list-style-type: none"> <li>• Staffing- Philosophy, Estimation of nursing staff requirement – activity analysis, Various research studies. (5Hrs)</li> <li>• Recruitment: credentialing, selection, placement, promotion. (1Hr)</li> <li>• Duties and responsibilities of various categories of nursing personnel. Applications to nursing service and education. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Norms : Staff inspection units (SIU), Bajaj Committee, High power committee, Indian nursing council (INC)</li> <li>• Staff development programme. Retention. (5 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel policies. (1Hr)</li> <li>• Termination. (1hr)</li> </ul>
VI (15Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Illustrate the process of direction. <b>Skill:</b> Motivate various categories of personnel for higher positions and quality output. <b>Attitude:</b> Identify conflict situations promptly and manage effectively	<b>Directing :</b> <ul style="list-style-type: none"> <li>• Roles and functions. (1Hr)</li> <li>• Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems. (7 Hrs)</li> <li>• Delegation: common delegation errors.</li> <li>• Managing conflict: process, management, negotiation, consensus.</li> <li>• Occupational health and safety. Application to nursing service and education. (4 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Confidentiality, Public relations.(1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (2Hr)</li> </ul>
VII (10Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understands and explains the procedures related to procurement of hospital supplies <b>Skill:</b> Practice VED and ABC analysis for maintaining inventories economically. <b>Attitude:</b> Shows interest in cost effective management of material and disseminates the same to others.	<b>Material Management:</b> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures.</li> <li>• ABC analysis, VED (very important and essential daily use) analysis (4 hrs)</li> <li>• Planning equipments and supplies for nursing care : unit and hospital (2 hrs)</li> <li>• Inventory control. Condemnation.</li> <li>• Application to nursing service and education. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and procurement procedures : Specifications (2 hrs)</li> </ul>	
VIII (15Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain quality assurance, its importance and models and methods in nursing service.	<b>Controlling</b> <ul style="list-style-type: none"> <li>• Quality assurance, Standards, Models Nursing audit. (4 hrs)</li> <li>• Performance appraisal : Tools, formats,</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline: service rules, self discipline, constructive versus</li> </ul>	

	<p><b>Skill:</b> Supervises the nursing services for quality performance and care.</p> <p><b>Attitude:</b> Uses discipline constructively for the growth of the individual &amp; organization.</p>	<p>Management, interviews (4 hrs)</p> <ul style="list-style-type: none"> <li>Supervision and management: concepts and principles. Application to nursing service &amp; education. ( 4Hrs)</li> </ul>	<p>destructive discipline, problem employees, disciplinary proceedings enquiry etc. (3 hrs)</p>	
IX (15Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain different types of budgets with their importance at various levels.</p> <p><b>Skill:</b> Prepare budget for the unit/institution</p> <p><b>Attitude:</b> Practices budgeting within the constraints to manage the unit effectively and efficiently.</p>	<p><b>Fiscal Planning :</b></p> <ul style="list-style-type: none"> <li>Budget estimate, revised estimate, performance budget Audit. (6 hrs)</li> <li>Cost effectiveness Health care reforms, Health economics</li> <li>Budgeting for various units and levels.</li> <li>Application to nursing service &amp; education. (6 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Steps</li> <li>Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue.(2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Cost accounting</li> <li>Critical pathways.(1hr)</li> </ul>
X (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain the importance of nursing informatics and understands its place in rendering quality care.</p> <p><b>Skill:</b> Participates in development of nursing informatics system. <b>Attitude:</b> Pay special attention to user friendly information system to enhance cooperation from all.</p>	<p><b>Nursing Informatics :</b></p> <ul style="list-style-type: none"> <li>Use of computers in hospital and community. (2 hrs)</li> <li>Patient record-system.(1 hr)</li> <li>Nursing records and reports. (1 hr)</li> <li>Management information and evaluation system (MIES) (2 hrs)</li> <li>Electronic medical records. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Trends</li> <li>General purpose.(1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>E- Nursing. Telemedicine, tele-nursing. (2 hrs)</li> </ul>
XI (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understands and explains various leadership styles and their implications. <b>Skill:</b> practices &amp; uses power appropriately to foster individual development and quality administration.</p> <p><b>Attitude:</b> Incorporates critical thinking in decision making related to leadership roles.</p>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>Concepts, Types, Theories, Styles (2 hr)</li> <li>Manager behavior. Leader behavior (2 hr)</li> <li>Effective leader: Characteristics, Skills,</li> <li>Group dynamics, Critical thinking and decision making.</li> <li>Applications to nursing service and education. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Power and politics</li> <li>Lobbying (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Stress management. (1 hr)</li> </ul>
XII (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understands and explains the ethical and legal aspects of nursing as a profession.</p> <p><b>Skill:</b> Practices nursing skills legally and ethically.</p> <p><b>Attitude:</b> Protect rights of the clients with different vulnerable status.</p>	<p><b>Legal and Ethical Issues Laws and Ethics :</b></p> <ul style="list-style-type: none"> <li>Legal system: Types of law, tort law, and liabilities. Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character. (2 hr)</li> <li>Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms : licensure, renewal, accreditation (3 hr)</li> <li>Patient's rights. Rights of special groups : children, women, HIV, handicap (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Ethical committee</li> <li>Code of ethics and professional conduct. (1 hr)</li> <li>Professional responsibility and accountability. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Infection control. Standard safety measures. (2 hrs)</li> </ul>



- Momin Hospital Administration.
- Gupta S.K., Kant S. and Chandrashekhar Kant – Hospital and Health Care Administration: Appraisal.
- Tabis S.A. – Hospitals and Nursing Homes Planning.
- Hubber D.T. – Leadership and Nursing Management.
- Huston C.J. – Leadership Roles and Management Function in Nursing.
- Huston C.J – Leadership and Nursing Care Management.
- Marquis B.L. – Leadership and Management Function in Nursing.
- Anderson M.A.-Nursing Leadership Management and Professional Practice.
- Arora V.S. -Nursing and Administration.
- Basawanthappa B.T. – Nursing Administration.
- Eilis J.R. and Hartley C.L – Nursing in Today – Issues and Management.
- Goel S.L. and Kumar R. – Nursing Services (Management and Administration)
- Agarwal R. – Organization and Management.
- Nagarath A. and Singh M. – Practical Management of Labour.
- Sakharkar B.M. – Principles of Hospital Administration and Planning.
- Ramasamy – Principles of Management.
- Agarwal J.C. - School Organization and Management.
- George M.A. – The Hospital Administrator.
- Mathelli T.M.- The Nurse Manager Survival Guide.

**Subject No.2**  
**CLINICAL SPECIALITY -II**  
**COMMUNITY HEALTH NURSING**

Total Hours: 1110

Theory Hours: 150

Clinical Hours: 960

**AIM:**

The course is designed to assist students in developing expertise and in depth understanding in the field of community health nursing. It will help students to develop advance skills for nursing interventions in various aspects of community care settings. It will enable the students to function as community health nurse practitioner /specialist. It will further enable the students to function educator, managers and researcher in the field of community health nursing.

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate trends and issues related to community health nursing- reproductive and child health, school health, occupational health, international health, rehabilitation, geriatric and mental health.
- Apply epidemiological concept and principles in community nursing practice.
- Perform community health assessment and plan health programmes.
- Describe various components of reproductive and child health programme.
- Demonstrate leadership abilities in organizing community health nursing services by using inter sectoral approach.
- Describe the role and responsibilities of community health nurse in various national health and family welfare programmes'.
- Participate in the implementation of various national health and family welfare programme.
- Demonstrate competencies in providing family centered nursing care independently.
- Participate /conduct research for new insights and innovative solutions to health problems.
- Teach and supervise nurses and allied health workers.
- Design a layout of sub centre/primary health centre/community health centre and develop standards for community health nursing practice.

**COURSE CONTENTS:**

**Unit I -Epidemiology:**

- Introduction – Concepts, scope, definition, trends, History and development of modern epidemiology, Contribution of epidemiology, Implications, Epidemiological methods, Measurement of health and disease.
- Health policies. Epidemiological approaches: Study of disease causatives, health promotion, Levels of prevention. Epidemiology of communicable diseases and non communicable diseases. Emerging and re emerging disease epidemics. National Integrated disease Surveillance Programme. Health information system. Epidemiology study and reports. Role of community health nurse.

**Unit II -National Health and Family welfare programmes:**

- Objectives, Organization/manpower/resources, Activities, goals, Intersectoral approach, item/purpose, role and responsibilities of community health nurse:
- National Vector Borne Disease Control Programme, National Filaria control programme .National Leprosy eradication programme, Revised National TB control programme, National programme for control of Blindness, National Iodine Deficiency control programme, National Mental Health Programme, National AIDS control programme, National Cancer control programme.
- NRHM. Health Schemes: ESI, CGHS, Health Insurance.

**Unit III -School Health:**

- Introduction: Definition, concepts and objectives Health assessment, screening, identification, referral and follow up. Safe environment. Services, programmes' and plans – first aid, treatment of minor ailments. Intersectoral coordination. Adolescent health. Disaster: Preparedness and management. School health records: maintenance and its importance. Role and responsibilities of community health nurse.

**Unit IV -International Health:**

- Global burden of disease. Global health rules and halt disease spread. Global health priorities and programmes. International quarantine, Health tourism, International cooperation and assistance. International travel and trade. Health and food legislation, laws, adulteration of food. Disaster management. Migration. International Health agencies: World Health Assembly. International health issues and problems. International

nursing practice standards. International health vis a vis national health. International health days and their significance.

#### **Unit V -Education and Administration:**

- Quality assurance. Standards, protocols, Policies and procedures. Infection control: standard safety measures. Nursing audit. Design of sub centre, primary health centre and community health centre. Staffing, supervision and monitoring performance. Budgeting. Material Management. Role and responsibilities of different categories of personnel in community health. Referral chain, community outreach services. Transportation. Public relations.

#### **Unit VI –Geriatric Nursing:**

- Concepts, trends, problems and issues. Aging process and changes. Theories of aging. Health problems and needs. Psycho- physical stressors and disorders. Myths and facts of aging. Health Assessment. Rehabilitation of elderly. Care of elderly. Elderly abuse. Training and supervision of care givers. Government welfare measures- programmers' for elderly and role of NGOs. Role and responsibilities of Geriatric nurse in the community.

#### **Unit VII -Rehabilitation:**

- Introduction: Concept, principles, trends and issues. Rehabilitation team, Modes and methods, Community based rehabilitation. Ethical issues. Rehabilitation council of India. Disability and rehabilitation – Use of various prosthetic devices. Psychological rehabilitation, Rehabilitation of client with chronic disease conditions. Restorative rehabilitation, Vocational rehabilitation. Role of voluntary organizations. Guidance and counseling, Welfare measures. Role and responsibilities of community health nurse.

#### **Unit VIII -Community Mental Health:**

- Magnitude, trends and issues. National Mental Health Program- Community Mental Health Programme. The changing focus of care. The Public Health model. Case management: Collaborative management. Crisis intervention. Welfare agencies. The community as a client: Primary prevention, Population at risk, Secondary prevention, Tertiary prevention. Community based rehabilitation. Human rights of mentally ill. Role of community health nurse.

#### **Unit IX -Occupational Health:**

- Introduction: Trends, issues, definition, aims, objectives, workplace safety. Ergonomics and ergonomic solutions. Occupational environment – Physical, social, decision making, critical thinking. Occupational hazards for different categories of people- physical, chemical, biological, mechanical, accidents. Occupational diseases and disorders. Measures for health promotion of workers: prevention of occupational diseases, disability limitation and rehabilitation. Women and occupational health. Occupational education and counseling. Violence at work place. Child labour. Disaster preparedness and management. Legal issues: Legislation, Labour Unions, ILO and WHO recommendations, Factories Act, ESIS Act. Role of community health nurse and occupational health team. Concept of Ecological Health

### **PRACTICAL ACTIVITIES:**

#### **❖ Activities to be observed:**

- MCH Office and DPHNO,CHC/ First Referral Unit, Child guidance unit, Institute/Unit of mentally challenged, District Tuberculosis centre, AIDS Control society, Filariasis Clinic, RCH clinic, STD clinic, Leprosy Clinic, Community based rehabilitation Unit, Cancer centre, Home for old age, Mental Health Unit, De addiction centre, School health services, Industry, Selected industrial health centers, ESI Unit, Municipality/Corporation office.

#### **❖ Activities to be Assistance in:**

- Laparoscopic sterilization, Vasectomy, All clinics related to RCH, Monitoring of National Health and Family Welfare Programmers.

#### **❖ Activities to be performed:**

- Conduct various clinics, School health assessment, Health Survey, Health Assessment, Drug administration as per the protocol, Treatment of minor ailments, Investigating outbreak of Epidemics, Screening for Leprosy, TB and non communicable diseases, Presumptive and radical treatment of malaria, Counseling, Report writing, Writing a project proposal, Material Management- requisition of indent, condemnation, inventory maintenance, Training and supervision of various categories of personnel.

**CLINICAL SPECIALITY -II**  
**COMMUNITY HEALTH NURSING**

<i>Unit No. &amp; Hrs.</i>	<i>Objectives</i>	<i>Contents</i>		
		<i>Must know</i>	<i>Desirable to Know</i>	<i>Nice to Know</i>
I (20 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and discuss the concept, principles and importance of epidemiology in community health nursing. <b>Skill:</b> Use the knowledge of epidemiology in the practice of community health nursing. <b>Attitude:</b> Apply the principles of epidemiology in establishing relationship between disease causation and disease prevalence and contribute in control of epidemics and improving the health of the given community.	<b>Epidemiology: Introduction:</b> <ul style="list-style-type: none"> <li>• Introduction – Concepts, scope, definition, trends, History and development of modern epidemiology. Contribution of epidemiology. Epidemiological methods. Measurement of health and disease. Epidemiological approaches: Study of disease causatives, health promotion, Levels of prevention. Epidemiology of communicable diseases and non communicable diseases. Health information system. Epidemiology study and reports. Role of community health nurse.(15 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Implications.</li> <li>• Health policies.</li> <li>• Emerging and re emerging disease epidemics.(3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• National Integrated disease Surveillance Programme.(2 Hrs)</li> </ul>
II (50 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Illustrate the objectives of National Health Programme and discuss the activities undertaken in implementation of each national Health Programme. <b>Skill:</b> Understand and incorporate provisions made for each national Health Programme in the field of community health nursing practice. <b>Attitude:</b> Appreciate the importance of inter sectoral approach in achieving the goals and targets.	<b>National Health and Family welfare programmers:</b> <ul style="list-style-type: none"> <li>• Objectives, Organization/manpower/ resources, Activities, goals, Inter sectoral approach, item/purpose, role and responsibilities of community health nurse:</li> <li>• National Vector Borne Disease Control Programme. National Filaria control programme. National Leprosy eradication programme. Revised National TB control programme. National programme for control of Blindness. National Iodine Deficiency control programme. National Mental Health Programme. National AIDS control programme. National Cancer control programme. NRHM (45 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Health Schemes: ESI, CGHS, Health Insurance.(5 Hrs)</li> </ul>	
III (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain the concept and objectives of school health programme. <b>Skill:</b> Work as effective member of school health team, teach nursing students to work as member of school health team.	<b>School Health:</b> <ul style="list-style-type: none"> <li>• Introduction: Definition, Concepts and objectives. Health assessment, screening, identification, referral and follow up. Safe environment. Services, programmers' and plans – first aid, treatment of minor ailments. Adolescent health. Disaster: Preparedness and</li> </ul>	<ul style="list-style-type: none"> <li>• Intersectoral coordination. ( 1 Hr)</li> </ul>	

	<b>Attitude:</b> Recognize the importance of school health services and motivate children to develop health habits. Encourage teachers and parents to cooperate and contribute in school health services.	management. Guidance and Counseling. School health records: maintenance and its importance. Role and responsibilities of community health nurse. (9 Hrs)		
IV (15 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Know global health priorities, health related issues and problems. Elaborate international nursing practice standards. <b>Skill:</b> Educate others and Participate as a member of disaster management team following international nursing practice standards. <b>Attitude:</b> Appreciate the importance of health related rules and regulations and promote health tourism in the institution.	<b>International Health:</b> <ul style="list-style-type: none"> <li>• Global health priorities and programmers.</li> <li>• International quarantine.</li> <li>• International cooperation and assistance.</li> <li>• Health and food legislation, laws, adulteration of food.</li> <li>• Disaster management.</li> <li>• International Health agencies: World Health Assembly.</li> <li>• International nursing practice standards.</li> <li>• International health vis a vis national health.</li> <li>• International health days and their significance. (12 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Health tourism.</li> <li>• International travel and trade</li> <li>• Migration. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Global burden of disease.</li> <li>• Global health rules and halt disease spread.</li> <li>• International health issues and problems. (2 Hrs)</li> </ul>
V (12 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Discuss the institutional, national and international standards, policies, protocols and procedures. <b>Skill:</b> Strive for improving quality of health services and does the critical evaluation of quality of rendered health services. <b>Attitude:</b> Emphasize quality and standards in nursing practice.	<b>Education and Administration:</b> <ul style="list-style-type: none"> <li>• Quality assurance. Standards, protocols, Policies and procedures.</li> <li>• Infection control: standard safety measures.</li> <li>• Nursing audit.</li> <li>• Staffing, supervision and monitoring performance.</li> <li>• Role and responsibilities of different categories of personnel in community health.</li> <li>• Referral chain, community outreach services. Transportation. Public relations.</li> <li>• Planning in service education programme and teaching.</li> <li>• Training of various categories of health worker – preparation of manuals.(7 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting.</li> <li>• Material Management.</li> <li>• Transportation. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Design of sub centre, primary health centre and community health centre. (2 Hrs)</li> </ul>
VI (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Discuss the concept, problems and issues related to geriatric nursing. <b>Skill:</b> Provide comprehensive care to old people and educate students, colleagues and family members for caring geriatric population. <b>Attitude:</b> Respect elderly; use their skills and	<b>Geriatric:</b> <ul style="list-style-type: none"> <li>• Concepts, trends, problems and issues. Aging process and changes. Health problems and needs. Psycho- physical stressors and disorders. Health Assessment. Rehabilitation of elderly. Care of elderly. Training and supervision of care givers. Role and responsibilities of Geriatric nurse in the</li> </ul>	<ul style="list-style-type: none"> <li>• Myths and facts of aging. Elderly abuse.</li> <li>• Government welfare measures- programmers' for elderly and role of NGOs. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of aging. (1 Hr)</li> </ul>

	knowledge wherever possible.	community. (6 Hrs)		
VII (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain the concept, principles and models & methods of rehabilitation. <b>Skill:</b> Rehabilitate all types of challenged individuals in all settings. Motivate and educate individuals and family members to overcome their disability and become useful member of the society. <b>Attitude:</b> Shows concern towards challenged members of the society and recognize the importance of team approach and inter sectoral coordination in rehabilitation.	<b>Rehabilitation:</b> • Introduction: Concept, principles, trends and issues. Rehabilitation team. Community based rehabilitation. Psychological rehabilitation. Rehabilitation of client with chronic disease conditions. Restorative rehabilitation. Vocational rehabilitation. Role of voluntary organizations. Guidance and counseling. Role and responsibilities of community health nurse. (6 Hrs)	• Ethical issues. • Disability and rehabilitation – Use of various prosthetic devices. Welfare measures.(2 Hrs)	• Modes and methods • Rehabilitation council of India. ( 2 Hrs)
VIII ( 10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Discuss the changing trend in mental health nursing and National mental health programme. <b>Skill:</b> Utilize services of welfare agencies while providing comprehensive nursing care to mentally ill client. <b>Attitude:</b> Integrate mental health services in general health services and contribute in preventing mental health problems.	<b>Community Mental Health:</b> • Magnitude, trends and issues. National Mental Health Program- Community Mental Health Programme. Case management: Collaborative management. Crisis intervention. Welfare agencies. The community as a client: Primary prevention, Population at risk, Secondary prevention, Tertiary prevention. Community based rehabilitation. Human rights of mentally ill. Role of community health nurse. (9 Hrs)	• The changing focus of care. • The Public Health model.(1 Hr)	
IX (13 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Illustrate ergonomics, ergonomics solutions and components & legal provisions for preventing occupational diseases. <b>Skill:</b> Contribute as efficient team member in preventing occupational health hazards and promoting health of the employees. <b>Attitude:</b> Educate and motivate employees to use safety devices.	<b>Occupational Health:</b> • Introduction: Trends, issues, definition, aims, objectives, workplace safety. Ergonomics and ergonomic solutions. Occupational environment – Physical, social, decision making, critical thinking. Occupational hazards for different categories of people- physical, chemical, biological, mechanical, accidents. Occupational diseases and disorders. Measures for health promotion of workers: prevention of occupational diseases, disability limitation and rehabilitation. Women and occupational health. Occupational education and counseling. Child labour. Disaster preparedness and management.ILO and WHO recommendations, Factories Act, ESIS Act. Role of community health nurse. Concept of ecological Health(10 Hrs)	• Legal issues: Legislation, Labour Unions, • Role of occupational health team. (2 Hrs)	• Violence at work place. (1 Hr)

## AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Area of clinical Experience	No. of weeks	Total Hours
1	National Health and Family Welfare Programme (Community Health Nursing)	17	510
2	School Health	3	90
3	International Health	2	60
4	Administration (Sub Centre, Primary Health Centre & Community Health Centre)	2	60
5	Occupational Health	2	60
6	Community Mental Health	2	60
7	Geriatrics	2	60
8	Rehabilitation	2	60
Total		32	960

**TEACHING STRATEGY:** Total Hours: 1110                      Theory Hours: 150                      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration.

**ASSIGNMENTS: Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning Module preparation (Group work)	One	1X25	25
2	Family Care Plans (Two in UPH & Two in RPH)	Four	1X25	100
3	Specific Day Celebration (Group work)	One	1X25	25
4	Clinical Performance Evaluation (UPH & RPH)	Two	1X100	200
5	Report on visits (Minimum five visits)	One	1X25	25
6	Organizing Health Education Programme in community (Group work)	One	1X25	25
7	Preparation of standing orders for One subordinate (Group work)	One	1X25	25
8	Report of Occupation Health posting/Visit	One	1X25	25
9	Participating in organization of Health Camp (Group work)	One	1X50	50
Total Marks				500

**RECOMMENDED BOOKS:**

- B.T.Basawanthappa, 'Community health Nursing', Jaypee Brothers Medical Publishers (P), Ltd.
- Stanhope and Lancaster, 'Community Health Nursing – Promoting Health of Aggregate, Families and individuals' Mosby.
- Judith Ann Allender and Barbara Walton Spradley, 'Community Health Nursing –Promoting and Protecting the Public Health' Lippincott Williams and Walkins.
- M.C.Gupta and B.K mahajan, 'Text Book of Preventive and Social Medicine', jaypee Brothers Medical Publishers (P) Ltd.
- Sunder Lal, Adarsh and Punkaj, 'Text Book of Community Medicine', CBS Oubkuishers & distributors.
- K.K. Gulani, 'Community Health Nursing – Principles and Practice' Kumar Publishing House.
- Nancy Burns and Susan k. Grove, 'Understanding Nursing Research' Elsevier.
- S. Kamalam, 'Essentials in community Nursing Practice', Jaypee Brothers Medical Publishers (P) Ltd.
- K.Park, 'Test book of Preventive and Social Medicine', Banarasidas Bhanot Publishers.

**Subject No.2**  
**CLINICAL SPECIALITY- II**  
**MENTAL HEALTH NURSING**  
**(PSYCHIATRIC NURSING)**

Total: 1110 Hours

Theory: 150 Hours

Practical: 950 Hours

**AIM:**

This course is designed to assist students in developing expertise and in-depth understanding in the field of Psychiatric Nursing. It will help students to develop advanced skills for nursing intervention in various psychiatric conditions. It will enable the student to function as psychiatric nurse practitioner / specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing.

**OBJECTIVES:**

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

- Apply the nursing process in the care of ill infants to pre adolescents in hospital and community.
- Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems.
- Recognize and manage emergencies in children.
- Provide nursing care to critically ill children.
- Utilize the recent technology and various treatment modalities in the management of high risk children.
- Prepare a design for layout and describe standards for management of pediatric units/hospitals.
- Identify areas of research in the field of pediatric nursing.
- Identify and manage psychiatric emergencies.
- Demonstrate skills in carrying out crisis intervention.
- Appreciate the legal and ethical issues pertaining to psychiatric nursing.
- Prepare a design for layout and management of psychiatric units.
- Teach psychiatric nursing to undergraduate students & in-service nurses.

**COURSE CONTENTS:**

**Unit I -Principles and Practice of Psychiatric Nursing:**

- Review.

**Unit II -Crisis Intervention:**

- Crisis, Definition. Phases in the Development of a Crisis.
- Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, Maturation/Development, Reflecting Psychopathology, Psychiatric Emergencies.
- Grief and grief reaction. Crisis Intervention; Phases. Post traumatic stress disorder (PTSD).
- Role of the Nurse.

**Unit III -Anger / Aggression Management:**

- Anger and Aggression, Types, Predisposing Factors. Management. Role of the Nurse.

**Unit IV -The Suicidal Client:**

- Epidemiological Factors. Risk Factors. Predisposing Factors: Theories of Suicide- Psychological, Sociological, Biological. Nursing Management.

**Unit V -Disorders of Infancy, Childhood, and Adolescence:**

- Mentally Challenged. Autistic Disorders. Attention-Deficit/Hyperactivity Disorder. Conduct Disorders. Oppositional Defiant Disorder. Tourette's Disorders. Separation Anxiety Disorder. Psychopharmacological Intervention and Nursing Management.

**Unit VI -Delirium, Dementia, and Amnesic Disorders:**

- Delirium. Dementia. Amnesia. Psychopharmacological Intervention and Nursing Management.

**Unit VII -Substance – Related Disorders:**

- Substance-Induced Disorder. Classes of Psychoactive Substances. Predisposing Factors.
- The Dynamics of Substance-Related Disorders. The Impaired Nurse. Codependency.

- Treatment Modalities for Substance-Related Disorders and Nursing Management.

**Unit VIII -Schizophrenia and other Psychotic Disorders: (check ICD10)**

- Nature of the Disorder. Predisposing Factors.  
Schizophrenia –Types- Disorganized Schizophrenia. Catatonic Schizophrenia. Paranoid Schizophrenia. Undifferentiated Schizophrenia. Residual Schizophrenia.
- Other Psychotic disorders- Schizoaffective Disorder. Brief Psychotic Disorder. Schizophrenic Disorder. Psychotic Disorder Due to a General Medical Condition. Substance-Induced Psychotic Disorder. Treatment and Nursing Management.

**Unit IX -Mood Disorders:**

- Historical Perspective. Epidemiology. The Grief Response. Maladaptive Responses to Loss. Types of Mood Disorders Depressive disorders. Bipolar disorders. Treatment and Nursing Management.

**Unit X -Anxiety Disorders:**

- Historical Aspects. Epidemiological Statistics. How much is too much?
- Types- Panic Disorder. Generalized Anxiety Disorder. Phobias. Obsessive-Compulsive Disorder. Posttraumatic Stress Disorder. Anxiety Disorder Due to a General Medical Condition Substance-Induced Anxiety Disorder.
- Treatment Modalities. Psycho pharmacology & Nursing Management.

**Unit XI -Somatoform and Sleep Disorders:**

- Somatoform Disorders.
- Historical Aspects- Epidemiological Statistics. Pain Disorder. Hypochondriasis. Conversion Disorder Body Dysmorphic Disorder. Sleep Disorder.
- Treatment Modalities and Nursing Management.

**Unit XII -Dissociative Disorders and Management:**

- Historical Aspects. Epidemiological Statistics.
- Application of the Nursing Management. Treatment Modalities and Nursing Management.

**Unit XIII -Sexual and Gender Identity Disorders:**

- Development of Human Sexuality. Sexual Disorders. Variation in Sexual Orientation.
- Nursing Management.

**Unit XIV -Eating Disorders:**

- Epidemiological Factors. Predisposing Factors: Anorexia Nervosa and Bulimia Nervosa, obesity Psychopharmacology.
- Treatment & Nursing Management.

**Unit XV -Adjustment and Impulse Control:**

- Historical and Epidemiological Factors. Adjustment Disorders. Impulse Control Disorders
- Treatment & Nursing Management.

**Unit XVI -Medical Conditions due to Psychological Factors:**

- Asthma. Cancer. Coronary Heart Disease. Peptic Ulcer. Essential Hypertension. Migraine Headache. Rheumatoid Arthritis. Ulcerative Colitis.
- Treatment & Nursing Management. Intensive care unit and Mental Health

**Unit XVII -Personality Disorders:**

- Historical perspectives.
- Types of Personality Disorders- Paranoid Personality Disorder. Schizoid Personality Disorder. Antisocial Personality Disorder. Borderline Personality Disorder. Histrionic Personality Disorder. Narcissistic Personality Disorder. Avoidance Personality Disorder. Dependent Personality Disorder. Obsessive-Compulsive Personality Disorder. Passive-Aggressive Personality Disorders.
- Identification, diagnostic, symptoms. Psychopharmacology, Treatment & Nursing Management.

**Unit XVIII -The Aging Individual:**

- Epidemiological Statistics.
- Biological Theories.
- Biological and Psychological Aspects of Aging.
- Memory Functioning.
- Socio-cultural and Special aspects of aging.
- Special Concerns of the Elderly Population.

- Psychiatric problems among elderly population.
- Treatment & Nursing Management.

**Unit XIX -The person living with HIV Disease:**

- Psychological problems of individual HIV / AIDS.
- Counseling.
- Treatment & Nursing Management.

**Unit XX - Problems Related to Abuse or Neglect:**

- Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged. Predisposing Factors.
- Treatment. Nursing management & Counseling.

**Unit XXI -Community Mental Health Nursing:**

- National Mental Health Program- Community mental health program.
- The changing Focus of care. The Public Health Model. The Role of the Nurse. Case Management.
- The community as Client- Populations at Risk. Primary prevention, Secondary prevention, Tertiary Prevention.
- Community based rehabilitation.

**Unit XXII -Ethical and Legal Issues in Psychiatric / Mental Health Nursing:**

- Ethical Considerations. Legal Consideration. Nurse Practice Acts. Types of Law. Classification within Statutory and Common Law. Legal Issues in Psychiatric/Mental Health Nursing.
- Nursing Liability.

**Unit XXIII -Psychosocial Rehabilitation:**

- Principles of rehabilitation. Disability assessment. Day care centers. Half way homes. Reintegration into the community. Training and support to care givers. Sheltered workshops. Correctional homes.

**Unit XXIV -Counseling:**

- Liaison psychiatric nursing. Terminal illnesses-Counseling. Post partum psychosis-treatment, care and counseling. Death dying Counseling. Treatment, care and counseling - Unwed mothers.
- HIV and AIDS.

**Unit XXV -Administration and Management of Psychiatric Units:**

- Design & layout. Staffing. Equipment, supplies. Norms, policies and protocols. Quality assurance.
- Practice standards for psychiatric care unit. Documentation.

**Unit XXVI -Education and Training in Psychiatric Care:**

- Staff orientation, training and development.
- In-service education program.
- Clinical teaching programs.

**ESSENTIAL PSYCHIATRIC NURSING SKILLS:**

- **Procedures to be Observed:** Psychometric tests, Personality tests, Family therapy.
- **Procedures to be assisted:** CT scan, MRI, Behavioral Therapy.
- **Procedures to be performed:** Mental status Examination, Participating in various therapies – Physical; ECT., Administration of oral, I.M., I.V. psychotropic drugs, Interviewing skills, Counseling skills, Communication skills, Psycho education, Interpersonal relationship skills, Community survey for identifying mental health problems, Rehabilitation therapy, Health Education and Life skills training, Supportive psychotherapeutic skill, Group therapy, Milieu therapy, Social/Recreational therapy, Occupational therapy.

**CLINICAL SPECIALITY -II**  
**MENTAL HEALTH NURSING**  
**(PSYCHIATRIC NURSING)**

<i>Unit No. &amp; Hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must Know</i>	<i>Desirable to Know</i>	<i>Nice to Know</i>
I (2 Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understands and explain the principles of psychiatric nursing. <b>Skill:</b> Practice principles of psychiatric nursing in clinical settings. <b>Attitude:</b> Appreciate importance of principles of psychiatric nursing in different clinical settings.	<b>Principles and practice of Psychiatric nursing:</b> <ul style="list-style-type: none"> <li>• Review. (2 hrs)</li> </ul>		
II (5 Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand the importance of crisis intervention. <b>Skill:</b> Identify and recognize the crisis situations. <b>Attitude:</b> Develop interest in understanding treatment modalities and its use in practice.	<b>Crisis Intervention:</b> <ul style="list-style-type: none"> <li>• Crisis, Definition, Types of Crisis; Dispositional, Anticipated Life Transitions Traumatic Stress, Maturation /Developmental, Reflecting Psychopathology, Psychiatric Emergencies. Crisis Intervention; Role of the Nurse. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Grief and grief reaction.</li> <li>• Post traumatic stress disorder (PTSD). (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Phases in the Development of a Crisis. (1 hr)</li> </ul>
III (4 Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand the concept of anger and aggression and explain its influence on an individual. <b>Skill:</b> Accept and recognize the anger/aggression clients and provide competent care. <b>Attitude:</b> Practices varied methods of managing anger and aggressive behavior of clients.	<b>Anger / Aggression Management:</b> <ul style="list-style-type: none"> <li>• Anger and Aggression, Types, Predisposing Factors.</li> <li>• Management.</li> <li>• Role of the Nurse. (4 hrs)</li> </ul>		
IV (5 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Understands and explains the etiology for suicide. <b>Skill:</b> Render effective care to the suicidal client in acute and recovery stage. <b>Attitude:</b> Learns different ways of managing frustration and teaches to clients.	<b>The Suicidal Client:</b> <ul style="list-style-type: none"> <li>• Predisposing Factors:</li> <li>• Theories of Suicide- <ul style="list-style-type: none"> <li>○ Psychological, Sociological &amp; Biological.</li> <li>○ Nursing Management. (3 hrs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Factors.</li> <li>• Risk Factors. (2 hr)</li> </ul>	
V (5 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Describe various psychiatric disorders of infancy, childhood and adolescence.	<b>Disorders of Infancy, Childhood, and Adolescence:</b> <ul style="list-style-type: none"> <li>• Mentally Challenged. Autistic Disorders, Attention Deficit/</li> </ul>		

	<p><b>Skill:</b> Identify and render comprehensive care to children suffering from various childhood and adolescent disorders.</p> <p><b>Attitude:</b> Takes initiative in pre conceptional counseling.</p>	<p>Hyperactivity Disorder, Conduct Disorders. Oppositional Defiant Disorder, Tourette's Disorders</p> <ul style="list-style-type: none"> <li>• Separation Anxiety Disorder</li> <li>• Psychopharmacological Intervention and Nursing Management. (5 hrs)</li> </ul>		
VI (5 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand stages of dementia &amp; explains the difference between dementia and delirium.</p> <p><b>Skill:</b> Identify clients with memory disturbances &amp; render them effective care.</p> <p><b>Attitude:</b> Cultivate an empathetic view about clients &amp; strive for making them independent.</p>	<p><b>Delirium, Dementia, and Amnesic Disorders:</b></p> <ul style="list-style-type: none"> <li>• Delirium. Dementia. Amnesia. (4 hr)</li> <li>• Psychopharmacological Intervention and Nursing Management. (1 hr)</li> </ul>		
VII (10 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand different categories of substances abused and their effects on individual, families and society.</p> <p><b>Skill:</b> Identify substance related disorders among people and practices different treatment modalities to treat and prevent them.</p> <p><b>Attitude:</b> Participates in awareness campaigns of substance abuse prevention for adolescents and young adults.</p>	<p><b>Substance – Related Disorders:</b></p> <ul style="list-style-type: none"> <li>• Substance-Induced Disorder.</li> <li>• Classes of Psychoactive Substances. (2 hrs)</li> <li>• Predisposing Factors. (1 hr)</li> <li>• The Dynamics of Substance-Related Disorders. (2 hrs)</li> <li>• Nursing Management. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• The Impaired Nurse Codependency. (1 hr)</li> <li>• Treatment Modalities for Substance-Related Disorders. (1hr)</li> </ul>	
VIII (10 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand and explain nature of schizophrenia and other psychotic disorders.</p> <p><b>Skill:</b> Develop competence in diagnosing different types of schizophrenia and psychotic disorders and renders competent care to the clients.</p> <p><b>Attitude:</b> Considers long term financial burden and social stigma experienced by the clients and families while planning rehabilitation of the clients.</p>	<p><b>Schizophrenia and other Psychotic Disorders :</b> (check ICD10): <b>Schizophrenia Types-</b></p> <ul style="list-style-type: none"> <li>○ Disorganized Schizophrenia.</li> <li>○ Catatonic Schizophrenia.</li> <li>○ Paranoid Schizophrenia.</li> <li>○ Undifferentiated Schizophrenia.</li> <li>○ Residual Schizophrenia</li> <li>○ Other Psychotic disorders.</li> <li>○ Schizoaffective Disorder.</li> <li>○ Brief Psychotic Disorder.</li> <li>○ Schizophrenia Disorder.(6 hrs)</li> <li>○ Nursing Management. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>○ Nature of the Disorder.</li> <li>○ Predisposing Factors.</li> <li>○ Psychotic Disorder Due to a General Medical Condition</li> <li>○ Substance-Induced Psychotic Disorder.</li> <li>○ Treatment.(2hrs)</li> </ul>	
IX (8 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand &amp; explain normal &amp; maladaptive grief responses.</p>	<p><b>Mood Disorders:</b></p> <ul style="list-style-type: none"> <li>• Types of Mood Disorders. Depressive disorders. Bipolar disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiology.</li> <li>• The Grief Response.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Perspective.</li> </ul>

	Describe various mood disorders their psychodynamics, diagnostic features & treatment modalities. <b>Skill:</b> Recognize patients with mood disorders and render comprehensive care. <b>Attitude:</b> Learns to correlate seasonality and grief with mood disorders.	<ul style="list-style-type: none"> <li>• Nursing Management. (6 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Maladaptive Responses to Loss.</li> <li>• Treatment.(2 hrs)</li> </ul>	
X (8 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Develop an understanding of constructive and destructive anxiety and different anxiety disorders. <b>Skill:</b> Identify various anxiety disorders among clients. <b>Attitude:</b> Incorporates innovative techniques to combat anxiety.	<b>Anxiety Disorders: Types</b> <ul style="list-style-type: none"> <li>• Panic Disorder.</li> <li>• Generalized Anxiety Disorder.</li> <li>• Phobias. Obsessive-Compulsive Disorder. Posttraumatic Stress Disorder. Anxiety Disorder Due to a General Medical Condition.</li> <li>• Substance-Induced Anxiety Disorder. Nursing Management. (5 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Statistics.</li> <li>• How much is too much?</li> <li>• Treatment Modalities.</li> <li>• Psychopharmacology.(3 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Aspects.</li> </ul>
XI (5 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Understands body-mind Relationship concept & various somatoform disorders that result. <b>Skill:</b> Develops skill in rendering comprehensive care to clients with somatoform disorders. <b>Attitude:</b> Learns to identify and prevent the development of somatoform disorders.	<b>Somatoform And sleep Disorders:</b> <ul style="list-style-type: none"> <li>• Somatoform Disorders.</li> <li>• Pain Disorder.</li> <li>• Hypochondriasis.</li> <li>• Conversion Disorder.</li> <li>• Body Dysmorphic Disorder.</li> <li>• Sleep Disorders.</li> <li>• Nursing Management (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Statistics.</li> <li>• Treatment Modalities (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Aspects.</li> </ul>
XII (4 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Understand; describe causes & psychodynamics of dissociative disorders. <b>Skill:</b> Renders culturally congruent care to these clients. <b>Attitude:</b> Consider early life experiences of clients to manage stress.	<b>Dissociative Disorders and Management:</b> <ul style="list-style-type: none"> <li>• Application of the Nursing Management.</li> <li>• Nursing Management (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Statistics.</li> <li>• Treatment Modalities (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Aspects</li> </ul>
XIII (4 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Define and explain various sexual and gender identity disorders. <b>Skill:</b> Diagnose sexual and gender identity disorders and take appropriate action to bring about behavioral changes. <b>Attitude:</b> Establishes a fruitful relationship	<b>Sexual And Gender Identity Disorders:</b> <ul style="list-style-type: none"> <li>• Sexual Disorders.</li> <li>• Variation in Sexual Orientation.</li> <li>• Nursing Management. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Human Sexuality (1 hr)</li> </ul>	

	between normal sexuality and morality.			
XIV (4 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Describe diagnostic criteria for eating disorders it's management. <b>Skill:</b> Identify & render care to these clients. <b>Attitude:</b> Takes interest in practicing different treatment modalities and alternative therapies while rendering care to clients with eating disorders.	<b>Eating Disorders:</b> <ul style="list-style-type: none"> <li>• Predisposing Factors: Anorexia Nervosa And Bulimia Nervosa obesity</li> <li>• Psychopharmacology.</li> <li>• Nursing Management (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Factors. (1 hr)</li> </ul>
XV (4 Hrs)	At the end of course students are able to – <b>Knowledge:</b> Describe, illustrate different adjustment and impulse control disorders. <b>Skill:</b> Demonstrates competence in identifying and caring for clients. <b>Attitude:</b> Participates in community awareness campaigns for mental health and mental ill health.	<b>Adjustment and Impulse Control:</b> <ul style="list-style-type: none"> <li>• Adjustment Disorders.</li> <li>• Impulse Control Disorders.</li> <li>• Nursing Management. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical and Epidemiological Factors. (1 hr)</li> </ul>
XVI (4 Hrs)	At the end of the course students are able to <b>Knowledge:</b> Understand psychological bases of various medical conditions and their prognosis. <b>Skill:</b> Develops skills in identifying psychological stressors for medical conditions and renders care accordingly. <b>Attitude:</b> Provide psycho-education to clients with medical conditions; help them to identify psychological stressors for these conditions.	<b>Medical Conditions due to Psychological Factors:</b> <ul style="list-style-type: none"> <li>• Asthma. Cancer.</li> <li>• Coronary Heart Disease. Peptic Ulcer.</li> <li>• Essential Hypertension.</li> <li>• Migraine Headache.</li> <li>• Rheumatoid Arthritis.</li> <li>• Ulcerative Colitis</li> </ul> Intensive care unit and Mental Health & Nursing Management (3 hrs)	<ul style="list-style-type: none"> <li>• Treatment. (1 Hr)</li> </ul>	
XVII (10 Hrs)	At the end of the course the students are able to <b>Knowledge:</b> Understand the concept of normal & abnormal personality, explain various personality disorders. <b>Skill:</b> Demonstrates competence in indentifying and rendering comprehensive culture care to clients with different personality disorders. <b>Attitude:</b> Take initiative to early diagnose abnormal personality traits in order to prevent them from progressing to personality disorder by prompt intervention.	<b>Personality Disorders: Types-</b> <ul style="list-style-type: none"> <li>○ Paranoid Personality Disorder.</li> <li>○ Schizoid Personality Disorder.</li> <li>○ Antisocial Personality Disorder.</li> <li>○ Borderline Personality Disorder.</li> <li>○ Histrionic Personality Disorder.</li> <li>○ Narcissistic Personality Disorder.</li> <li>○ Avoidance Personality Disorder.</li> <li>○ Dependent Personality Disorder.</li> <li>○ Obsessive-Compulsive Personality Disorder. Passive-Aggressive Personality Disorders. (6 hrs)</li> </ul> <ul style="list-style-type: none"> <li>• Identification, diagnostic symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment. Psychopharmacology. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical perspectives. (1 hr)</li> </ul>

		<ul style="list-style-type: none"> <li>• Nursing Management. (1 hr)</li> </ul>		
XVIII (8 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand normal aging process &amp; explain bio-psycho-social Problems of aging.</p> <p><b>Skill:</b> Demonstrate competence in identifying bio-psycho-social problems of aging &amp; take appropriate action to eliminate suffering.</p> <p><b>Attitude:</b> Attempt to minimize discomfort due to irreversible problems.</p>	<p><b>The Aging Individual:</b></p> <ul style="list-style-type: none"> <li>• Biological Aspects of Aging. (1 hr)</li> <li>• Psychological Aspects of Aging</li> <li>• Memory Functioning. (1 hr)</li> <li>• Socio-cultural aspects of aging. (1 hr)</li> <li>• Psychiatric problems among elderly population. (1 hr.)</li> <li>• Nursing Management. (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Special aspects of aging.</li> <li>• Special Concerns of the Elderly.</li> <li>• Treatment. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Biological Theories (1 Hr)</li> <li>• Epidemiological Statistics. (1 hr)</li> </ul>
XIX (5 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Illustrate the patho-physiology and psychodynamics due to HIV Disease.</p> <p><b>Skill:</b> Demonstrate effective communication skills through counseling.</p> <p><b>Attitude:</b> Considers social stigma of the disease, takes initiative to prevent transmission of the disease.</p>	<p><b>The person living with HIV Disease:</b></p> <ul style="list-style-type: none"> <li>• Psychological problems of individual HIV / AIDS. (2 hr)</li> <li>• Counseling (1 hrs)</li> <li>• Nursing Management. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment. (1 Hr)</li> </ul>	
XX (5 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand the vulnerability of certain groups for neglect and abuse.</p> <p><b>Skill:</b> Identify the signs of neglect and abuse among the patients encountered in different clinical settings and take appropriate action.</p> <p><b>Attitude:</b> Indicates awareness of legal Implications of neglect and abuse.</p>	<p><b>Problems Related to Abuse or Neglect:</b></p> <ul style="list-style-type: none"> <li>• Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged. (2 hrs)</li> <li>• Nursing management &amp; Counseling. (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Predisposing Factors.(1 hr)</li> <li>• Treatment.(1 Hr)</li> </ul>	
XXI (10 Hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Understand and explain the concept of community mental health nursing and levels of prevention in community mental health.</p> <p><b>Skill:</b> Practice case management and applies public health model while rendering mental health care in community.</p> <p><b>Attitude:</b> Participates in psycho-social and occupational rehabilitation of the chronic mentally ill clients.</p>	<p><b>Community Mental Health Nursing:</b></p> <ul style="list-style-type: none"> <li>• National Mental Health Program- Community mental health program.</li> <li>• The Role of the Nurse. (2 hr)</li> <li>• Case Management. (1 hr)</li> <li>• The community as Client - Primary prevention, Secondary prevention, Tertiary Prevention. (2 hrs)</li> <li>• Community based Rehabilitation. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• The Public Health Model(1 hr)</li> <li>• Populations at Risk. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• The changing Focus of care. (1 hr)</li> </ul>
XXII (5 hrs)	<p>At the end of the course the students are able to</p> <p><b>Knowledge:</b> Explains legal and ethical considerations in psychiatric nursing.</p>	<p><b>Ethical and Legal Issues in Psychiatric / Mental Health Nursing:</b></p> <ul style="list-style-type: none"> <li>• Ethical Considerations and</li> </ul>	<ul style="list-style-type: none"> <li>• Types of Law.</li> <li>• Classification within Statutory</li> </ul>	<ul style="list-style-type: none"> <li>• Legal Issues in Psychiatric/Mental Health Nursing.</li> </ul>

	<p><b>Skill:</b> Renders ethically &amp; legally competent care.</p> <p><b>Attitude:</b> Appreciates the rights of mentally ill clients.</p>	<p>Legal Consideration. (1 hr)</p> <ul style="list-style-type: none"> <li>• Nurse Practice Acts. (1 hr)</li> <li>• Nursing Liability. (1 hr)</li> </ul>	<p>and Common Law. (1 hr)</p>	<p>(1 Hr)</p>
XXIII (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand various aspects of psychosocial rehabilitation of clients with chronic mental illness.</p> <p><b>Skill:</b> Assess disability and render rehabilitative services in different therapeutic milieu.</p> <p><b>Attitude:</b> Practice principles of rehabilitation.</p>	<p><b>Psychosocial rehabilitation:</b></p> <ul style="list-style-type: none"> <li>• Principles of rehabilitation. (1 hr)</li> <li>• Disability assessment. (1 hr)</li> <li>• Day care centers. Half way homes.</li> <li>• Reintegration into the community. (2 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Training and support to care givers.</li> <li>• Sheltered workshops. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Correctional Homes.</li> </ul>
XXIV (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain the importance of counseling in practice of psychiatric nursing while dealing with clients having terminal illness and other social problems.</p> <p><b>Skill:</b> Develops counseling skills for terminally clients.</p> <p><b>Attitude:</b> Considers social status and cultural background of the clients.</p>	<p><b>Counseling:</b></p> <ul style="list-style-type: none"> <li>• Terminal illnesses-Counseling.(1hr)</li> <li>• Post partum psychosis-treatment, care and counseling. (1 hr)</li> <li>• Death dying Counseling. (1 hr).</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment, care and counseling - <ul style="list-style-type: none"> <li>○ Unwed mothers.</li> <li>○ HIV and AIDS. (1 hr)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Liaison psychiatric nursing. (1 hr)</li> </ul>
XXV (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand various needs of the psychiatric units.</p> <p><b>Skill:</b> Manage psychiatric unit effectively and efficiently.</p> <p><b>Attitude:</b> Develops a quality assurance measurement for the psychiatric unit.</p>	<p><b>Administration and management of psychiatric units:</b></p> <ul style="list-style-type: none"> <li>• Staffing.</li> <li>• Equipments and Supplies,</li> <li>• Norms, Policies and Protocols.</li> <li>• Documentation. (3Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assurance. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; layout.</li> <li>• Practice standards for psychiatric care unit. (1 hr)</li> </ul>
XXVI (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain the need for staff development.</p> <p><b>Skill:</b> Plan staff development Programme for staff nurses.</p> <p><b>Attitude:</b> Volunteers to provide clinical Teaching to students.</p>	<p><b>Education and training in psychiatric care:</b></p> <ul style="list-style-type: none"> <li>• Staff orientation, training and development.</li> <li>• In-service education program, Clinical teaching programs. (4 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical teaching Programs. (1 hr)</li> </ul>	

**AREA AND DISTRIBUTION OF CLINICAL HOURS:**

Sr. No.	Dept / Unit	No. of weeks	Total hours	Sr. No.	Dept / Unit	No. of weeks	Total hours
1	OPD (Neuro and Psychiatric)	3	90	6	Child Psychiatric Unit and Child Guidance Unit	2	60
2	Psychiatric Emergency Unit	4	120	7	Community Mental Health Unit	4	120
3	De addiction Unit	4	120	8	Family Psychiatric Unit	2	60
4	Chronic Psychiatric Ward	4	120	9	Field Visits	2	60
5	Acute Psychiatric Ward	4	120	10	Rehabilitation Unit	2	60
				11	Post natal Ward	1	30
Total		19	570	Total		13	390
Grand Total						32	960

**TEACHING STRATEGY:** Total Hours: 1110      Theory Hours: 150      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration

**ASSIGNMENTS: Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	2X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks perAssignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Specific Day Celebration (Group work)	One	1X25	25
6	Clinical Performance Evaluation	One	1X100	100
7	Behavioral Therapy Report	One	1X25	25
8	Group Therapy report	One	1X25	25
9	Family Therapy Report	One	1X25	25
10	Report on management of Psychiatric Unit	One	1X25	25
11	Mental Status Examination (Minimum Two Cases)	One	1X25	25
12	History Taking (Minimum Two Cases)	One	1X25	25
Total Marks				500

**RECOMMENDED BOOKS:**

- Frisch and Frich-Psychiatric Mental Health Nursing,.
- Stuart and Laria, Principles and Practice of Psychiatric Nursing.
- Mary C Townsend –“Psychiatric Mental Health Nursing”.Concept of care.
- The ICD 10, Classification of Mental Health and Behavioral disorders, WHO, A.I.T.B.S. Publishers, Delhi
- De Souza Alan ,De Souza A-“National Series –Child Psychiatry”
- Patricia Kennedy ,Ballard –“Psychiatric Nursing Integration of Theory and Practice “
- .Shiela M. Sparks, Cynthia M. Jalor-Nursing Diagnosis reference Manual.
- Foundations Journal of Mental Health Nursing.
- Deborah Antai Otoing. “Psychiatric Nursing “Biological and Behavioral Concepts.
- Mary Ann Boyd. “Psychiatric Nursing “Contemporary Practice.
- .Kaplan and Sadocks –Synopsis of Psychiatry, 10th Edition, 2007.
- .Jiv Vyasa and Niraj Ahuja .Text book of Post graduate Psychiatric Volume I and II.
- Phil Barker, Psychiatric and mental health Nursing,.
- Kaplan and Sadock’s, Clinical Psychiatry concise textbook.

## Subject No.2

### CLINICAL SPECIALITY II

## OBSTETRIC AND GYNAECOLOGICAL NURSING

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

### AIM:

This course is designed to assist the student in developing expertise and in depth understanding in the field of Obstetric and gynecological Nursing. It will help the students to develop advanced nursing skills for nursing interventions in various obstetrical and gynecological conditions. It will further enable the students to function as midwifery nurse practitioner / specialist, educator, manager and researcher in the field of obstetric and gynecological nursing.

### OBJECTIVES:

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

- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynecological conditions
- Perform physical, psychosocial, cultural & spiritual assessment
- Demonstrate competence in caring for women with obstetrical and gynecological conditions
- Demonstrate competence in caring for high risk newborn.
- Identify and Manage obstetrical and neonatal emergencies as per protocol.
- Practice infection control measures.
- Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical, gynecological and neonatal care.
- Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynecological and neonatal care.
- Teach and supervise nurses and allied health workers.
- Design a layout of specialty units of obstetrics and gynecology
- Develop standards for obstetrical and gynecological nursing practice.
- Counsel women and families.
- Incorporate evidence based nursing practice and identify the areas of research in the field of obstetrical and gynecological nursing
- Function as independent midwifery nurse practitioner.

### CONTENTS:

#### Unit I -Management of problems of women during pregnancy:

- Risk approach of obstetrical nursing care, concept & goals.
- Screening of high-risk pregnancy, newer modalities of diagnosis.
- Nursing Management of Pregnancies at risk-due to obstetrical complication.
- Pernicious Vomiting. Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) .Iso-immune diseases. Rh and ABO incompatibility. Hematological problems in pregnancy. Hydramnios-oligohydramnios. Prolonged pregnancy- post term, post maturity. Multiple pregnancies. Intra uterine infection & pain during pregnancy. Intra Uterine Growth Retardation (IUGR), Premature Rupture of membrane (PROM), intra uterine death.

#### Unit II -Pregnancies at risk-due to pre-existing health problems:

- Metabolic conditions. Anemia and nutritional deficiencies. Hepatitis, Cardio-vascular disease, Thyroid diseases. Epilepsy, Essential hypertension. Chronic renal failure. Tropical diseases. Psychiatric disorders. Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection (RTI); STD; HIV /AIDS, Vaginal infections; Leprosy, Tuberculosis.
- Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use.
- Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst.

#### Unit III -Abnormal labour, pre-term labour & obstetrical emergencies:

- Etiology, pathophysiology and nursing management of - Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. Abnormal lie, presentation, position compound

presentation. Contracted pelvis-CPD; dystocia. Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. Augmentation of labour. Medical and surgical induction. Version. Manual removal of placenta. Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations. Genital tract injuries-Third degree perineal tear, WF, RVF.

- Complications of third stage of labour: Post partum Hemorrhage. Retained placenta.

#### **Unit IV -Post partum complications:**

- Nursing management of -Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism. Sub involution of uterus, Breast conditions, Thrombophlebitis. Psychological complications, post partum blues, depression, psychosis.

#### **Unit V -High Risk Newborn:**

- Concept, goals, assessment, principles.
- Nursing management of -Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum. Icterus neonatorum. Birth injuries. Hypoxic ischaemic encephelopathy Congenital anomalies. Neonatal seizures, Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia Neonatal heart diseases, Neonatal hemolytic diseases. Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV / AIDS. Advanced neonatal procedures. Calculation of fluid requirements.
- Hematological conditions - erythroblastosis fetalis, hemorrhagic disorder in the newborn.
- Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.

#### **Unit VI -HIV / AIDS:**

- HIV positive mother and her baby. Epidemiology, Screening. Parent to child transmission (PTCT). Prophylaxis for mother and baby, Standard safety measures. Breast feeding issues. National policies and guidelines.
- Issues: Legal, ethical, Psychosocial and rehabilitation.

#### **Unit VII -Gynecological problems and nursing management:**

- Gynecological assessment. Gynecological procedures. Etiology, pathophysiology, diagnosis and nursing management of -Menstrual irregularities. Diseases of genital tract, Genital tract infections, uterine displacement. Genital prolapsed, genital injuries, uterine malformation. Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy- vaginal and abdominal.

#### **Unit VIII -Administration and management of obstetrical and gynecological unit:**

- Design & layout. Staffing, Equipment, supplies, Infection control; Standard safety measures.
- Quality Assurance:-Obstetric auditing - records / reports, Norms, policies and protocols.
- Practice standards for obstetrical gynecological unit.
- Therapeutic methods for ANC,PNC,Labor and natural birthing methods

#### **Unit IX -Education and training in obstetrical and gynecological care:**

- Staff orientation, training and development, In-service education program, Clinical teaching programs.

#### **❖ PRACTICALS:**

- Clinical practice in Obstetric and Gynecological setting i.e. Antenatal Out Patient Department, Labour room, Post natal / MCH Clinic, NICU, Obstetrical and gynecological Operation Theatre, Gynecological wars, post partum/ MTP Clinic, Infertility centers, Community Health Centre/ Primary Health Centre.
- **Procedures to be Observed:** ART procedures, Ultrasonography, Specific laboratory tests, Amniocentesis, Cervical and vaginal cytology, Fetoscopy, Hysteroscopy, MRI, Surgical diathermy, Cryosurgery.
- **Procedures to be assisted:**  
Operative delivery, abnormal deliveries – Forceps application, Ventouse, Breech, Exchange Blood transfusion, Culdoscopy, Cytoscopy, Tuboscopy, Laparoscopy, Endometrial biopsy, Tubal patent test, Chemotherapy, Radiation therapy, Medical Termination of Pregnancy, Dilatation and Curettage.

- **Procedures to be performed:**

Relevant history taking – Obstetric and Gynaec, Complete General physical examination, Antenatal Assessment -20, Assessment of risk status, Health Education, Counseling and mother craft classes, Antenatal Immunization, Assessment of intra uterine foetal well being, Universal precautions – effective infection control methods, Assessment of women in abnormal pregnancy, vaginal examination and inspection (early pregnancy, labour, post partum), Utilization of Partograph, Cervicograph, medical and surgical induction, Conduction of safe delivery, Application of outlet forceps, delivery of breach – Burns Marshall, Loveset manoeuvre, Episiotomy suturing, manual removal of placenta, placenta examination, Post natal assessment – 20, Management of breast engorgement, white leg, Post natal counseling, Reposition of inversion of uterus. Breast care, breast examination, and incision and drainage of breast abscess, Post natal exercises, New born assessment – ruling out congenital anomalies, Assessment of high risk new born, Neonatal resuscitation, Apgar score, Monitoring neonates – Clinically, with monitor, capillary refill time, Assessment of jaundice, Gastric lavage, Gastric gavage, Care of child in multi channel monitor and ventilator, care of child in radiant, warmer and incubator, kangaroo care, Anthropometric measurement, Neonatal refluxes, Breast feeding, Parental nutrition and fluid balance, infusion pump, feeding techniques, Medication – oral, I.M., I.V. I.D., Capillary blood sample collection, oxygen therapy, phototherapy, Chest physiotherapy, Parental counseling – bereaved parents., Setting of operation theatre, Trolley and table set up for Obstetrical and gynecological operations, Pap smear preparation, Taking vaginal test for ovulation, Counseling infertile couple.

**CLINICAL SPECIALITY -II**  
**OBSTETRIC AND GYNAECOLOGICAL NURSING**

<i>Unit No. &amp; Hours</i>	<i>Objectives</i>	<i>Contents with distributed hours</i>		
		<i>Must Know</i>	<i>Desirable to Know</i>	<i>Nice to Know</i>
I (27Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain high risk pregnancy.</p> <p><b>Skill:</b> Identify high risk pregnancy and render culturally congruent comprehensive care to the expectant mothers with high risk pregnancy.</p> <p><b>Attitude:</b> Appreciate factors responsible for high risk pregnancy in clients.</p>	<p><b>Management of problems of women during pregnancy:</b></p> <ul style="list-style-type: none"> <li>• Risk approach of obstetrical nursing care, concept &amp; goals.</li> <li>• <b>Nursing Management of:</b> <ul style="list-style-type: none"> <li>○ Pregnancies at risk-due to obstetrical complication - Pernicious Vomiting.</li> <li>○ Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP)</li> <li>○ Iso-immune diseases. Rh and ABO incompatibility. Hematological problems in pregnancy. Hydramnios-oligohydramnios. Prolonged pregnancy- post term, post maturity.</li> <li>○ Multiple pregnancies. Intra uterine infection &amp; pain during pregnancy.</li> </ul> </li> <li>• Intra Uterine Growth Retardation (IUGR), Premature Rupture of Membrane (PROM), intra uterine death.(23 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Screening of high-risk pregnancy, newer modalities of diagnosis. (4 hrs)</li> </ul>	
II (18 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain various medical conditions that put the mother at risk during pregnancy.</p> <p><b>Skill:</b> Perform appropriate assessment and render antenatal, intra-natal and post-natal care to the clients with medical conditions.</p>	<p><b>Pregnancies at risk-due to pre-existing health problems:</b></p> <ul style="list-style-type: none"> <li>• Anemia and nutritional deficiencies. Hepatitis Cardio-vascular disease. Thyroid diseases. Epilepsy. Essential hypertension</li> </ul>	<ul style="list-style-type: none"> <li>• Metabolic conditions.(1 Hr)</li> <li>• Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use.</li> </ul>	

	<p><b>Attitude:</b> Identify factors responsible for making the pregnancy risky in general medical conditions.</p>	<p>Chronic renal failure. Tropical diseases. Psychiatric disorders</p> <ul style="list-style-type: none"> <li>• Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection (RTI); STD; HIV /AIDS, Vaginal infections; Leprosy, Tuberculosis.(13 hrs)</li> </ul>	<p>(2 Hrs)</p> <ul style="list-style-type: none"> <li>• Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst. (2 hrs)</li> </ul>	
<p>III (17 Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and describe abnormal uterine action and obstetrical emergencies.</p> <p><b>Skill:</b> Performs skillfully antenatal and postnatal assessment and renders care efficiently to high risk clients.</p> <p><b>Attitude:</b> Identify various factors responsible for high risk pregnancy and learns to manage them.</p>	<p><b>Abnormal labour, pre-term labour &amp; obstetrical emergencies:</b></p> <ul style="list-style-type: none"> <li>• Etiology, pathophysiology and nursing management of - Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. Abnormal lie, presentation, position compound presentation. Contracted pelvis-CPD; dystocia. Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. Augmentation of labour. Medical and surgical induction. Version. Manual removal of placenta. Complications of third stage of labour: Post partum Hemorrhage. Retained placenta. (13 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>○ Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations. (2 Hrs)</li> <li>○ Genital tract injuries- Third degree perineal tear, WF, RVFVII (2 hrs)</li> </ul>	
<p>IV (11Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain post partum complications.</p> <p><b>Skill:</b> Demonstrate competence in identifying and rendering prompt care to the clients with post partum complications.</p> <p><b>Attitude:</b> Takes initiative to prevent post partum complications.</p>	<p><b>Post partum complications:</b></p> <ul style="list-style-type: none"> <li>• Nursing management of- Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism. Sub involution of uterus, Breast conditions, Thrombophlebitis. Psychological complications, post partum blues, depression, psychosis.(10hrs)</li> </ul>		
<p>V (25Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain various</p>	<p><b>High Risk Newborn:</b></p> <ul style="list-style-type: none"> <li>• Concept, goals, assessment, principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of neonatal care, services (Levels), transport,</li> </ul>	

	<p>conditions that jeopardize the life of new born.</p> <p><b>Skill:</b> Identify life threatening conditions in new born and renders life saving care.</p> <p><b>Attitude:</b> Develops skills in identifying congenital abnormalities in new born. Takes initiative to organize progressive patient care in NICU.</p>	<ul style="list-style-type: none"> <li>• Nursing management of - Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum (5 hrs) Icterus neonatorum. (1 hr) Birth injuries. (1 hr) Hypoxic ischaemic encephalopathy. Congenital anomalies. Neonatal seizures. Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. Neonatal heart diseases. Neonatal hemolytic diseases. Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV / AIDS (15 hrs)</li> <li>• Advanced neonatal procedures.</li> <li>• Calculation of fluid requirements. (1 hr) Hematological conditions - erythroblastosis fetalis, hemorrhagic disorder in the newborn. (1 hr)</li> </ul>	<p>neonatal intensive care unit, organization and management of nursing services in NICU. (2 hr)</p>	
<p>VI (15Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain course of HIV infection and the treatment modalities.</p> <p><b>Skill:</b> Provide comprehensive care to the client with HIV positive, protect self and prevent spread of disease.</p> <p><b>Attitude:</b> Maintain confidentiality, educate people and motivate client to continue prescribed treatment.</p>	<p><b>HIV / AIDS:</b></p> <ul style="list-style-type: none"> <li>• HIV positive mother and her baby.</li> <li>• Epidemiology. Screening.</li> <li>• Parent to child transmission. (PTCT)</li> <li>• Prophylaxis for mother and baby.</li> <li>• Standard safety measures. Counseling.</li> <li>• Breast feeding issues. (11 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Issues: Legal, ethical, Psychosocial and rehabilitation. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• National policies and guidelines. (1 hr)</li> </ul>
<p>VII (25Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain various gynecological conditions.</p> <p><b>Skill:</b> Renders care to the clients with gynecological conditions</p>	<p><b>Gynecological problems and nursing management:</b></p> <ul style="list-style-type: none"> <li>• Gynecological assessment. Gynecological procedures. (4 hrs)</li> <li>• Etiology, pathophysiology, diagnosis and nursing management</li> </ul>	<ul style="list-style-type: none"> <li>• Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy- vaginal</li> </ul>	

	<b>Attitude:</b> Considers the gender identity aspects of gynecological conditions while rendering care to the clients with gynecological conditions.	of: Menstrual irregularities. Diseases of genital tract. Genital tract infections. Uterine displacement. Genital prolapsed. Genital injuries. Uterine malformation. (16 hrs)	and abdominal. (5 hrs)	
VIII (5Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Describe the organization of obstetrical and gynecological units. Explain the needs for various protocols, policies and regulations required to manage these units. <b>Skill:</b> Drafts policies and practices established regulations while managing obstetrical and gynecological units. <b>Attitude:</b> Enforces standards of care in obstetrical and gynecological units to render quality care.	<b>Administration and management of obstetrical and gynecological unit:</b> <ul style="list-style-type: none"> <li>• Equipment, supplies.</li> <li>• Infection control; Standard safety measures.</li> <li>• Quality Assurance:-Obstetric auditing - records / reports, Norms, policies and protocols.</li> <li>• Therapeutic methods for ANC,PNC,Labor, Natural Birth (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; layout</li> <li>• Staffing. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice standards for obstetrical gynecological unit. (1 hr)</li> </ul>
IX (7Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understands the needs for staff development in obstetrical and gynecological care. <b>Skill:</b> Organizes staff training programmes in Obstetrical and gynecological care. <b>Attitude:</b> Formulates a policy for staff development in the unit.	<b>Education and training in obstetrical and gynecological care:</b> <ul style="list-style-type: none"> <li>• Staff orientation, training and development.(3 hrs)</li> <li>• In-service education program. (3 hrs)</li> <li>• Clinical teaching programs. (1 hr)</li> </ul>		

## AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Dept / Unit	No. of weeks	Total hours
1	Antenatal OPD including Infertility clinic/ Reproductive medicine, Family welfare and post partum clinic and PTCT.	6	180
2	Antenatal and post natal ward	6	180
3	Labour Room	4	120
4	Neonatal Intensive Care Unit	3	90
5	Obstetric and Gynaec Operation Theatre	3	90
6	Gynaec Ward	4	120
7	CHC, PHC, SC	6	180
Total		32 weeks	960 hours

**TEACHING STRATEGY:** Total Hours: 1110                      Theory Hours: 150                      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration

### ASSIGNMENTS: Theory:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module Preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Clinical Performance Evaluation	Two	1X100	200
6	Specific Day Celebration (Group work)	One	1X25	25
7	Visit Report (Minimum two visits)	One	1X25	25
8	Organizing Mass Health Education Programme (Group Work)	One	1X25	25
Total Marks				500

### RECOMMENDED BOOKS:

- Dutta, 'Text Book of Obstetrics', Latest Edition.
- Dutta, 'Text Book of Gynecology', Latest Edition.
- C.S. Dawn, 'Text Book of Gynecology Contraception and Demography', Latest Edition.
- Bobak Jensen, 'Essential of Maternal Nursing', Latest Edition.
- Longman, 'Clinical Obstetrics'. Latest Edition.
- Campbell, 'Gynecology by ten teachers', Latest Edition.
- Myles, 'Text Book of Midwives', Latest Edition.
- Hawkins and Bourne, 'Shaw's Text Book of Gynecology', Latest Edition.
- Dr. Doshi, 'Clinical cases in OBG', Latest Edition.
- Inderbir Singh and G.P Pal, 'Human Embryology', Latest Edition.
- A.M. Virkund, 'Manual of Practical OBG', Latest Edition.

**Subject No. 2**  
**CLINICAL SPECIALITY -II**  
**CHILD HEALTH NURSING**  
**(PEDIATRIC NURSING)**

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth understanding in the field of Pediatric Nursing. It will help students to develop advanced skills for nursing intervention in various pediatric medical and surgical conditions. It will enable the student to function as pediatric nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Pediatric nursing.

**OBJECTIVES:**

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

- Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
- Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems.
- Recognize and manage emergencies in children.
- Provide nursing care to critically ill children.
- Utilize the recent technology and various treatment modalities in the management of high risk children.
- Prepare a design for layout and describe standards for management of pediatric units/hospitals.
- Identify areas of research in the field of pediatric nursing.

**COURSE CONTENTS:**

**Unit I -Introduction:**

- Current principles, practices and trends in Pediatric Nursing.
- Role of pediatric nurse in various settings – Expanded and extended.

**Unit II -Disease Conditions in Children:**

Path physiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures) treatment modalities and nursing intervention in selected pediatric medical disorders-

- Child with respiratory disorders:
  - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration.
  - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis.
- Child with gastro-intestinal disorders: Diarrheal diseases, gastro esophageal reflux.
  - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation.
  - Malabsorption syndrome, Malnutrition
- Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation.
- Child with cardio-vascular disorders:
  - Acquired: Rheumatic fever, Rheumatic heart disease,
  - Congnital: Cynotic and acynotic
- Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus - IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia.
- Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome.
- Child with oncological disorders: Leukemias, Lymphomas, Wilms tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors.
- Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation, Child with skin disorders.

**Unit III -Assessment:**

(Including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders.

- Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/ atresia, Hirschsprungs' disease / megacolon, malrotation, intestinal obstruction,

duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia.

- Anomalies of the nervous' system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus.
- Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder.
- Anomalies of the skeletal system.
- Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma.
  - Head injury, abdominal injury, poisoning, foreign body obstruction, burns & Bites.
- Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma.
- Management of stomas, catheters and tubes, Management of wounds and drainages.

#### **Unit IV -Intensive care for pediatric clients:**

- Resuscitation, stabilization & monitoring of pediatric patients
- Anatomical & physiological basis of critical illness in infancy and childhood, Care of child requiring long-term ventilation, Nutritional needs of critically ill child, Legal and ethical issues in pediatric intensive care, Intensive care procedures, equipment and techniques, Documentation.
- Neonatal Sepsis and neonatal hyperbilirubinemia

#### **Unit V -Developmental disturbances and implications for nursing:**

- Adjustment reaction to school, learning disabilities. Habit disorders, speech disorders, Conduct disorders, early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.

#### **Unit VI -Challenged child and implications for nursing:**

- Physically challenged, causes, features, early detection & management. Cerebral palsied child, mentally challenged child. Training & rehabilitation of challenged children.

#### **Unit VII -Crisis and nursing intervention:**

- The hospitalized child, Terminal illness & death during childhood. Nursing intervention-counseling.

#### **Unit VIII -Drugs used in Pediatrics:**

- Criteria for dose calculation, Administration of drugs, oxygen and blood.
- Drug interactions, adverse effects and their management.

#### **Unit IX -Administration and management of pediatric care unit:**

- Design & layout, Staffing, Equipment, supplies, Norms, policies and protocols, Practice standards for pediatric care unit Documentation.

#### **Unit X -Education and training in Pediatric care:**

- Staff orientation, training and development, In-service education, program, Clinical teaching programs.

#### **PRACTICAL:**

- Clinical practice in pediatric medical, surgical, cardio thoracic wards, neonatal intensive care unit, labor room, pediatric OPD, immunization, well baby clinic, child guidance clinics, school health centers, community health.
- Clinical participation of a child- per week by each student.
- Field visits: Child care centre, Anganwadi, play school, special schools for challenged children, Juvenile court, UNICEF, Orphanage, Crèche, SOS Village.
- **Procedures to be observed:** Echocardiogram, Ultrasound head, ROP Screening (Retinopathy of prematurity).
- **Procedures to be assisted:** Advanced neonatal life support, Lumbar puncture, Arterial blood gases, ECG recording, Umbilical Catheterization – Arterial and venous, Arterial B.P monitoring, Blood transfusion – Exchange transfusion full and partial, I.V. cannulation and therapy, arterial catheterization, chest tube insertion, endo tracheal intubation, ventilation, insertion of long line,
- **Procedures to be performed:**
  - Airway management-** application of oro pharyngeal airway, oxygen therapy, CPAP, care of treacheostomy, endotracheal intubation, Neonatal resuscitation.
  - Monitoring of neonate** –Clinically and with monitor, CRT (Capillary refill time), assessment of jaundice, ECG, Gastric Lavage, Setting of Ventilator, Phototherapy.
  - Assessment of neonate** – Identification and assessment of risk factors, APGAR score, gestational age, anthropometric assessment, Weighing the baby.

**New born examination:** Detection of life threatening congenital abnormalities, Admission and discharge of neonate in hospital.

**Feeding** – management of breast feeding, artificial feeding, expression of breast milk, Oro gastric tube insertion, Gavage feeding, TPN – total parental nutrition, breast feeding counseling.

**Thermoregulation** – Axillary temperature, kangaroo mother care, use of radiant warmer, incubators, management of Thermo regulation and control

Administration of drugs – I.M., I.V. injection, I.V. Cannulation and fixation of infusion pump, calculation of dosages, neonatal formulation of drugs, use of tuberculin/insulin syringe, monitoring fluid therapy, blood administration,

**Prevention of infection-** hand washing, disinfection and sterilization, surveillance, fumigation.

**Collection of Specimen:** Collection & sending to laboratory.

**Instruments and Equipments:** Setting, use and maintenance of basic equipments – Ventilators, O<sub>2</sub> analyzer, monitoring equipment, phototherapy unit, pulse meter, infusion pump, radiant warmer, incubators, centrifuge machine, etc..

**CLINICAL SPECIALITY- II  
CHILD HEALTH NURSING  
(PEDIATRIC NURSING)**

<b>Unit No. &amp; Hours</b>	<b>Objectives</b>	<b>Contents with distributed hours</b>		
		<b>Must Know</b>	<b>Desirable to Know</b>	<b>Nice to Know</b>
I (5Hrs)	At the end unit the students are able to: <b>Knowledge:</b> Understand the principles and role of nurse in pediatric care. <b>Skill:</b> Practice principles of pediatric nursing in clinical setting. <b>Attitude:</b> Adapts to various roles of pediatric nurse in different settings.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Current principles, practices and trends in Pediatric Nursing.</li> <li>• Role of pediatric nurse in various settings – Expanded and extended ( 5 hrs)</li> </ul>		
II (40Hrs)	At the end unit the students are able to: <b>Knowledge:</b> Understands and explains the pathophysiology and treatment modalities for various systemic diseases in children. <b>Skill:</b> Renders Competent, comprehensive and culturally congruent care to the children suffering from various systemic diseases. <b>Attitude:</b> Develops competence in rendering care to children with different levels of dependency and serious nature of disease condition.	<b>Pathophysiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures) treatment modalities and nursing intervention in selected pediatric medical disorders:</b> <ul style="list-style-type: none"> <li>○ Child with respiratory disorders: Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis. (5 hrs)</li> <li>○ Child with gastro-intestinal disorders: Diarrheal diseases, gastro ·esophageal reflux. Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. Malabsorption syndrome, Malnutrition (5 hrs)</li> <li>○ Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation. (4 hrs)</li> <li>○ Child with cardio-vascular disorders: Acquired: Rheumatic fever, Rheumatic heart disease, Congnital: Cynotic and acynotic (5</li> </ul>		

		<ul style="list-style-type: none"> <li>hrs)</li> <li>○ Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus - IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia. (5 hrs)</li> <li>○ Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome. (5 hrs)</li> <li>○ Child with oncological disorders: Leukemias, Lymphomas, Wilms tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors. (5 hrs)</li> <li>○ Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation. (5 hrs)</li> <li>○ Child with skin disorders (1 hr)</li> </ul>		
III (40Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand and describe various treatment modalities and nursing care requirements in children requiring surgery on different systems.</p> <p><b>Skill:</b> Perform pre-operative assessment and renders pre-operative, intra operative and post operative efficient care to the pediatric clients.</p> <p><b>Attitude:</b> Adapts to the needs of children undergoing surgery.</p>	<p><b>Assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders:</b></p> <ul style="list-style-type: none"> <li>○ Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/ atresia, Hirschsprungs' disease / megacolon, malrotation, intestinal obstruction, duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia. (10 hrs)</li> <li>○ Anomalies of the nervous' system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus.(5hrs)</li> <li>○ Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder. (2 hrs)</li> <li>○ Anomalies of the skeletal system. (5 hrs)</li> <li>○ Nursing management of the child with</li> </ul>	<ul style="list-style-type: none"> <li>○ Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma. (5 hrs)</li> </ul>	

		<p>traumatic injuries: General principles of managing Pediatric trauma. (5 hrs)</p> <ul style="list-style-type: none"> <li>○ Head injury, abdominal injury, poisoning, foreign body obstruction, burns &amp; Bites. (3 Hrs)</li> <li>○ Management of stomas, catheters and tubes. (2 Hrs)</li> <li>○ Management of wounds and drainages(3hrs)</li> </ul>		
IV (15Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand and explain the needs of the pediatric clients requiring intensive care.</p> <p><b>Skill:</b> Render efficient pediatric intensive care.</p> <p><b>Attitude:</b> Identify needs for intensive care among pediatric clients and act promptly.</p>	<p><b>Intensive care for pediatric clients:</b></p> <ul style="list-style-type: none"> <li>● Resuscitation, stabilization &amp; monitoring of pediatric patients (2 hrs)</li> <li>● Anatomical &amp; physiological basis of critical illness in infancy and childhood. (3 hrs)</li> <li>● Care of child requiring long-term ventilation. (2 hrs)</li> <li>● Neonatal Sepsis, Hyperbilirubinemia</li> <li>● Nutritional needs of critically ill child. (3hrs)</li> </ul>	<ul style="list-style-type: none"> <li>● Legal and ethical issues in pediatric intensive care</li> <li>● Intensive care procedures, equipment and techniques</li> <li>● Documentation (5 hrs)</li> </ul>	
V (10Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand developmental disturbances and their implications for pediatric nursing.</p> <p><b>Skill:</b> Develop skills in identifying developmental disturbances at the earliest.</p> <p><b>Attitude:</b> Guide the parents for corrective therapeutic modalities for developmental disturbances</p>	<p><b>Developmental disturbances and implications for nursing:</b></p> <ul style="list-style-type: none"> <li>● Learning disabilities (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>● Adjustment reaction to school, (2 hrs)</li> <li>● Habit disorders, speech disorders, (2 hrs)</li> <li>● Conduct disorders, (2 hrs)</li> <li>● Early infantile autism, Attention deficit hyperactive disorders (ADHD),</li> </ul>	<ul style="list-style-type: none"> <li>● Depression and childhood schizophrenia (2 hrs)</li> </ul>
VI (10Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand the special needs of the challenged children.</p> <p><b>Skill:</b> Cater to the special needs of the challenged children suffering from various diseases.</p> <p><b>Attitude:</b> Develop an understanding for the peculiar behavior of the challenged behavior in health &amp; illness.</p>	<p><b>Challenged child and implications for nursing:</b></p> <ul style="list-style-type: none"> <li>● physically challenged, causes, features, early detection &amp; management (4 Hrs)</li> <li>● Mentally challenged child. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>● Cerebral palsied child, (2 hrs)</li> <li>● Training &amp; rehabilitation of challenged children (1 hrs)</li> </ul>	
VII	At the end unit the students are able to:	<b>Crisis and nursing intervention:</b>		

(5Hrs)	<p><b>Knowledge:</b> Understand the nature of crises situations for pediatric clients.</p> <p><b>Skill:</b> Recognize the various crises situations and perform promptly and efficiently.</p> <p><b>Attitude:</b> Identify means to prevent crises among pediatric population and provide health education to this effect.</p>	<ul style="list-style-type: none"> <li>• The hospitalized child, (1 hr)</li> <li>• Terminal illness &amp; death during childhood. (2 hrs)</li> <li>• Nursing intervention-counseling (2 hrs)</li> </ul>		
VIII (5Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Explain the drugs used in pediatric.</p> <p><b>Skill:</b> Administer various medications to pediatric clients correctly and observe for their effects.</p> <p><b>Attitude:</b> Educate parents about administration of medication to children of various age groups.</p>	<p><b>Drugs used in Pediatrics:</b></p> <ul style="list-style-type: none"> <li>• Criteria for dose calculation</li> <li>• Administration of drugs, oxygen and blood.(2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Adverse effects and their management. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Drug interactions. (1 Hr)</li> </ul>
IX (10Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand different policies, protocols and uses of various equipments in the pediatric wards.</p> <p><b>Skill:</b> Practice standards for pediatric care.</p> <p><b>Attitude:</b> Plan and design pediatric care unit.</p>	<p><b>Administration and management of pediatric care unit:</b></p> <ul style="list-style-type: none"> <li>• Staffing.</li> <li>• Equipment, supplies,</li> <li>• Practice standards for pediatric care unit</li> <li>• Documentation.(7 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Norms, policies and protocols. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; layout. (1 Hr)</li> </ul>
X (10Hrs)	<p>At the end unit the students are able to:</p> <p><b>Knowledge:</b> Understand need for staff orientation and development in pediatric nursing care.</p> <p><b>Skill:</b> Plan and implement in-service education programme for staff.</p> <p><b>Attitude:</b> Participates in clinical teaching activities.</p>	<p><b>Education and training in Pediatric care:</b></p> <ul style="list-style-type: none"> <li>• Staff orientation, training and development,</li> <li>• In-service education program, Clinical teaching programs.(10 Hrs)</li> </ul>		

**AREA AND DISTRIBUTION OF CLINICAL HOURS :**

<i>Sr. No.</i>	<i>Dept / Unit</i>	<i>No. of weeks</i>	<i>Total hours</i>
4.	Pediatric Medicine ICU	4	120
5.	Pediatric Surgical ICU	4	120
6.	NICU	4	120
7.	Pediatric OT	2	60
8.	Pediatric Medicine Ward	6	180
9.	Pediatric Surgery Ward	6	180
10.	Emergency Casualty	4	120
11.	Field Visits	2	60
	Total	32 weeks	960 hours

**TEACHING STRATEGY:**

Total Hours: 1110      Theory Hours: 150

Clinical Hours: 960

**TEACHING METHOD:**

Lectures, Seminars, Case presentation &amp; discussion. Clinical observation.

**A.V. AIDS:**

OHP, LCD, Posters, Blackboard, Demonstration.

**ASSIGNMENTS:****Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Procedure Evaluation (Minimum 2 )	Two	1X25	50
6	Specific Day Celebration (Group work)	One	1X25	25
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

**RECOMMENDED BOOKS:**

- Achar ST and Viswanathan -“Text book of Paediatrics; A Clinical Approach”
- Alexander NM,Brown MS;-“ Paediatric Physical Diagnosis for Nurses”
- Ball- “ Paediatric Nursing caring for children”
- Behrman, Richard K & Vaughan-”Nelson,s Textbook of Paediatrics”
- Blake G, Florence & Wright- “Essentials of Paediatric Nursing”
- Barbara EW- “Guidelines in the care of the low birth weight”
- Bowden Greenberg- “Pediatric Nursing Procedure”
- Browder J J- “Nursing care of children” FADavis
- Cameron, Jelinek et al;-“Text Book of Emergency Paediatric Medicine”
- Cloherty, John P & Stark, Ann R-“Manual Neonatal care”
- David Hull & Johnstan D- “Essentials Of Paediatrics”
- Elizabeth Hurlock-“Child Development”
- Ghai O P-“Essential Text Book Of Paediatrics”
- Ghosh Shanti- “Nutrition and child care”

- Ghosh Shanti- “Know your child”
- Gupte Suraj;-“Neonatal Emergencies”
- Gupte Suraj-“A Short Text book of Paediatrics”
- Guha DK-“Neonatology”
- Guha DK- “Manual of Practical newborn Care”
- Hathfield N- “Introductory Paediatric Nursing”
- Helens CL & Roberts- “ Paediatric Nursing”
- Khilnany- “Practical approach to Paediatric Intensive Care”
- Kulkarni MC- “Manual of Neonatology”
- Klosner & Nancy Hathfield- “Introductory Maternity and Paediatric Nursing”
- Merenstein & Gardner-“Handbook of neonatal intensive care”
- Mcmillan,Fergin et al;-“ Oski’s Paediatrics-Principle & practice”
- Marlow Dorothy -“Textbook of Paediatric Nursing”
- Parthasarthy et al- “IAP Textbook of Paediatrics”
- Park’s “Text book of Preventive and Social medicine”
- Roberts KD Edwards JM- “Paediatric Intensive Care”
- Richard Polin-“Pediatric Secrets”
- Selekman- “Pediatric Nursing”
- Singh Meherban; “Care of Newborn”
- Singh Meherban; “Drugs Used in Children”
- Slota; “Core curriculum for Paediatric Critical Care Nursing”
- Speer; “Pediatric Care planning”
- Vidhyasagar & Sarnaik; “Neonatal & Paediatric Intensive Care”
- Wagle CS; “Short Text Book of Paediatrics” Vohra Book Centre,
- Whaley & Wong; “Nursing care of Infants and Children”
- Whaley, Lucilla F Donna L; “Essentials of Pediatric Nursing”
- Udani RH; “Neonatal Resuscitation”

**Subject No.2**  
**CLINICAL SPECIALITY- II**  
**MEDICAL SURGICAL NURSING**  
***SUB SPECIALITY- CARDIO VASCULAR AND THORACIC NURSING***

Total Hours: 1110

Theory Hours: 150

Clinical Hours: 960

**AIM:**

This course is designed to assist students in developing expertise and in depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the students to function as cardio vascular and thoracic nurse/practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate trends and issues related to cardio vascular and thoracic nursing.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions.
- Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions.
- Perform physical, psychosocial and spiritual assessment.
- Assist in various diagnostic, therapeutic and surgical procedures.
- Apply nursing process in providing compressive care to patients with cardio vascular conditions.
- Demonstrate advance skills /competence in managing patients with cardio vascular condition and thoracic conditions including advanced thoracic life support.
- Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility.
- Demonstrate skill in handling various equipments/ gadgets used for critical care of cardiovascular and thoracic patients.
- Appreciate team work and coordinate activities related to patient care.
- Practice infection control measures.
- Identify emergencies and complications and take appropriate measures.
- Discuss the legal and ethical issues in cardiovascular and thoracic nursing.
- Assist patients and their families to cope with emotional stress, grief, anxiety and spiritual needs.
- Appreciate the role of alternative system of medicine in care of patients.
- Incorporate evidence based nursing practice and identify the areas of research in the field of cardiovascular and thoracic nursing.
- Identify the source of stress and manage burnout syndrome among health care providers.
- Teach and supervise nurses and allied health workers.
- Design a layout of ICCU and ICTU and develop; standards for cardiovascular and thoracic nursing practice.

**CONTENTS:**

**Unit I -Introduction:**

- Historical development, trends and issues in the field of cardiology. Cardiovascular and thoracic conditions – major health problem. Concepts, principles and nursing perspectives. Ethical and legal issues.
- Evidence based nursing and its application in cardio vascular and thoracic nursing.

**Unit II -Epidemiology:**

- Risk factors: Heredity, psychosocial factors, hypertension, smoking, obesity, D.M., etc.
- Health promotion, disease prevention, life style modification. National health programme related to cardio vascular and thoracic conditions. Alternate system of medicine. Complementary therapies.

**Unit III -Review of Anatomy and Physiology of cardio vascular and respiratory system:**

- Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. Coronary circulation. Hemodynamic and electro physiology of the heart. Biochemistry of blood in relation to cardio pulmonary function.

**Unit IV -Assessment and Diagnostic measures:**

- History taking. Physical assessment: Heart rate variability: Mechanism, measurements, pattern, factors, impact of interventions on HRV.
- **Diagnostic Tests:**
  - Hemodynamic monitoring: technical aspects, monitoring, functional hemodynamic indices, and ventricular function indices, output measurements (Arterial and Swan Ganz monitoring). Blood gases and its significance, oxygen supply and demand.
  - Radiologic examination of the chest: interpretation, chest film findings.
  - Electrocardiography (ECG): Electrical conduction to the heart, basic electro cardio graph, 12 lead electrocardiogram, axis determination.
  - ECG Changes in: Intra ventricular conduction abnormalities- Arrhythmias, ischemias, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance.
  - Electrocardiography: Technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques.
  - Nuclear and other imaging studies of the heart; magnetic resonance imaging.
  - Cardio electro physiology procedures: Diagnostic studies, interventional and catheter ablation nursing care.
  - Exercise testing: indication and objectives, safety and personnel, pre test considerations, selection, interpretation, tests termination, recovery period.
  - Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of data.
  - Pulmonary function test: Broncho scopy and graphies.
  - Interpretation of diagnostic measures.
  - Nurses role in diagnostic tests.
- **Laboratory tests using Blood:** Blood specimen collection, cardiac markers, blood lipids, hematologic studies, blood cultures, Coagulation studies, arterial blood gases, Blood chemistry, cardiac enzymes studies, serum concentration of selected drugs. Interpretation and role of nurse.

#### **Unit V -Cardiac disorders and nursing management:**

- **Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of:** Coronary artery disease, Angina of various types, Cardiomegaly, Myocardial infarction, congestive cardiac failure, Heart failure, pulmonary edema, shock, Rheumatic heart disease and other valvular diseases, Inflammatory heart diseases, infective endocarditis, myocarditis, pericarditis, Cardio myopathy, dilated, restrictive, hypertrophic, Arrhythmias, heart block. Associated illnesses.

#### **Unit VI -Altered pulmonary conditions:**

- **Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of:**
    - Bronchitis, Bronchial asthma, Bronchiectasis, Pneumonias, Lung Abscess, lung tumour, pulmonary tuberculosis, fibrosis, pneumo coniosis, etc., Pleuritis, effusion.
- Pneumo, haemo and pyothorax, Intestinal lung disease, Acute and chronic obstructive pulmonary disease (conditions leading to), Cor pulmonale, Acute respiratory failure, Adult respiratory distress syndrome, pulmonary embolism, pulmonary hypertension.

#### **Unit VII -Vascular disorders and nursing management:**

- **Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of**
    - Disorders of arteries, Disorders of aorta, Aortic aneurysms, Aortic dissection, Raynaud's phenomenon, Peripheral arterial disease of the lower extremities.
- Venous thrombosis, Varicose veins, chronic venous insufficiency and venous leg ulcers, pulmonary embolism.

#### **Unit VIII -Cardiothoracic emergency interventions:**

- CPR- BLS and ALS. Use of ventilators, de fibrillators, pacemaker. Post resuscitating care. Care of the critically ill patients. Psycho social and spiritual aspects of care. Stress management; ICU psychosis.

#### **Unit IX -Nursing care of patient with obstructive air way:**

- **Assessment.** Use of artificial air way. Endo tracheal intubation, tracheostomy and its care. Complications, minimum cuff leak, securing tubes. Oxygen delivery systems: Nasal cannula, Oxygen mask, Venturi mask, Partial re breathing bag. Bi -PAP and C- PAP masks. Uses, advantages, disadvantages, nursing implication of each.
- **Mechanical Ventilation:** Principles of mechanical ventilation, Types of mechanical ventilation and ventilators, Modes of ventilation, advantage, disadvantage, complication, PEEP therapy, indications, physiology and complication, Weaning off the ventilators, Nursing assessment and interventions of ventilated patients.

#### **Unit X -Congenital Heart Diseases:**

- **Etiology, clinical manifestations, diagnosis, prognosis, related patho physiology and nursing management of:** Embryological development of heart. Classification – Cyanotic and acyanotic heart disease.

- Tetralogy of Fallot, Atrial Septal defects, Ventricular septal defect, Eisenmenger's complex, Patent Ductus arteriosus, AP window, truncus arteriosus, Transposition of great arteries, Total anomaly of pulmonary venous connection, pulmonary stenosis, atresia, Coarctation of aorta, Ebstein's anomaly, Double outlet right ventricle, Single ventricle, hypoplastic left heart syndrome.

#### **Unit XI -Review: Pharmacology:**

- Pharmacokinetics, Analgesics/anti-inflammatory agents, Antibiotics, antiseptics, Drug reaction and toxicity, Drug used in cardiac emergencies. Blood and Blood components Anti thrombolytic agents, Inotropic agents, beta blocking agents, calcium channel blockers, vasoconstrictors, vasodilators, ACE inhibitors, Anti coagulants, anti arrhythmic drugs, antihypertensive, Diuretics, Sedatives and tranquilizers, digitalis, antilipemics.
- Principles of drug administration, role and responsibilities of nurses and care of drugs.

#### **Unit XII -Nursing Care of Patient undergoing thoracic surgery:**

- Indications, selection of patients. Preoperative assessment and preparation, counseling. Intra operative care: Principles of open heart surgery, equipments and anaesthesia, cardiopulmonary bypass. Surgical procedures for coronary artery bypass grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent advances.
- Thoracic surgery: lobectomy, pneumonectomy, tumor excision, etc. Immediate post operative care; Assessment, post operative problems and interventions: bleeding, cardiac tamponade low cardiac output, infarction, pericardial effusion, pleural effusion, Pneumothorax, haemothorax, Coagulopathy, Thermal imbalance, Inadequate ventilation/perfusion, neurological problems, renal problems, psychological problems. Chest physiotherapy. Nursing interventions, complimentary therapies/alternative systems of medicine.
- Intermediate and late post operative care after CABG, valve surgery, others. Follow up care.

#### **Unit XIII -Cardiac Rehabilitation:**

- Process, Physical evaluation, Physical conditioning for cardio vascular efficiency through exercise, Counseling, Follow up care.

#### **Unit XIV -Intensive Coronary Care Unit/Intensive cardio thoracic Unit:**

- **Quality Assurance :**
- Standard, protocols, policies, procedures, Infusion control: standard safety measures. Nursing audit, Design of ICCU/OCTU, Staffing, Cardiac team, Burnout syndrome. Nurses role in the management of ICCU and ICTU. Mobile coronary care unit,
- Planning in service educational programmes and teaching.

#### **PRACTICAL:**

- Clinical practice in medical surgical nursing cardio thoracic ward, intensive care units, cardio thoracic OPD, community preventive cardiology and operation theatre.
- **Essential Nursing Skills:**
- **Procedures to be observed:** Echo cardiogram, Ultrasound, Monitoring JVP, CVP, CT Scan, MRI, Per Scan, Angiography, Cardiac Catheterization, Angioplasty, Various surgeries.
- **Procedures to be Assisted:** Arterial blood gas analysis, Thoracentesis, Lung biopsy, CT scan, MRI, Pulmonary angiography, Bronchoscopy, Pulmonary function test, ET tube insertion, Tracheostomy tube insertion, Cardiac catheterization, angiogram, Defibrillation, Treadmill test, Eco Cardiography, Doppler ultrasound, Cardiac surgery, Insertion of chest tube, CUP monitoring, measuring pulmonary artery pressure by Swan-Ganz catheter, Cardiac pacing.
- **Procedures to be performed:** Preparation of assessment tool for cardiac, thoracic and vascular client. ECG – Recording, Reading, Identification of abnormalities. Oxygen therapy- Cylinder, Central supply, catheter, nasal cannula, mask, tent, Through ET and tracheostomy tube, manual resuscitation bag. Mechanical Ventilators, spirometer, Tuberculin skin test, Aerosol therapy, Nebulization, water seal drainage, chest physiotherapy including breathing exercises, coughing exercises, percussion and vibration, Suctioning – Oropharyngeal, nasotracheal, endotracheal, through tracheostomy tube. Artificial airway cuff maintenance. CPR. Care of client on ventilators. Identification of different arrhythmias, abnormal pulse, respiration, B.P. variations, heart sounds, breath sounds. Pulse oxymetry. Introduction of intracath. Bolus I.v. injection, life line. Maintenance of 'Heplock'. Subcutaneous Heparin injection. Obtaining leg measurements to detect early swelling in thrombophlebitis. Identification of Homans signs. Buerger – Allen exercises.

**CLINICAL SPECIALITY II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING**

Unit No. & Hours	Objectives	Contents		
		Must Know	Desirable to know	Nice to know
I (5Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Know the historical development, trends and issues related to CVTS nursing. <b>Skill:</b> Identify major and render care to client . <b>Attitude:</b> Provide evidence based nursing care to clients.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Cardiovascular and thoracic conditions – major health problem. Concepts, principles and nursing perspectives. Evidence based nursing and its application in cardio vascular and thoracic nursing. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Ethical and legal issues. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Historical development, trends and issues in the field of cardiology. (1 Hr)</li> </ul>
II (5Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and Identify risk factors associated with cardiovascular problems. <b>Skill:</b> Educate & motivate people in modifying their life style & promoting their health. <b>Attitude:</b> Contribute in National Health programme.	<b>Epidemiology:</b> <ul style="list-style-type: none"> <li>Risk factors: Heredity, psychosocial factors, hypertension, smoking, obesity, D.M., etc.</li> <li>Health promotion, disease prevention, life style modification.</li> <li>National health programme related to cardio vascular and thoracic conditions.(4 Hrs)</li> </ul>		<ul style="list-style-type: none"> <li>Alternate system of medicine.</li> <li>Complementary therapies. (1 Hr)</li> </ul>
III (5Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain anatomy and physiology of cardiovascular and respiratory system. <b>Skill:</b> Assess the cardiopulmonary function based on the blood biochemistry. <b>Attitude:</b> Appreciate other conditions altering cardiopulmonary functions.	<b>Review of Anatomy and Physiology of cardio vascular and respiratory system:</b> <ul style="list-style-type: none"> <li>Coronary circulation.</li> <li>Hemodynamic and electro physiology of the heart. Biochemistry of blood in relation to cardio pulmonary function.(3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Embryology of heart and lung. (1 Hr)</li> </ul>
IV (20Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain importance of history taking and other diagnostic tests in confirming diagnosis of cardiovascular conditions. <b>Skill:</b> Collect samples for various tests correctly and assist in conducting diagnostic tests. <b>Attitude:</b> Recognize the apprehension of client	<b>Assessment and Diagnostic measures:</b> <ul style="list-style-type: none"> <li>History taking and Physical assessment: Heart rate variability: Mechanism, measurements, pattern, factors, impact of interventions on HRV.</li> <li>Diagnostic Tests: Hemodynamic monitoring: monitoring, functional hemodynamic indices, and ventricular function indices, Blood gases and its significance, oxygen supply and demand. Electrocardiography (ECG): Electrical conduction to the heart, basic electro cardio</li> </ul>	<b>Assessment and Diagnostic measures:</b> <ul style="list-style-type: none"> <li>Output measurements (Arterial and Swan Ganz monitoring).</li> <li>Radiologic examination of the chest: interpretation, chest film findings.</li> </ul>	<b>Assessment and Diagnostic measures:</b> <ul style="list-style-type: none"> <li>Hemodynamic monitoring: technical aspects.</li> <li>Nuclear and other imaging studies of the heart; magnetic resonance imaging(3Hrs)</li> </ul>

	and relatives undergoing various tests and educate and prepare both for the tests and results of the tests.	<p>graph, 12 lead electrocardiogram, axis determination. ECG Changes in: Intra ventricular conduction abnormalities- Arrhythmias, ischemias, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance.</p> <p>Electrocardiography: Technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques. Cardio electro physiology procedures: Diagnostic studies, interventional and catheter ablation nursing care. Exercise testing; indication and objectives, safety and personnel, pre test considerations, selection, interpretation, tests termination, recovery period. Cardiac catheterization: indications, contraindications, patient preparation, And procedure. (12 Hrs)</p> <p>Pulmonary function test: Broncho scopy and graphies. Nurses role in diagnostic tests.</p> <ul style="list-style-type: none"> <li>• Laboratory tests using Blood: Blood specimen collection, cardiac markers, blood lipids, hematologic studies, blood cultures, Coagulation studies, arterial blood gases, Blood chemistry, cardiac enzymes studies, Interpretation and role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiac catheterization: interpretation of data.</li> <li>• Interpretation of diagnostic measures.</li> <li>• Serum concentration of selected drugs. (5 Hrs)</li> </ul>	
V (25Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Discuss the etiology, clinical manifestation, pathophysiology and management of cardiovascular conditions.</p> <p><b>Skill:</b> Demonstrate competence in interpreting test results and management of client. <b>Attitude:</b> Appreciate client's problems with various cardiovascular conditions and provide nursing care accordingly.</p>	<p><b>Cardiac disorders and nursing management:</b> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Coronary artery disease. Angina of various types. Cardiomegaly. CCF. Myocardial infarction, Heart failure, pulmonary edema, shock. Rheumatic heart disease and other valvular diseases. Arrhythmias, heart block. Associated illnesses. (20 Hrs)</p>	<p><b>Cardiac disorders and nursing management:</b> Inflammatory heart diseases, infective endocarditis, myocarditis, pericarditis. Cardio myopathy, dilated, restrictive, hypertrophic. (5 Hrs)</p>	

<p>VI (10Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and explain the etiology, clinical manifestation, pathophysiology and management of pulmonary conditions and its association &amp; impact on cardiovascular conditions.  <b>Skill:</b> Recognize association of pulmonary problem with cardiovascular condition and demonstrate confidence and competence while caring such clients.  <b>Attitude:</b> Know the health need of the client having cardiovascular problem in association of pulmonary problems and provide need based quality care.</p>	<p><b>Altered pulmonary conditions:</b></p> <ul style="list-style-type: none"> <li>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Bronchitis. Bronchial asthma. Bronchiectasis. Pneumonias. Lung Abscess. Pulmonary tuberculosis, fibrosis, pneumoconiosis, etc. Pleuritis, effusion. Pneumo, haemo and pyothorax. Intestinal lung disease. Acute and chronic obstructive pulmonary disease ( conditions leading to ) Corpulmonale. Acute respiratory failure. Adult respiratory distress syndrome. Pulmonary embolism. Pulmonary hypertension. (9 Hrs)</li> </ul>		<p><b>Altered pulmonary conditions:</b></p> <ul style="list-style-type: none"> <li>Lung tumor. (1 Hr)</li> </ul>
<p>VII (10Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Differentiate various vascular conditions from cardiac problems, its association with each other and impact on patient's prognosis and health needs.  <b>Skill:</b> Identify vascular conditions and recognizing health needs of the client and render nursing services based on the needs of the client.  <b>Attitude:</b> Educate the client about disease condition, limitations in life and motivate them for minimizing complications.</p>	<p><b>Vascular disorders and nursing management:</b></p> <ul style="list-style-type: none"> <li>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Disorders of arteries. Disorders of aorta. Aortic aneurisms. Aortic destruction. Peripheral arterial disease of the lower extremities. Venous thrombosis. Varicose veins. Chronic venous insufficiency and venous leg ulcers. Pulmonary embolism. (9 Hrs)</li> </ul>	<p><b>Vascular disorders and nursing management:</b></p> <ul style="list-style-type: none"> <li>Reynaud's phenomenon. (1 Hr)</li> </ul>	
<p>VIII (10Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and explain treatment modalities in cardiovascular emergencies.  <b>Skill:</b> Handle cardiac emergencies promptly and confidently, contribute in reducing disease specific mortality rate.  <b>Attitude:</b> Be accountable for decisions taken while handling cardiac emergencies.</p>	<p><b>Cardiothoracic emergency interventions:</b></p> <ul style="list-style-type: none"> <li>CPR- BLS and ALS, Use of ventilators, defibrillations, pace maker.</li> <li>Post resuscitating care, Care of the critically ill patients, Psycho social and spiritual aspects of care, Stress management. (9 Hrs)</li> </ul>	<p><b>Cardiothoracic emergency interventions:</b></p> <ul style="list-style-type: none"> <li>ICU psychosis. (1 Hr)</li> </ul>	

IX (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Discuss various obstructive air way conditions, its clinical manifestations and nursing management.</p> <p><b>Skill:</b> Handle various mechanical devices used for client with obstructive air way disease and make the client comfortable without or minimize complications.</p> <p><b>Attitude:</b> Appreciate the apprehension of client and family members while putting on support system for client with obstructive air way conditions.</p>	<p><b>Nursing care of patient with obstructive air way:</b> Assessment. Use of artificial air way. Endo tracheal intubation, tracheostomy and its care. Complications, minimum cuff leak, securing tubes. Oxygen delivery systems: Nasal cannula, Oxygen mask, Venturi mask, Partial re breathing bag. Bi –PAP and C- PAP masks, Uses, advantages, disadvantages, nursing implication of each. Mechanical Ventilation: Principles of mechanical ventilation. Modes of ventilation, advantage, disadvantage, complication. Weaning off the ventilators. Nursing assessment and interventions of ventilated patients. (8 Hrs)</p>	<p><b>Nursing care of patient with obstructive air way:</b></p> <ul style="list-style-type: none"> <li>○ Types of mechanical ventilation and ventilators.</li> <li>○ PEEP therapy, indications, physiology and complication. (2 Hrs)</li> </ul>	
X (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain the etiology, pathophysiology, diagnosis, treatment modalities and prognosis of client with congenital heart diseases.</p> <p><b>Skill:</b> Incorporate knowledge of pediatric nursing while providing quality care.</p> <p><b>Attitude:</b> Involve parents and family members in nursing care of children having congenital heart diseases.</p>	<p><b>Congenital Heart Diseases:</b></p> <ul style="list-style-type: none"> <li>• Etiology, clinical manifestations, diagnosis, prognosis, related patho physiology and nursing management of: Classification – Cyniotic and acynotic heart disease. Atrial Septal defects, Ventricular septal defect, Eisenmenger’s compls. Patent Ductus arteriosis, AP window, and truncus arteriosis. Pulmonary stenosis, atresia. Coarctation of aorta. (5 Hrs)</li> </ul>	<p><b>Congenital Heart Diseases:</b> Tetra logy of fallots. Transposition of great arteries. Total anomaly of pulmonary venous connection. Ebstein’s anomaly. (3 Hrs)</p>	<p><b>Congenital Heart Diseases:</b></p> <ul style="list-style-type: none"> <li>○ Embryological development of heart.</li> <li>○ Double outlet right ventricle, Single ventricle, hypoplastic left heart syndrome. (2 Hrs)</li> </ul>
XI (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Illustrate various drugs used in cardiovascular condition along with its effects, side effects and adverse effects.</p> <p><b>Skill:</b> Evaluate the condition of patient for the desired effects, side effects and adverse effects of prescribed drugs and calculate the dosages &amp; administer drugs accurately.</p> <p><b>Attitude:</b> Follow the principles of drug administration and educate client &amp; family members about importance of following prescribed regime and observing and reporting probable side effects of drugs.</p>	<p><b>Review:</b> Pharmacology. Pharmacokinetics. Analgesics/anti inflammatory agents. Antibiotics, antiseptics. Drug used in cardiac emergencies. Blood and Blood components, , beta blocking agents, calcium channel blockers, vasoconstrictors, vasodilators, ACE inhibitors, Anti coagulants, anti arrhythmic drugs, antihypertensive, Diuretics, Sedatives and tranquilizers, digitalis, anti Principles of drug administration, role and responsibilities of nurses and care of drugs. (7 Hrs)</p>	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Pharmacology: <ul style="list-style-type: none"> <li>○ Drug reaction and toxicity.</li> <li>○ Lipemics.</li> <li>○ Anti thrombolytic agents, Inotropic agents. (3 Hrs)</li> </ul> </li> </ul>	

<p>XII (20Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and discuss various surgical modalities of management.  <b>Skill:</b> Render quality care to the client during preoperative, intra operative and post operative period.  <b>Attitude:</b> Recognize the importance of team work in dealing with cardiovascular and thoracic conditions.</p>	<p><b>Nursing Care of Patient undergoing thoracic surgery:</b> ndications, selection of patients. Preoperative assessment and preparation, counseling. Intra operative care: Principles of open heart surgery, equipments and anesthesia, cardiopulmonary bypass. pneumonectomy, tumor excision, etc. Immediate post operative care, Assessment, post operative problems and interventions: bleeding, cardiac tamponade low cardiac output, infarction, pericardia effusion, pleural effucion, Pneumothorax, haemothorax, Coagulopathy, Thermal imbalance, inadequate ventilation/perfusion, neurological problems, renal problems, psychological problems. Chest physiotherapy. Nursing interventions, complimentary therapies/alternative systems of medicine. Intermediate and late post operative care after CABG, valve surgery, others. Follow up care. (14 Hrs)</p>	<p><b>Nursing Care of Patient undergoing thoracic surgery:</b>  Surgical procedures for coronary artery bypass grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent advances.  Thoracic surgery: lobectomy.  (6 Hrs)</p>	
<p>XIII (5Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Discuss the life style modifications and rehabilitation process of client.  <b>Skill:</b> Participate effectively and efficiently in rehabilitation of client.  <b>Attitude:</b> Educate and motivate client and family members to understand the process of rehabilitation &amp; to cooperate.</p>	<p><b>Cardiac Rehabilitation:</b></p> <ul style="list-style-type: none"> <li>• Process.</li> <li>• Counseling.</li> <li>• Follow up care. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cardiac Rehabilitation:</b> Physical evaluation.</li> <li>• Physical conditioning for cardio vascular efficiency through exercise. (2 Hrs)</li> </ul>	
<p>XIV (5Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Know the ideal design of cardiovascular &amp; thoracic unit and its importance in rendering quality services.  <b>Skill:</b> Identify learning needs of staff working in the unit, plan and implement in service educational programmers. Conduct nursing audit &amp; strive for improving quality of care.  <b>Attitude:</b> Identify the problems of staff, help them to overcome the burn out syndrome and maintains cordial interpersonal relationship in the unit.</p>	<p><b>Intensive Coronary Care Unit/Intensive cardio thoracic Unit:</b></p> <ul style="list-style-type: none"> <li>• Quality Assurance – Standard, protocols, policies, procedures. Infusion control: standard safety measures. Nursing audit. Staffing, Cardiac team. Burnout syndrome.</li> <li>• Nurses role in the management of ICCU and ICTU. Mobile coronary care unit,</li> <li>• Planning in service educational programmes and teaching. (4 Hrs)</li> </ul>		<p><b>Intensive Coronary Care Unit/Intensive cardio thoracic Unit:</b></p> <ul style="list-style-type: none"> <li>○ Design of ICCU/OCTU. (1 Hr)</li> </ul>

**AREA AND DISTRIBUTION OF CLINICAL HOURS:**

<i>Sr. No.</i>	<i>Dept / Unit</i>	<i>No. of weeks</i>	<i>Total hours</i>
1	Medical Cardiothoracic unit	4	120
2	Surgical cardiothoracic unit	4	120
3	Cardiothoracic Operation theatre	4	120
4	Casualty	2	60
5	Diagnostic lab. Including cath lab.	2	60
6	ICCU	4	120
7	ICU	4	120
8	CCU	4	120
9	Pediatric Intensive Care Unit	2	60
10	OPD	2	60
Total		32 weeks	960

**TEACHING STRATEGY:** Total Hours: 1110      Theory Hours: 150      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration.

**ASSIGNMENTS: Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

**RECOMMENDED BOOKS:**

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.

**Subject No.2**  
**CLINICAL SPECIALITY II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY - NEUROSCIENCES NURSING**

Total: 1100 Hours

Theory: 150 Hours

Practical: 950 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner / specialist. It will further enable the students to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

**OBJECTIVES:**

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

- Appreciate trends and issues related to neurology and neurosurgical Nursing.
- Review the anatomy and physiology of nervous system.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with neurological and neurosurgical disorders.
- Perform neurological assessment and assist in diagnostic procedures.
- Describe the concepts and principles of neuroscience nursing.
- Describe the various drugs\_ used in neurosciences and nurses responsibility.
- Assist in various therapeutic and surgical procedures in neuroscience nursing.
- Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach.
- Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety.
- Participate in preventive, promotive and rehabilitative services for neurological and neurosurgical patients.
- Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing.
- Incorporate evidence based nursing practice and identify the areas of research in the field of neuroscience nursing.
- Organize and conduct in service education program for nursing personnel.
- Develop standards of care for quality assurance in neuroscience nursing practice.
- Identify the sources of stress and manage burnout syndrome among health care providers.
- Teach and supervise nurses and allied health workers.
- Plan and develop physical layout of neuro intensive care unit.

**CONTENTS:**

**Unit I -Introduction:**

- Introduction to neuroscience (neurological and neurosurgical) nursing.
  - History-Development in neurological and neurosurgical nursing, Service & education.
  - Emerging trends and issues in neurology and neuro surgery and its implication to nursing.
  - Neurological and neurosurgical problems -
  - Concepts, principles and nursing perspectives.
  - Ethical and legal issues.
- Evidence based nursing and its application in neurological and neurosurgical nursing.

**Unit II -Epidemiology:**

- Major health problems.
- Risk factors associated with neurological conditions - Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections.
- Health promotion, disease prevention, life style modification and its implications to nursing.
- Alternate system of medicine, complementary therapies.

**Unit III -Review of Anatomy and physiology:**

- Embryology. Structure and functions of Nervous system - CNS, ANS, cerebral circulation cranial and spinal nerves and reflexes, motor and sensory functions. Sensory organs.

**Unit IV -Assessment and diagnostic measures:**

- Assessment. History taking .Physical assessment, psychosocial assessment. Neurological assessments, Glasgow coma scale interpretations, & its relevance to nursing. Common assessment abnormalities.
- Diagnostic measures: Cerebro spinal fluid analysis. Radiological studies-Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography (SPECT), MRI (Magnetic Resonance Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology. Electorgraphic studies- Electro encephalo graphy, MEG, EMG, video EEG. Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials. Ultrasound studies-Carotid duplex, transcranial Doppler sonography, Immunological studies Biopsies -- muscle, nerve and Brain.Interpretation of diagnostic measures. Nurse's role in diagnostic tests.

**Unit V -Meeting Nutritional needs of neurological patients:**

- Basic nutritional requirements. Metabolic changes following injury and starvation. Nutritional assessment. Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs. Special metabolic and electrolyte imbalances. Chronic fatigue syndrome.

**Unit VI -Drugs and in neurological and neurosurgical disorders:**

- Classification. Indications, contraindications, actions and. effects, toxic effects. Role of nurse.

**Unit VII -Traumatic conditions:**

- Causes, pathophysiology, Clinical types, Clinical features, and diagnosis, Prognosis, Management: medical, surgical and Nursing management of: Cranio cerebral injuries, Spinal & Spinal cord injuries, Peripheral nerve injuries. Unconsciousness

**Unit VIII -Cerebro vascular disorders:**

- Causes, pathophysiology, Clinical types, Clinical features diagnosis, Prognosis, Management: medical, surgical and Nursing management of: Stroke & arteria venous thrombosis, Haemorrhagic embolus, Cerebro vascular accidents, Intracranial aneurysm, Subarchnoid Haemorrhage, Arterio venous fistula, Brain tumours. Diseases of cranial nerves: Trigeminal neuralgia, Facial palsy, Bulbar palsy

**Unit IX -Degenerating and demyelinating disorders:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of: Motor neuron diseases, Movement disorders- Tics, dystonia, chorea, wilson's disease, essential tremors, Dementia, Parkinson's disease, Multiple sclerosis. Alzheimer's.

**Unit X -Neuro infections:**

- Causes, pathophysiology, Clinical types, Clinical features, and diagnostic, Prognosis Management: medical, surgical and Nursing management of Neuro infections: Meningitis-types, Encephalitis, Poliomyelitis, Parasitic infections, Bacterial infections, Neurosyphilis. HIV & AIDS.

**Unit XI -Paroxysmal disorders:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of: Epilepsy and seizures, Status epileptics, Syncope, Menier's syndrome. Cephalgia.

**Unit XII -Developmental disorders:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis Management: medical, surgical and Nursing management of: Hydrocephalus, Craniosynostosis, spina bifida- Meningocele Meningomyelocele, encephalocele , syringomyelia, Cerebro vascular system anomalies, Cerebral palsies. Down's syndrome

**Unit XIII -Neuro muscular disorders:**

- Causes, pathophysiology, Clinical types, Clinical features,: diagnostic, Prognosis Management: medical, surgical and Nursing management of: Polyneuritis - G B Syndrome., Muscular dystrophy, Myasthenia gravis, Trigeminal neuralgia, Bell's palsy, Menier's disease, Carpal tunnel syndrome. Peripheral neuropathies

**Unit XIV -Neoplasms – surgical conditions:**

- Causes, pathophysiology, Clinical types, Clinical features, and diagnostic, Prognosis Management: medical, surgical and Nursing management of: Space occupying lesions –types, Common rumors of CNS.

**Unit XV -Other disorders:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis Management: medical, surgical and nursing management of: Metabolic disorders- diabetes insipidus, metabolic encephalopathy, Sleep disorders. Auto immune disorders- multiple sclerosis, inflammatory myopathies.

**Unit XVI -Neuro emergencies:**

- Causes, pathophysiology, Clinical types, Clinical feature diagnostic, Prognosis Management: medical, surgical and Nursing management Of: Increased intracranial pressure, Unconscious, Herniation syndrome, Seizures, Severe head injuries, Spinal injuries. Cerebro vascular accidents

**Unit XVII -Rehabilitation:**

- Concept and Principles of Rehabilitation. Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain. Physiotherapy. Counseling. Speech & Language: Neurogenic communication disorders.

**Unit XVIII -Ethical and legal issues in neuroscience nursing:**

- Brain death and organ transplantation. Euthanasia Negligence and malpractice Nosocomial infections.

**Unit XIX -Quality assurance in neurological nursing practice:**

- Role of advance practitioner in neurological nursing. Professional practice standards. Quality control in neurologic nursing. Nursing audit.
- Neuro ICU: Philosophy, aims and objectives, Policies, staffing pattern, design and physical plan of Neuro ICU, Team approach, functions, Psychosocial aspects in relation to staff and clients of Neuro ICU,
- In-service education.

**PRACTICALS: ESSENTIAL NEURO NURSING SKILLS**

- **Procedures to be observed:** CT scan, USG, MRI, PET, EEG, EMG, Sleep pattern studies/Therapy, Radiographical studies, Neuro surgeries, Nerve conduction studies.
- **Procedures to be assisted:** Advanced Cardiac Life Support, Lumbar Puncture, Biopsies – Muscle, Nerve and Brain, Arterial Blood Gases, ECG Recording, Blood Transfusion, I.V. Cannulation – open method, Endotracheal intubation, Ventilation, Tracheostomy, ICP monitoring, Gama Knife, Cerebral angiography, Myelography, Neuro surgeries.
- **Procedures to be management and care of monitors performed:** Airway management, Application of Oro Pharyngeal Airway, Care of Tracheostomy, Conduct Endotracheal Intubation, Use of AMBU bag, artificial respirators, Setting of Ventilators and Care of patients on ventilators, Cardio Pulmonary Resuscitation –Defibrillation, Neurological assessment -Glasgow coma scale, Gastric Lavage, IV Cannulation, Administration of emergency IV Drugs & fluids, Care of patients 'with incontinence, bladder training, Catheterization, Care of patients on traction related to the neurological conditions, Blood Administration, Muscle strengthening exercises, Guidance and counseling, Monitoring-

**CLINICAL SPECIALITY II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY – NEUROSCIENCES NURSING**

Unit No. & Hrs.	Objectives	Contents		
		Must know	Desirable to Know	Nice to Know
I (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the principles, and concepts of neurosurgical problems and their nursing care. <b>Skill:</b> Practice the principles of nursing for neurosurgical clients. <b>Attitude:</b> Appreciate emerging trends and issues in neurology and neurosurgery and their application to nursing.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Introduction to neuroscience (neurological and neurosurgical) nursing.</li> <li>○ Neurological and neurosurgical problems -</li> <li>○ Concepts, principles and nursing perspectives.</li> <li>• Evidence based nursing and its application in neurological and neurosurgical nursing. (3 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• History-Development in neurological and neurosurgical nursing, Service &amp; education.</li> <li>○ Ethical and legal issues. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging trends and issues in neurology and neurosurgery and its implication to nursing. (1 hr)</li> </ul>
II (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Describe major health problems related to neurology and risk factors associated with them. <b>Skill:</b> Practice the principles of nursing for neurosurgical clients. <b>Attitude:</b> Appreciate emerging trends and issues in neurology and neurosurgery and their application to nursing.	<b>Epidemiology:</b> <ul style="list-style-type: none"> <li>• Major health problems.</li> <li>• Risk factors associated with neurological conditions - Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections.</li> <li>• Health promotion, disease prevention, life style modification and its implications to nursing. (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Alternate system of medicine and complementary therapies. (1 hr)</li> </ul>	
III (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand anatomy and physiology of nervous system and sensory organs. <b>Skill:</b> Identify the organs included in nervous system and sensory organs and appreciate their functional roles. <b>Attitude:</b> Illustrate the embryonic development of nervous system.	<b>Review of Anatomy and physiology:</b> <ul style="list-style-type: none"> <li>• Structure and functions of Nervous system - CNS, ANS, cerebral circulation cranial and spinal nerves and reflexes, motor and sensory functions.</li> <li>• Sensory organs.(8 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Embryology (2 hrs)</li> </ul>	
IV (15 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand various diagnostic measures for neurological problems. <b>Skill:</b> Prepare clients for neurological assessment and performs general neurological assessment.	<b>Assessment and diagnostic measures:</b> <ul style="list-style-type: none"> <li>• Physical assessment, psychosocial assessment.</li> <li>• Neurological assessments, Glasgow coma</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment.</li> <li>• History taking. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of diagnostic measures. (1 hr)</li> </ul>

	<p><b>Attitude:</b> Interpret results of diagnostic tests in neurological conditions.</p>	<p>scale interpretations, &amp; its relevance to nursing.</p> <ul style="list-style-type: none"> <li>• Common assessment abnormalities. (3 hrs)</li> </ul> <p><b>Diagnostic measures :</b></p> <ul style="list-style-type: none"> <li>• Cerebrospinal fluid analysis.</li> <li>• Radiological studies-Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography (SPECT), MRI (Magnetic Resonance Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), interventional radiology.</li> <li>• Electrographic studies- Electroencephalography, MEG, EMG, and video EEG.</li> <li>• Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials.</li> <li>• Ultrasound studies-Carotid duplex, transcranial Doppler sonography,</li> <li>• Immunological studies</li> <li>• Biopsies -- muscle, nerve and Brain.</li> <li>• Nurse's role in diagnostic tests.(10hrs)</li> </ul>		
V (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain nutritional needs of neurological patients.</p> <p><b>Skill:</b> Implement nutritional diet plans for the neurological clients.</p> <p><b>Attitude:</b> Educate client and family about nutrition alterations and their importance in neurological conditions.</p>	<p><b>Meeting Nutritional needs of neurological patients:</b></p> <ul style="list-style-type: none"> <li>• Metabolic changes following injury and starvation.</li> <li>• Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs.</li> <li>• Special metabolic and electrolyte imbalances.</li> <li>• Chronic fatigue syndrome. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic nutritional requirements.</li> <li>• Nutritional assessment. (2 hrs)</li> </ul>	
VI (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Describe various drugs used in neurological conditions.</p> <p><b>Skill:</b> Administer correctly all prescribed medications in all clinical settings.</p>	<p><b>Drugs and in neurological and neurosurgical disorders:</b></p> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Indications, contraindications, actions and effects, toxic effects.</li> </ul>		

	<b>Attitude:</b> Monitor clients for adverse effects of medications and report promptly.	<ul style="list-style-type: none"> <li>• Role of nurse. (5 hrs)</li> </ul>		
VII (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand neurological implications of trauma.</p> <p><b>Skill:</b> Identify neurological problems of patients who encountered trauma &amp; intervene on priority basis for needs of neurological clients.</p> <p><b>Attitude:</b> Renders culturally congruent care to the clients suffering from nervous system trauma.</p>	<p><b>Traumatic conditions:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management : medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>○ Cranio-cerebral injuries.</li> <li>○ Spinal &amp; Spinal cord injuries.</li> </ul> </li> <li>• Unconsciousness. (9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Peripheral nerve injuries. (1 hr)</li> </ul>	
VIII (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand etiology, pathophysiology and management modalities for clients suffering from cerebro-vascular disorders.</p> <p><b>Skill:</b> Renders comprehensive care to the clients suffering from cerebrovascular disorders.</p> <p><b>Attitude:</b> Appreciate the individualized needs of clients suffering from various cerebrovascular disorders.</p>	<p><b>Cerebro-vascular disorders:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features diagnosis, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>○ Stroke &amp; arterial venous thrombosis.</li> <li>○ Hemorrhagic embolus.</li> <li>○ Cerebro vascular accidents.</li> <li>○ Intracranial aneurysm.</li> <li>○ Sub-archnoid Hemorrhage.</li> <li>○ Arterio venous fistula.</li> <li>○ Brain tumours (8 hrs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, bulbar palsy. (2 hrs)</li> </ul>	
IX (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Describe degenerating and demyelinating disorders and their nursing management.</p> <p><b>Skill:</b> Identify the special needs of clients with degenerating and demyelinating disorders and render them comprehensive care.</p> <p><b>Attitude:</b> Prepares the family members of clients with degenerating and demyelinating disorders for home care for long duration.</p>	<p><b>Degenerating and demyelinating disorders:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>○ Motor neuron diseases.</li> <li>○ Movement disorders- Tics, dystonia, chorea, Wilson's disease, essential tremors</li> <li>○ Multiple sclerosis. (7 hrs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dementia.</li> <li>• Parkinson's disease.</li> <li>• Alzheimer's. (3 hrs)</li> </ul>	
X (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain the nature and expanse of infections to nervous system and their specific nursing management.</p> <p><b>Skill:</b> Identify the specific needs of and render competent care to the clients.</p> <p><b>Attitude:</b> Appreciate the individualized needs of</p>	<p><b>Neuro infections:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis.</li> <li>• Management: medical, surgical and nursing management of Neuro infections: Meningitis-types .Encephalitis. Poliomyelitis. Parasitic infections. Bacterial infections (8 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Neurosyphilis.</li> <li>• HIV &amp; AIDS. (2 hrs)</li> </ul>	

	clients suffering from various cerebrovascular disorders.			
XI (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the causes, pathophysiology and management of paroxysmal disorders of nervous system. <b>Skill:</b> Identify symptoms of and renders comprehensive care to the clients suffering from paroxysmal disorders of nervous system. <b>Attitude:</b> Manages clients of nervous system disorders without letting them deteriorate to complications and irreversible damage.	<b>Paroxysmal disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>○ Epilepsy and seizures.</li> <li>○ Status epilepticus.</li> <li>○ Syncope.</li> </ul> </li> <li>• Cephalgia.(9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Menier's syndrome. (1 hr)</li> </ul>	
XII (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the developmental disorders of nervous system and sensory organs. <b>Skill:</b> Identify and provide care to the clients suffering from developmental disorders. <b>Attitude:</b> Equipped with knowledge and skill in preconception counseling.	<b>Developmental disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis</li> <li>• Management: medical, surgical and Nursing management of: Hydrocephalus. Craniosynostosis. spina bifida- Meningocele, Meningomyelocele encephalocele. Syringomyelia. Cerebral palsies.</li> <li>• Down's syndrome (9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Cerebro vascular system anomalies (1 hr)</li> </ul>	
XIII (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Describe the management modalities for neuromuscular disorders. <b>Skill:</b> Identify the clients with neuromuscular disorders and render need-based effective care. <b>Attitude:</b> Contribute towards preventions of neuromuscular disorders.	<b>Neuromuscular disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features,; diagnostic, Prognosis Management: medical, surgical and Nursing management of :Polyneuritis - G B Syndrome. Muscular dystrophy. Myasthenia gravis. Trigeminal neuralgia. Bell's palsy. Menier's disease. Carpal tunnel syndrome . (9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Peripheral neuropathies (1 hr)</li> </ul>	
XIV (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the neoplasms of nervous system and the management modalities available. <b>Skill:</b> Identify the surgical needs of the clients with nervous system neoplasms and renders efficient care. <b>Attitude:</b> Prepares the family members of clients with degenerating and demyelinating disorders for home care for long duration.	<b>Neoplasm – surgical conditions:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis Management : medical, surgical and Nursing management of: Space occupying lesions – types,Common tumors of CNS (5 Hrs)</li> </ul>		

<p>XV (5 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand the implications of other metabolic disorders and autoimmune disorders of nervous system.  <b>Skill:</b> Assess the clients with other metabolic disorders for their effect on nervous system.  <b>Attitude:</b> Educate the client to make necessary changes in life style.</p>	<p><b>Other disorders:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis  Management: medical, surgical and nursing management of: Metabolic disorders- diabetes, insipidus, and metabolic encephalopathy. Sleep disorders. Auto immune disorders-multiple sclerosis, inflammatory myopathies. (5 hrs)</li> </ul>		
<p>XVI (10 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Describe neuroemergencies and render quality care in neuroemergencies.  <b>Skill:</b> Identify emergency situations in clients with neurology conditions and works independently to manage the case.  <b>Attitude:</b> Aspires to prevent neuro emergencies effectively by intervening promptly.</p>	<p><b>Neuro emergencies:</b></p> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, Clinical types, Clinical feature diagnostic, Prognosis  Management: medical, surgical and Nursing management Of: Increased intracranial pressure. Unconscious. Herniation syndrome. Seizures .Severe head injuries. Spinal injuries.</li> <li>• Cerebro vascular accidents (10 hrs)</li> </ul>		
<p>XVII (5 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand the need for and explain the principles and process of rehabilitation in chronic neurological conditions.  <b>Skill:</b> Participate in the rehabilitation of client..  <b>Attitude:</b> Learn counseling, physiotherapy and speech therapy required for rehabilitation.</p>	<p><b>Rehabilitation:</b></p> <ul style="list-style-type: none"> <li>• Concept and Principles of Rehabilitation.</li> <li>• Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Physiotherapy.</li> <li>• Counseling</li> <li>• Speech &amp; Language: Neurogenic communication disorders.(2 hrs)</li> </ul>	
<p>XVIII (5 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and explain ethical issues  <b>Skill:</b> Protect self and client from malpractice and negligence.  <b>Attitude:</b> Maintain safety of the client.</p>	<p><b>Ethical and legal issues in neuroscience nursing:</b></p> <ul style="list-style-type: none"> <li>• Brain death and organ transplantation</li> <li>• Euthanasia</li> <li>• Negligence and malpractice (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Nosocomial infections (1 hr)</li> </ul>	
<p>XIX (5 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand the role of advance practitioner in neurological nursing and manage the Neuro ICU efficiently.  <b>Skill:</b> Participate in and arrange for In-service education in Neuro Nursing.  <b>Attitude:</b> Ensure quality nursing care in neuro nursing units.</p>	<ul style="list-style-type: none"> <li>• Quality assurance in neurological nursing practice.</li> <li>• Role of advance practitioner in neurological nursing.</li> <li>• Professional practice standards.</li> <li>• Quality control in neurologic nursing.</li> <li>• Nursing audit.</li> <li>• In-service education.( 3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Neuro ICU: Philosophy, aims and objectives. Policies, staffing pattern, design and physical plan of/neuro ICU. Team approach, functions</li> <li>• Psychosocial aspects in relation to staff and clients of ICU.(2 Hrs)</li> </ul>	

**AREA AND DISTRIBUTION OF CLINICAL HOURS:**

Sr. No.	Dept / Unit	No. of weeks	Total hours	Sr. No.	Dept / Unit	No. of weeks	Total hours
1	OPD	2	60	7	Neuro Surgical Ward	4	120
2	Casualty	2	60	8	Head Injury Ward	4	120
3	Diagnostics	2	60	9	ICU- Neuro Medicine	4	120
4	Neuro psychiatry	1	30	10	ICU- Neuro Surgical	4	120
5	Neuro Medical Ward	4	120	11	Rehabilitation	2	60
6	Neuro Pediatric Ward	2	60	12	Operation Theatre	1	30
Total		13	390	Total		19	570
Grand Total						32	960

**TEACHING STRATEGY:** Total Hours: 1110      Theory Hours: 150      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration.

**ASSIGNMENTS: Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

**LIST OF RECOMMENDED BOOKS:-**

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.
- Ellen Barker, 'Neuro Science Nursing- A Spectrum of Care', Mosby.
- Ellen Barker, 'Neuro Science Nurisng' Mosby.
- Brunner and Suddarth's, ' Text Book of Medical Surgical Nursing', Lippincott.

**Subject No.2**  
**CLINICAL SPECIALITY II**  
**MEDICAL SURGICAL NURSING**  
***SUBSPECIALITY-ONCOLOGY NURSING***

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth understanding in the field of oncology Nursing. It will help students to develop advanced skills for nursing intervention in various oncological conditions. It will enable the student to function as oncology nurse practitioner / specialist and provide quality care: It will further enable the student to function as educator, manager, and researcher in the field of oncology nursing.

**OBJECTIVES:**

At the end of course students are able to:

- Explain the prevention, screening and early detection of cancer.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems.
- Describe the psychosocial effects of cancer on patients and families.
- Demonstrate skill, in administering/assisting in various treatment modalities used for patients with cancer.
- Apply nursing process in providing holistic, care to patients with cancer.
- Apply specific concepts of pain management.
- Appreciate the care of death and dying patients and value of bereavement support.
- Describe the philosophy, concept and various dimensions of palliative care.
- Appreciate the role of alternative systems of medicine in care of cancer patients.
- Appreciate the legal & ethical issues relevant to oncology nursing.
- Recognize and manage Oncological emergencies.
- Counsel the patients with cancer and their families.
- Incorporate evidence based nursing practice and identify the areas of research in the field of oncology nursing.
- Recognize the role of oncology nurse practitioner as a member of oncology team.
- Collaborate with other agencies and utilize resources in caring for cancer patients.
- Teach and supervise nurses and allied health workers.
- Design a layout and develop standards for management of oncology units/hospitals and nursing care.

**CONTENTS:**

**Unit I -Introduction:**

- Epidemiology-Incidence, Prevalence - Global, National, State and Local. Disease burden, concept of cancer, risk factors. Historical perspectives. Trends and issues. Principles of cancer management. Roles and responsibilities of oncology nurse.

**Unit II -The nature of Cancer:**

- Normal cell biology. The Immune system. Pathological and patho-physiological changes in tissues. Biology of the cancer cell. Clone formation Transformation Tumors stem lines. Structure of a solid tumor. Products produced by the tumor. Systemic effects of tumor growth.

**Unit III -Etiology of Cancer:**

- Carcinogenesis. Theories of cancer causation. Risk factors. Carcinogens - genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation.
- Hormone changes, diet, emotional factors.

**Unit IV -Diagnostic Evaluation:**

- Health assessment: History taking, physical examination; Staging and grading of tumors, TNM Classification. Common diagnostic tests: Blood investigation: Hematological, Bio-chemical, Tumor markers. Hormonal assay. Cyrology: Fine needle aspiration cytology (FNAC).

- Histopathology: Biopsy. Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography (PET), Radio nuclide imaging, Functional metabolism imaging. Endoscopies. Nurses responsibilities in diagnostic measures.

#### **Unit V -Levels of prevention and care:**

- Primary prevention - Guidelines for cancer detection, general measures, Warning signs of cancer. Self examination-Oral, Breast, Testicular. Secondary prevention - early diagnosis. Screening. Tertiary prevention - disability limitation. Rehabilitation: Mobility, Speech, Bowel and bladder, Ostomies etc. Patient and family education. Discharge instruction, follow-up care and use of community resources.

#### **Unit VI -Cancer Treatment Modalities and Nurse's Role**

- **Surgery:** Principles of surgical oncology, Current surgical strategy, Determining surgical risk, Special surgical techniques, Pre-intra-postoperative nursing care, Acute and chronic surgical complications. Future directions and advances
- **Chemotherapy:** Principles and classification of chemotherapeutics, Pharmacology of antineoplastic drugs- Mechanism of action, Absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity, Calculating drug doses. Therapeutic response to chemotherapy-Tumor variables, drug resistance and Safety precautions.
- **Radiation Therapy:** Physics of radiotherapy, Types of ionizing rays. Radiation equipments: Linear accelerator, cobalt, Implants, Isotopes. Types of therapies: Oral, Brachy therapy, tele-therapy, selectron therapy. Effects of radiation on the body tissue. Radiation biology - cell damage hypoxic cells, alteration of tumor kinetics. Approaches to radiation therapy – External radiotherapy. Internal radiotherapy - unsealed, sealed sources. Effectiveness of radiotherapy- Radio sensitivity, treatment effects Complications of radiotherapy. Radiation safety: Standards of Bhabha Atomic Research Centre(BARC)
- **Bone Marrow Transplantation /Stem Cell Transplantation:**
  - Types, indications, transplantation procedure and complications, Types and donor sources, Preparation and care of donor and recipient, Legal and ethical issues.
- **Immunotherapy (Biotherapy):** Concepts and principles, Classification of agents, Treatment and applications
- **Gene Therapy:** Current Concepts and practices.
- **Alternative and Complementary Therapies:** Current practices
- **Pain management :** Theories, types, Nature of cancer pain, Pathophysiology of pain, Pain threshold
- **Assessment of pain:** Principles of cancer pain control , Pharmacological: Opioid and non-opioid analgesic therapy, Patient controlled analgesia(pca), Other invasive techniques of pain control Recent developments in Cancer pain.
- **Non Pharmacological pain relief technique:** Complementary therapies (Music, massage, meditation, relaxation techniques, biofeed back etc), Psychological intervention in pain control. Alternative system of medicines. Role of nurse.

#### **Unit VII -Pain management: Theories, types and Management modalities:**

- Nature of cancer pain, Pathophysiology of pain, Assessment of pain  
Principles of cancer pain control, Pharmacological: Opioid and non-opioid analgesic therapy, Patient controlled analgesia (PCA)  
Non Pharmacological pain relief technique: Psychological intervention in pain control, Role of nurse, Pain threshold  
Recent developments in Cancer pain relief, Alternative system of medicines, other invasive techniques of pain control.  
Non Pharmacological pain relief technique: Complementary therapies (Music, massage, meditation, relaxation techniques, biofeedback, etc.)

#### **Unit VIII -Palliative care:**

- Definition and scope, philosophy, Concept and elements of palliative care, Global and Indian perspective of palliative care,Quality of life issues, Communication skill ,Nursing perspective of palliative care and its elements, Home care , Hospice care.
- Role of nurse in palliative care.

#### **Unit IX -Infection control: Process of infection, risk of hospitalization, nosocomial infections-**

prevention and control of infection in acute, long term care facility and community based care, Standard safety measures.

#### **Unit X -Nursing Care of Patients With specific Malignant Disorders:**

- Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies / stoma. Respiratory malignancies. Genito-urinary system malignancies- prostate Bladder, renal, testicular malignancies.Gynecological malignancies-cervix, uterus, ovary. Hematological malignancies-Lymphomas, Leukemia. Malignancies of musculoskeletal system. Endocrine malignancies. Skin. Head and Neck-brain tumors. Other malignancies - Breast cancer.

#### **Unit XI -Pediatric malignancies:**

- Leukemia, Lymphoma, Neuro-blastoma. Wilm's tumor, Soft tissue sarcoma, Retinoblastoma.
- Nursing Management of children with Paediatric Malignancies.

#### **Unit XII -Nursing Management of Physiological conditions and Symptoms of Cancer Patient:**

- Nutrition: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia, nausea and vomiting, constipation, diarrhea, electrolyte imbalance, taste alterations.
- Impaired mobility: Decubitus ulcer, pathologic fractur thrombophlebitis, pulmonary embolism, contractures, footdrop.
- **Other symptoms:** Dyspepsia & hiccup, dyspnoea. Intestinal obstruction, Fungating wounds. Anxiety & depression, insomnia .Lymph edema.
- **Impact of cancer on sexuality:** Effects of radiotherapy / chemotherapy/surgery on sexuality of the cancer patient. Nursing management of cancer patients experiencing sexual dysfunction.Sexual counseling.

#### **Unit XIII -Cancer Emergencies:**

- Disseminated intravascular coagulation (DIC). Malignant pleural effusion. Neoplastic cardiac tamponade and septic shock spinal cord Compression. Superior venacava syndrome. Metabolic emergency: hyper and hypo calcemia. Surgical emergency, Urological emergency, Hemorrhage, Organ obstruction. Brain metastasis. Nurses role in managing oncologic emergencies.

#### **Unit XIV -Psycho-Social Aspects of Nursing Care:**

- Psychological responses of patients with cancer, psychosocial assessment.
- Crisis intervention, coping mechanisms, Stress management, spiritual/ cultural care and needs, Counseling: individual and family. Maximizing quality of life of patient and family.

**Ethical, moral and legal issues:**Care of dying patient, Grief and grieving process, Bereavement support. Care of Nurses who care for the dying.

#### **Unit XV - Layout and Design of an oncology institution / ward, OPD, chemotherapy unit, Bone marrow, transplantation unit, Pain clinic etc.**

- Practice Standards of oncology nursing, Policies and Procedures. Establishing Standing orders and Protocols. Quality Assurance Programme in oncology units. Nursing audit.

**PRACTICALS:** Clinical practice in the care of patients with various malignant disorders, Assessment of client suffering with various malignant disorders, Applying nursing theories and process in the management of patients suffering from various malignancies, Provide care to patients with ostomies and other appliances, Assisting for implantation of radioisotopes, Clinical case presentation, Projects, Clinical and classroom teaching, Health education on related diseases conditions.

- Field visits – Regional cancer centers/cancer speciality hospital/units, Hospice, mobile palliative care, community oncology centers, home care units, cancer registry, cancer detection centers, etc.
- **Procedures to be observed:**CT Scan, MRI, Ultra sound, Mammography, Radio Nuclear Imaging, Bone Scan, Thyroid function Test, Functional and metabolic Imaging, Transportation of radioactive material, others.
- **Procedures to be assisted:** I. V cannulation – open method, Chemotherapy, Radiotherapy – Brachytherapy – Low density radiation, High density radiation, interstitial implantation, Tele therapy – treatment planning, bone marrow aspiration and biopsy, Tissue Biopsy, FNAC and biopsy, Advance cardiac life support, Endotracheal intubation, De fibrillation, Ventilation,

Tracheostomy, Thoracentesis, Lumbar Puncture, Arterial Blood Gasses, Nerve Block, Chest tube insertion, Inter costal drainage, CVP monitoring,

- **Procedures to be performed:** Screening for cancer, Assessment of pain, Assessment of Nutritional status, Care of Tracheostomy, Endotracheal intubation, Gastric gavage, Pap Smear, I. V cannulation, Care of surgical flaps, care of ostomies, Blood transfusion and component therapy, counseling, Practice Standard Safety measures, Care of dead body and mortuary formalities.
- **Other procedures:** As per the institutional protocol; Alternative therapies.

**CLINICAL SPECIALITY II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY – ONCOLOGY NURSING**

Unit No. & Hours	Objectives	Contents with Distributed Hours		
		Must Know	Desirable to Know	Nice to Know
I (4 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Understand and explain the concept of cancer, related risk factors & principles of cancer management. <b>Skill:</b> Practice principles of cancer management. <b>Attitude:</b> Adapt to the roles and take appropriate responsibilities while caring.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Disease burden, concept of cancer, risk factors.</li> <li>• Principles of cancer management.</li> <li>• Role and responsibilities of oncology nurse (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiology- Incidence, Prevalence - Global, National, State and Local.</li> <li>• Trends and issues. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical perspectives. (1 hr)</li> </ul>
II (5 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Understand the pathological and pathophysiological changes in tissues due to cancer. <b>Skill:</b> Recognize the structural and functional processes of tumours. <b>Attitude:</b> Appreciate systemic effects of tumour growth.	<b>The nature of Cancer:</b> Pathological and pathophysiological changes in tissues: <ul style="list-style-type: none"> <li>• Biology of the cancer cell</li> <li>• Clone formation Transformation</li> <li>• Tumors stem lines. Products produced by the tumor. Systemic effects of tumor growth. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Normal cell biology.</li> <li>• The Immune system. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of a solid tumor. (1 hr)</li> </ul>
III (4 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Describe the etiology of cancers. <b>Skill:</b> Identify the risk factors in patients with cancer. <b>Attitude:</b> Determine hormonal, dietetic and emotional factors in the etiology of tumors.	<b>Etiology of Cancer:</b> <ul style="list-style-type: none"> <li>• Risk factors.</li> <li>• Carcinogens - genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation.</li> <li>• Hormone changes, diet, emotional factors. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Carcinogenesis.</li> <li>• Theories of cancer causation. (1 hr)</li> </ul>	
IV (10 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Understand and explain the diagnostic procedures for various cancer conditions. <b>Skill:</b> Prepare the clients with cancer for different diagnostic procedures. Read the results of diagnostic procedures. Classify various stages of cancer. <b>Attitude:</b> Adapt to the roles and take appropriate responsibilities while caring for patients with	<b>Diagnostic Evaluation:</b> <ul style="list-style-type: none"> <li>• Common diagnostic tests.               <ul style="list-style-type: none"> <li>○ Blood investigation: Hematological, Biochemical, Tumor markers, Hormonal assay</li> <li>○ Cytology : Fine needle aspiration cytology (FNAC)</li> </ul> </li> <li>• Histopathology: Biopsy</li> <li>• Radiological assessment: MRI,</li> </ul>	<ul style="list-style-type: none"> <li>• Health assessment : History taking, physical examination; Staging and grading of tumors,</li> <li>• TNM Classification. (3 hrs)</li> </ul>	<b>Diagnostic Evaluation:</b> <ul style="list-style-type: none"> <li>• Positron emission tomography, Radio nuclide imaging, Functional metabolism imaging.(1hr)</li> </ul>

	cancer.	<p>Ultrasound, Computed tomography, Mammography, Endoscopies.</p> <ul style="list-style-type: none"> <li>• Nurses responsibilities in diagnostic measures.(6 Hrs)</li> </ul>		
V (10 Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Explain the preventive aspects of cancer.</p> <p><b>Skill:</b> Aid in early diagnosis and treatment of the cancer patients.</p> <p><b>Attitude:</b> Participate in the rehabilitation of the patients with cancer.</p>	<p><b>Levels of prevention and care :</b></p> <ul style="list-style-type: none"> <li>• Primary prevention - Guidelines for cancer detection, general measures, Warning signs of cancer,</li> <li>• Self examination-Oral, Breast, Testicular</li> <li>• Secondary prevention - early diagnosis.</li> <li>• Screening. (6 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Rehabilitation: Mobility , Speech, Bowel and bladder, Ostomies, etc</li> <li>• Patient and family education.</li> <li>• Discharge instruction, follow-up care and use of community resources. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Tertiary prevention - disability limitation. (1 Hr)</li> </ul>
VI (25 Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Understand and explain various modalities of treatment for cancer clients.</p> <p><b>Skill:</b> Prepare clients with cancer for various therapies.</p> <p>Participate in the therapeutic procedures.</p> <p>Observe the response of different therapies in cancer clients.</p> <p>Discuss the ethical and legal issues in various therapies for cancer clients.</p> <p><b>Attitude:</b> Develop mind set to use different alternative and complimentary therapies.</p>	<p><b>Cancer Treatment Modalities and Nurse’s Role: Surgery-</b></p> <ul style="list-style-type: none"> <li>• Principles of surgical oncology. Current surgical strategy. Pre-intra-postoperative nursing. Acute &amp; chronic surgical complications. Future directions and advances (5 hrs)</li> </ul> <p><b>Chemotherapy:</b></p> <ul style="list-style-type: none"> <li>• Principles and classification of chemotherapeutics. Pharmacology of anti neoplastic drugs- Mechanism of action, Absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity. Calculating drug doses, Safety precautions (4 hrs)</li> </ul> <p><b>Radiation Therapy:</b></p> <ul style="list-style-type: none"> <li>• Physics of radiotherapy. Types of ionizing rays.</li> <li>• Radiation equipments: Linear accelerator, cobalt, Implants, Isotopes.Types of therapies: Oral, Brachytherapy, teletherapy, selectron therapy. Effects of radiation on the body tissue, Scaled sources.</li> </ul>	<p><b>Gene Therapy:</b> Current Concepts and practices.</p> <p><b>Alternative &amp; Complementary Therapies:</b> Current practices</p> <p><b>Immunotherapy (Biotherapy):</b> Concepts and principles. Classification of agents. Treatment and applications (3 hrs)</p> <p><b>Cancer Treatment Modalities and Nurse’s Role: Surgery-</b></p> <p>Determining surgical risk Special surgical techniques (3 Hrs)</p>	<ul style="list-style-type: none"> <li>• <b>Radiation safety :</b> Standards of Bhabha Atomic Research Centre (BARC) (1 hr)</li> <li>• <b>Bone Marrow Transplantation /Stem Cell Transplantation</b></li> <li>• Types, indications, transplantation procedure and complications</li> <li>• Types and donor sources.</li> <li>• Preparation and care of donor and recipient. Legal and ethical issues.(3 hrs)</li> <li>• <b>Chemotherapy</b></li> <li>• Therapeutic response to chemotherapy-Tumor variables, drug resistance.</li> <li>• <b>Radiation</b></li> <li>• Radiation biology - cell</li> </ul>

		Effectiveness of radiotherapy- Radio-sensitivity, treatment effects. Complications of radiotherapy.(4 hrs)		damage hypoxic cells, alteration of tumor kinetics. <b>Approaches to radiation</b> -External & Internal.(2 Hrs)
VII (10 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Describe theories of pain, types of cancer pain and management modalities for cancer patients. <b>Skill:</b> Practice principles of cancer pain control. Administer pain medications as prescribed. Provide psychological support to the clients with cancer pain <b>Attitude:</b> Demonstrate competence in management of pain by using various complementary therapies.	<b>Pain management: Theories, types and Management modalities:</b> Nature of cancer pain. ○ Pathophysiology of pain. Assessment of pain. Principles of cancer pain control. Pharmacological: Opioid and non-opioid analgesic therapy. Patient controlled analgesia (PCA) (3 hrs) Non Pharmacological pain relief technique: Psychological intervention in pain control. Role of nurse. (3 Hr)	<ul style="list-style-type: none"> <li>• Pain threshold</li> <li>• Recent developments in Cancer pain relief</li> <li>• Alternative system of medicines. (2 hrs)</li> <li>• Other invasive techniques of pain control.(1 Hr)</li> </ul>	<b>Non Pharmacological pain relief technique:</b> ○ Complementary therapies (Music, massage, meditation, relaxation techniques, biofeedback, etc.) (1 Hr)
VIII (5 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Explain concepts and elements of palliative care and nurses’ role in it. <b>Skill:</b> Identify quality of life issues. <b>Attitude:</b> Render palliative care in home and hospice setting.	<b>Palliative care:</b> <ul style="list-style-type: none"> <li>• Definition and scope, philosophy</li> <li>• Concept and elements of palliative care. Quality of life issues. Communication skill. Nursing perspective of palliative care and its elements. Role of nurse in palliative care. (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Global and Indian perspective of palliative care</li> <li>• Home care</li> <li>• Hospice care. (1 hr)</li> </ul>	
IX (2 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Explain the importance of infection control in cancer care. <b>Skill:</b> Practice standard safety measures while caring for cancer patients. <b>Attitude:</b> Illustrate the risk of infections in hospitalized clients.	<b>Infection control :</b> <ul style="list-style-type: none"> <li>• Nosocomial infections- prevention and control of infection in acute, long term care facility and community based care</li> <li>• Standard safety measures (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Process of infection, risk of hospitalization (1 hr)</li> </ul>	
X (27 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Explain the nursing care of clients with specific malignant disorders. <b>Skill:</b> Render culturally congruent and competent comprehensive care to the cancer patients <b>Attitude:</b> Educate clients and families about	<b>Nursing Care of Patients With specific Malignant Disorders:</b> <ul style="list-style-type: none"> <li>• Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver &amp; pancreas, care of ostomies / stoma (3 hrs)</li> </ul>		

	nutrition, exercises and other health promotion activities in cancer.	<ul style="list-style-type: none"> <li>• Respiratory malignancies (3 hrs)</li> <li>• Genitourinary system malignancies- prostate Bladder, renal, testicular malignancies, (4 hrs)</li> <li>• Gynecological malignancies-cervix, uterus, ovary (3 hrs)</li> <li>• Hematological malignancies Lymphomas, Leukemias (2 hrs)</li> <li>• Malignancies of musculoskeletal system (3 hrs)</li> <li>• Endocrine malignancies (3 hrs)</li> <li>• Skin (2 hrs)</li> <li>• Head and Neck-brain tumors. (3 hr)</li> <li>• Other malignancies, Breast cancer (1 hr)</li> </ul>		
XI (10 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Describe common malignancies in pediatric clients. <b>Skill:</b> Identify need of children with various malignancies and render them effective care. <b>Attitude:</b> Provide relevant health education to the parents.	<b>Pediatric malignancies:</b> <ul style="list-style-type: none"> <li>• Leukemia, Lymphoma, Neuroblastoma. (4 hrs)</li> <li>• Nursing Management of children with Pediatric Malignancies. (3 hrs)</li> </ul>	<b>Pediatric malignancies:</b> <ul style="list-style-type: none"> <li>• Wilm's tumor, Soft tissue sarcoma, Retinoblastoma. (3 hrs)</li> </ul>	
XII (13 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Understand the symptomatic treatment modalities for the cancer clients. <b>Skill:</b> Plan and arrange for appropriate diet for cancer clients. Render effective an efficient care for bed ridden cancer clients. Manage physiological symptoms in cancer clients. <b>Attitude:</b> Understand the impact of cancer on sexuality and provide sexual counseling to the cancer clients.	<b>Nursing Management of Physiological conditions and Symptoms of Cancer Patient:</b> <ul style="list-style-type: none"> <li>• Nutrition: - effects of cancer on nutritional Status and its consequences:- Anemia, Cachexia, Xerostomia, mucositis, Dysphagia, nausea and vomiting, constipation, diarrhea, electrolyte imbalance, taste alterations.</li> <li>• Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, foot drop. (5 Hrs)</li> </ul> <b>Other symptoms:</b> Dyspepsia & hiccup, dyspnoea, Intestinal obstruction, Fumigating wounds. Anxiety, depression, insomnia (2 hr)	<ul style="list-style-type: none"> <li>• Effects of radiotherapy / chemotherapy/surgery on sexuality of the cancer patient. (2 hrs)</li> <li>• Sexual counseling (1 hrs)</li> <li>• Lymph edema. (1 hr)</li> </ul>	

		<p><b>Impact of cancer on sexuality:</b></p> <ul style="list-style-type: none"> <li>Nursing management of cancer patients experiencing sexual dysfunction. (2 hrs)</li> </ul>		
XIII (10Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Describe the emergency conditions in cancer clients.</p> <p><b>Skill:</b> Demonstrate competence in identifying emergency situations in cancer clients. Report and intervene promptly and effectively to manage the cancer emergencies.</p> <p><b>Attitude:</b> Recognizes the signs of brain metastasis and vital organ involvement in cancer and render efficient care to relieve discomfort.</p>	<p><b>Cancer Emergencies:</b></p> <ul style="list-style-type: none"> <li>Disseminated intravascular coagulation (DIC)</li> <li>Malignant pleural effusion.</li> <li>Neoplastic cardiac tamponade, septic shock, spinal cord Compression.</li> <li>Superior vena cava syndrome.</li> <li>Metabolic emergency: hyper and hypo calcemia. Surgical emergency.</li> <li>Hemorrhage, Organ obstruction.</li> <li>Nurses role in managing oncologic emergencies. (8 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Urological emergency.</li> <li>Brain metastasis. (2 hrs)</li> </ul>	
XIV (10Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Understand the need for and explain the techniques involved in crisis intervention and stress management for the clients with cancer.</p> <p><b>Skill:</b> Practices various spiritual and alternative treatment modalities for management of stress in cancer case. Participates in crisis interventions for cancer clients.</p> <p><b>Attitude:</b> Provide culturally congruent care to the dying cancer client.</p>	<p><b>Psycho-Social Aspects of Nursing Care:</b> Psychosocial assessment. Crisis intervention, coping. Stress management, spiritual/cultural care and needs. Maximizing quality of life of patient and family. (3 hrs)</p> <p><b>Ethical, moral and legal issues:</b> (3 Hrs)</p> <ul style="list-style-type: none"> <li>Care of dying patient. Bereavement support. Care of Nurses who care for the dying. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Grief and grieving process</li> <li>Counseling: individual and family.</li> <li>Psychological responses of patients with cancer. (2 hrs)</li> </ul>	
XV (5Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Understand the significance of practice standards, policies and protocols. <b>Skill:</b> Frame policies and protocols for the oncology nursing unit.</p> <p><b>Attitude:</b> Provide suggestions for the improvement of functioning of oncology unit.</p>	<ul style="list-style-type: none"> <li>Practice Standards of oncology nursing. Policies and Procedures Quality Assurance Programme in oncology units (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Establishing Standing orders and Protocols. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Layout &amp; Design of an oncology institution / ward, OPD, chemotherapy unit, Bone marrow, transplantation unit, Pain clinic etc (1Hr)</li> </ul>

**AREA AND DISTRIBUTION OF CLINICAL HOURS:**

<i>Sr. No.</i>	<i>Dept / Unit</i>	<i>No. of weeks</i>	<i>Total hours</i>	<i>Sr. No.</i>	<i>Dept / Unit</i>	<i>No. of weeks</i>	<i>Total hours</i>
1	Medical Oncology ward	6	180	7	Out Patient department and pain clinic	2	60
2	Surgical Oncology ward	6	180	8	Palliative Care ward	2	60
3	Bone marrow transplantation Unit	2	60	9	Pediatric Oncology ward	2	60
4	Operation Theatre	2	60	10	Community Oncology	2	60
5	Radiotherapy Unit	2	60	11	Hospice	1	30
6	Chemotherapy Unit	4	120	12	Other field visits	1	30
Total		22	660			10	300
Grand Total						32	960

**TEACHING STRATEGY:**

Total Hours: 1110

Theory Hours: 150

Clinical Hours: 960

**TEACHING METHOD:**

Lectures, Seminars, Case presentation &amp; discussion, Clinical observation.

**A.V. AIDS:**

OHP, LCD, Posters, Blackboard, Demonstration.

**ASSIGNMENTS:****Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

**RECOMMENDED BOOKS:**

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.

- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.
- Joyce Griffin Sable (2007) Site Specific Cancer Series: Gastrointestinal cancer.
- L.K. Clarke and M.S. Drophin (2006) Site specific cancer series, Head Neck cancer.
- R.M. Carrol Johnson L. and N.S. Bush (2006) Psychological Nursing Care and Cancer Continuum. 2<sup>nd</sup> Edition.
- Brunner and suddarth, Text Book of Medical Surgical Cancer
- Marcelle Kaplan (2006) Understanding and managining Oncological Emergencies; A resource for Nurses.

Subject No.2  
CLINICAL SPECIALITY- II  
**MEDICAL SURGICAL NURSING**  
*SUB SPECIALITY - CRITICAL CARE NURSING*

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth knowledge in the field of Critical care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner / specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate trends and issues related to Critical Care Nursing.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients.
- Describe the various drugs used in critical care and nurse's responsibility.
- Perform physical, psychosocial & spiritual assessment.
- Demonstrate advance skills/competence in managing critically ill patients including Advance Cardiac Life Support.
- Demonstrate skill in handling various equipments/gadgets used for critical care.
- Provide comprehensive care to critically ill patients.
- Appreciate team work & coordinate activities related to patient care.
- Practice infection control measures.
- Assess and manage pain.
- Identify complications & take appropriate measures.
- Discuss the legal and ethical issues in critical care nursing.
- Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety.
- Assist in various diagnostic, therapeutic and surgical procedures.
- Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing.
- Identify the sources of stress and manage burnout syndrome among health care providers.
- Teach and supervise nurses and allied health workers.
- Design a layout of ICU and develop standards for critical care nursing practice.

**CONTENTS:**

**Unit I -Introduction to Critical Care Nursing:**

- Historical review- Progressive patient care(PPC)
- Review of anatomy and physiology of vital organs, fluid and electrolyte balance.
- Concepts of critical care nursing.
- Principles of critical care nursing.
- Scope of critical care nursing.
- Critical care unit set up including equipments supplies, use and care of various types of monitors & ventilators.
- Flow sheets.

**Unit II -Concept of Holistic care applied to critical care nursing practice**

- Impact of critical care environment on patients:-
  - Risk factors, Assessment of patients, Critical care psychosis, prevention & nursing care for "patients affected with psycho physiological & psychosocial problems of critical care unit, Caring for the patient's family, family teaching.
- The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy,

- Guided Imagery, acupuncture.
- Stress and burnout syndrome among health team members.

### **Unit III -Review:**

- Pharmacokinetics
- Analgesics/Anti inflammatory agents
- Antibiotics, antiseptics
- Drug reaction & toxicity
- Drugs used in critical care unit (inclusive of ionotropic, life saving drugs)
- Drugs used in various body systems.
- IV fluids and electrolytes.
- Blood and blood components.
- Principles of drug administration, role of nurses and care of drugs.

### **Unit IV -Pain Management:**

- Pain & Sedation in Critically ill patients.
- Theories of pain, Types of pain, Pain assessment, Systemic responses to pain.
- Pain management-pharmacological and non-pharmacological measures.
- Placebo effect.

### **Unit V -Infection control in intensive care unit**

- Nosocomial infection in intensive care unit: methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff.
- Nursing care of patients with sepsis: sepsis care bundle

### **Unit VI -Gastrointestinal System:**

- Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:-Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis.

### **Unit VII -Renal System:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma.
- Management Modalities: Hemo dialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venous hemodialysis, Renal Transplant.

### **Unit VIII -Nervous System:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Common Neurological Disorders:- Cerebro vascular disease, Cerebro vascular accident, Seizure disorders, Guillein Barre- Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury.
- Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy.
- Problems associated with neurological disorders. Thermo regulation, Unconsciousness, Herniation syndrome.

### **Unit IX -Endocrine System:**

- Causes Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis.
- Management : Medical, Surgical and Nursing Management of - Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate / hypersecretion of Antidiuretic Hormone (SIADH).

### **Unit X -Management of other Emergency Conditions:**

- Mechanism of injury, Thoracic injuries, abdominal injuries, pelvic fractures, complications of trauma, Head injuries.
- Shock: Shock syndrome, Hypo volemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock.
- Systemic inflammatory Response: The inflammatory response, multiple organ dysfunction syndromes.
- Disseminated Intravascular Coagulation.

- Drug Overdose and Poisoning,
- Acquired Immunodeficiency Syndrome (AIDS).

### **Unit XI -Cardiovascular emergencies:**

- Principles of Nursing in caring for patients with Cardio vascular disorders.
- Assessment: Cardiovascular system: Heart sounds, Diagnostic studies: Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies.
- Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management: Medical, Surgical & Nursing management of:-Hypertensive crisis. Coronary artery disease, Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias & conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS.
- Management Modalities: Thrombolytic therapy, Pacemaker - temporary & permanent, Percutaneous transluminal coronary angioplasty, Cardioversion, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries. Coronary Artery Bypass Grafts (CABG; MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation.

### **Unit XII -Respiratory System:**

- Acid-base balance & imbalance.
- Assessment: History & Physical Examination.
- Diagnostic Tests: Pulse Oximetry, End -Tidal Carbon Dioxide Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test,' Ventilation perfusion scan, Lung ventilation scan.
- Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management : Medical, Surgical and Nursing management of Common pulmonary disorders:-Pneumonia, Status asthmaticus, interstitial drug disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax.
- Management Modalities: - Invasive, non-invasive, long term mechanical ventilations.
- Bronchial Hygiene: - Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic Surgeries.

### **Unit XIII -Burns:**

- Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical & Nursing management of burns.
- Fluid and electrolyte therapy - calculation of fluids and its administration.
- Pain management.
- Wound care.
- Infection control.
- Prevention and management of burn complications.
- Grafts and flaps
- Reconstructive surgery
- Rehabilitation.

### **Unit XIV -Obstetrical Emergencies:**

- Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis.
- Management: Medical, Surgical and Nursing management of :Antepartum haemorrhage, Preeclampsia,eclampsia, Obstructed labour and ruptured uterus, Post partum haemorrhage, Peurperal-sepsis, Obstetrical shock.

### **Unit XV -Neonatal Pediatric emergencies:**

- Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of
  - Neonatal emergencies.
- Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane Disease), Congenital disorders:-
  - Cyanotic heart disease, trachea-oesophageal fistula, congenital hypertropic pyloric stenosis, imperforate anus.

- Pediatric emergencies.
- Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmatics.

**Unit XVI -Other Emergencies:**

- Ophthalmic: Eye injuries, Glaucoma, retinal detachment.
- Ear Nose Throat: Foreign bodies, stridor, bleeding, quincy, acute allergic conditions.
- Psychiatric emergencies; suicide,
- Crisis intervention.

**Unit XVII -Legal and ethical issues in critical care-Nurse's role:**

- Brain death.
- Organ donation & Counseling.
- Do Not Resuscitate (DNR)
- Euthanasia
- Living will

**Unit XVIII -Quality assurance:**

- Standards, Protocols, Policies, Procedures.
- Infection control: Standard safety measures.
- Nursing audit.
- Staffing.
- Design of ICU/CCU

**PRACTICAL:**

- Clinical practice in critical care units like coronary care unit, cardio thoracic intensive care units, Medical, Surgical and Neuro / neurosurgical ICUs, Emergency Department, Operating Room, Dialysis unit, Transplant room, Trauma care units.
- **ESSENTIAL CRITICAL CARE NURSING SKILLS:**
- **Procedures to be observed:** CT scan, MRI, EEG, Hemodialysis, Endoscopic Retrograde cholangio Pancreaticogram (ERCP), Heart / Neuro / GI. / Renal Surgeries.
- **Procedures to be Assisted:** Advanced life support system, Basic cardiac life support, Arterial line / arterial pressure monitoring/blood taking, Arterial blood gas, ECG recording, Blood transfusion, IV cannulation therapy, Arterial Catheterization, Chest tube insertion, Endotracheal intubations, Ventilation, Insertion of central line / CVP line, Connecting lines for dialysis.
- **Procedures Performed:** Airway management, Application of oropharyngeal airway, Oxygen therapy, CPAP (Continuous Positive Airway pressure), Care of tracheostomy, Endotracheal extubation, Cardiopulmonary resuscitation, Basic cardiac life support, ECG, Monitoring of critically ill patients - clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG, Gastric lavage, Assessment of critically ill patients, Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities, Admission & discharge of critically ill patients, Nutritional needs - gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education, Assessment of patient for alteration in blood sugar levels monitor LT1g blood sugar levels periodically & administering insulin, periodical administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration, Setting up dialysis machine and starting, monitoring and closing dialysis, Procedures for prevention of infections :  
Hand washing, Disinfection & sterilization surveillance, and fumigation universal precautions, Collection of specimen, Setting, use &. Maintenance of basic equipments- ventilator, O2 analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.

**CLINICAL SPECIALITY- II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY- CRITICAL CARE NURSING**

<i>Unit No. &amp; Hours</i>	<i>Objectives</i>	<i>Contents with Distributed Hours</i>		
		<i>Must Know</i>	<i>Desirable to Know</i>	<i>Nice to Know</i>
I (5 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Understand concept of critical care and explain principles of critical care. <b>Skill:</b> Identify scope of critical care. <b>Attitude:</b> Participate in setting critical care unit.	<b>Introduction to Critical Care Nursing:</b> <ul style="list-style-type: none"> <li>• Concepts of critical care nursing.</li> <li>• Principles of critical care nursing.</li> <li>• Scope of critical care nursing.</li> <li>• Critical care unit set up including equipments supplies, use and care of various types of monitors &amp; ventilators.</li> <li>• Flow sheets. (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of anatomy and physiology of vital organs, fluid and electrolyte balance. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical review- Progressive patient care (PPC)</li> </ul>
II (10 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand the impact of critical care environment on patients and his family and explain the dynamics of healing in critical care. <b>Skill:</b> Practice critical care with holistic approach. <b>Attitude:</b> Protect self and other health care professionals from stress and burnout syndrome.	<b>Concept of Holistic care applied to critical care nursing practice:</b> <b>Impact of critical care environment on patients:-</b> <ul style="list-style-type: none"> <li>• Risk factors, Assessment of patients, Critical care psychosis, prevention &amp; nursing care for patients affected with psycho physiological &amp; psychosocial problems of critical care unit, caring for the patient's family, family teaching. (5 hrs)</li> <li>• The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure. (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Stress and burnout syndrome among health team members. (1 hr)</li> </ul>	
III (14 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Describe the pharmacokinetics of various groups of drugs used for critical care. <b>Skill:</b> Administer various groups of drugs while rendering critical care to the clients	<b>Review : Pharmacokinetics-</b> <ul style="list-style-type: none"> <li>• Analgesics/Anti inflammatory agents.</li> <li>• Antibiotics, antiseptics.</li> <li>• Drug reaction &amp; toxicity.</li> <li>• Drugs used in critical care unit. (inclusive of ionotropic, life saving drugs)</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of drug administration, role of nurses and care of drugs. (4 hrs)</li> </ul>	

	safely and therapeutically. <b>Attitude:</b> Identify the adverse effects of the emergency drugs and intervene promptly.	<ul style="list-style-type: none"> <li>• Drugs used in various body systems.</li> <li>• IV fluids and electrolytes.</li> <li>• Blood and blood components.</li> </ul> (10 hrs)		
IV (5 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Explain the pain management modalities in critically ill patients. <b>Skill:</b> Manage pain effectively in critically ill patients. <b>Attitude:</b> Take initiative in developing and implementing new pain management strategies for critically ill patients.	<b>Pain Management:</b> <ul style="list-style-type: none"> <li>• Pain &amp; Sedation in Critically ill patients.</li> <li>• Pain management-pharmacological and non-pharmacological measures.</li> <li>• Placebo effect. ( 4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Theories of pain, Types of pain, Pain assessment, Systemic responses to pain.</li> </ul> (1 hr)	
V (5 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand the need for and strategies for infection control in intensive care units. <b>Skill:</b> Develop policies related to disinfection, sterilization, standard safety measures and safety of staff in intensive care unit. <b>Attitude:</b> Become member of infection control committee.	<b>Infection control in intensive care unit:</b> <ul style="list-style-type: none"> <li>• Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff.</li> <li>• Nursing care of patient with sepsis and sepsis care bundle</li> </ul> (5 hrs)		
VI (10 Hrs)	At the end of the unit the students are able to – <b>Knowledge:</b> Explain the pain management modalities in critically ill patients. <b>Skill:</b> Manage pain effectively in critically ill patients. <b>Attitude:</b> Take initiative in developing and implementing new pain management strategies for critically ill patients.	<b>Gastrointestinal System :</b> <b>Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:</b> <ul style="list-style-type: none"> <li>• Acute Gastrointestinal Bleeding, Abdominal injury. (5 Hrs)</li> <li>• Hepatic Disorders:-Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis. (5 Hrs)</li> </ul>		

<p>VII (10 Hrs)</p>	<p>At the end of the unit the students are able to  <b>Knowledge:</b> Understand and describe the renal conditions requiring critical care.  <b>Skill:</b> Identify the clients with and render effective critical care to clients with conditions of renal system.  <b>Attitude:</b> Provide health education to clients and their families regarding dietary restriction in renal disorders requiring critical care.</p>	<p><b>Renal System :</b>  <b>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-</b></p> <ul style="list-style-type: none"> <li>• Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma. (5 Hrs)</li> <li>• Management Modalities: Hemo dialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venus hemodialysis, Renal Transplant.(5 Hrs)</li> </ul>		
<p>VIII (10 Hrs)</p>	<p>At the end of the unit the students are able to  <b>Knowledge:</b> Understand and explain the neurological conditions requiring critical care.  <b>Skill:</b> Identify and manage conditions of nervous system demanding critical care.  <b>Attitude:</b> Practice critical care for neurological clients in all clinical settings.</p>	<p><b>Nervous System :</b>  <b>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:</b></p> <ul style="list-style-type: none"> <li>• Common Neurological Disorders:- Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, Guillein Barre- Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury. (5 hrs)</li> <li>• Problems associated with neurological disorders. Thermo-regulation, Unconsciousness, Herniation syndrome. (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy. (1 hr)</li> </ul>	
<p>IX (5 Hrs)</p>	<p>At the end of the unit the students are able to  <b>Knowledge:</b> Understand and explain the endocrine system conditions requiring critical care.  <b>Skill:</b> Identify and manage conditions of endocrine system demanding critical care.  <b>Attitude:</b> Practice critical care for clients with endocrine disorders in all clinical</p>	<p><b>Endocrine System :</b>  <b>Causes Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management : Medical, Surgical and Nursing Management of :</b></p> <ul style="list-style-type: none"> <li>• Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema,</li> </ul>	<ul style="list-style-type: none"> <li>• Syndrome of Inappropriate / hypersecretion of Antidiuretic Hormone (SIADH) (1 hr)</li> </ul>	

	settings.	<ul style="list-style-type: none"> <li>• Adrenal crisis (4 hrs)</li> </ul>		
X (10 Hrs)	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge:</b> Understand and describe other emergency conditions such as head injury, shock. Thoracic injuries, drug overdose and DIC.</p> <p><b>Skill:</b> Identify and manage clients with shock, head and chest injuries, DIC and drug overdoses.</p> <p><b>Attitude:</b> Render first aid and advanced critical care in times of need in all settings.</p>	<p><b>Management of other Emergency Conditions:</b></p> <ul style="list-style-type: none"> <li>• Mechanism of injury, Thoracic injuries, abdominal injuries, pelvic fractures, complications of trauma, Head injuries.</li> <li>• Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock.</li> <li>• Disseminated Intravascular Coagulation, Drug Overdose and Poisoning. (8 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic inflammatory Response: The inflammatory response, multiple organ dysfunction syndromes.</li> <li>• Acquired Immunodeficiency Syndrome (AIDS) (2 hrs)</li> </ul>	
XI (20 Hrs)	<p>At the end of the unit the students are able to</p> <p><b>Knowledge:</b> Understand and explain Cardiovascular emergencies requiring intensive critical care.</p> <p><b>Skill:</b> Identify and manage clients suffering from cardiovascular emergencies conditions.</p> <p><b>Attitude:</b> Provide health education to prevent relapses of cardiovascular emergencies.</p>	<p><b>Cardiovascular Emergencies:</b></p> <ul style="list-style-type: none"> <li>• Principles of Nursing in caring for patients with cardiovascular disorders.</li> <li>• Assessment: Cardiovascular system: Heart sounds, Diagnostic studies: Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies.</li> <li>• Causes, Pathophysiology, Clinical types, Clinical features, Diagnosis &amp; Prognosis, Management: Medical, Surgical &amp; Nursing management of:- Hypertensive crisis. Coronary artery disease, acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias &amp; conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS.</li> <li>• Management Modalities: Thrombolytic therapy, Pacemaker - temporary &amp; permanent. (16 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Percutaneous transluminal coronary angioplasty, Cardioversion, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries. Coronary Artery Bypass Grafts (CABGj MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation. (4 hrs)</li> </ul>	

<p style="text-align: center;">XII (15 Hrs)</p>	<p>At the end of the unit the students are able to</p> <p><b>Knowledge:</b> Describe respiratory conditions that are managed critically.</p> <p><b>Skill:</b> Identify and manage clients suffering from respiratory conditions that demand intensive care.</p> <p>Prepare clients for various invasive investigations of respiratory tract.</p> <p>Interpret reports of various investigations and diagnostic tests carries out for clients suffering from respiratory emergencies.</p> <p><b>Attitude:</b> Demonstrate competence in caring for patients on artificial ventilator.</p>	<p><b>Respiratory System:</b></p> <ul style="list-style-type: none"> <li>• Diagnostic Tests: Pulse Oximetry, End -Tidal Carbon Dioxide Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test,' Ventilation perfusion scan, Lung ventilation scan.</li> <li>• Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management : Medical, Surgical and Nursing management of Common pulmonary disorders:-Pneumonia, Status asthmaticus, interstitial drug disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax.</li> <li>• Management Modalities: Invasive, non-invasive, long term mechanical ventilations.</li> <li>• Bronchial Hygiene: Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic Surgeries. (13 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Acid-base balance &amp; imbalance.</li> <li>• Assessment: History &amp; Physical Examination. (2 hrs)</li> </ul>	
<p style="text-align: center;">XIII (7 Hrs)</p>	<p>At the end of the unit the students are able to –</p> <p><b>Knowledge</b> – Describe classification and degrees of burns and the management of clients with burns.</p> <p><b>Skill:</b> Assess the fluid and electrolyte replacement needs of the patients, Actively participates in the wound care and pain management of the clients. Strive for infection control in clients with burns.</p> <p><b>Attitude:</b> Prepare the client for</p>	<p><b>Burns:</b></p> <ul style="list-style-type: none"> <li>• Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical &amp; Nursing management of burns.Fluid and electrolyte therapy - calculation of fluids and its administration. Pain management.Wound care, Infection control.Prevention and management of burn complications, Grafts and flaps, Reconstructive surgery,</li> </ul>		

	reconstructive surgery and aid in rehabilitation of the client.	Rehabilitation. (7 hrs)		
XIV (5 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Describe obstetrical conditions requiring critical care. <b>Skill:</b> Identify obstetric patients requiring critical care and render prompt effective care to these clients in all settings. <b>Attitude:</b> Demonstrate vigil in caring for clients with obstetrical emergencies.	<b>Obstetrical Emergencies: Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :</b> Ante partum hemorrhage, Preeclampsia, eclampsia, obstructed labour and ruptured uterus, Post partum hemorrhage, Puerperal-sepsis, Obstetrical shock. (5 hrs)		
XV (10 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand and explain various neonatal and pediatric conditions requiring critical care. <b>Skill:</b> Identify neonatal and pediatric critical care needs and render efficient competent care to such clients. <b>Attitude:</b> Support the families of clients suffering from neonatal and pediatric emergencies.	<b>Neonatal Pediatric emergencies: Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of:</b> <b>Neonatal emergencies:</b> Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane Disease), <b>Congenital disorders:</b> Cyanotic heart disease, trachea-esophageal fistula, congenital hypertrophic pyloric stenosis, imperforate anus. Pediatric emergencies. Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus. (10 hrs)		
XVI (5 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Explain emergencies related to eye, ear, nose throat and psychiatric problems that require critical care. <b>Skill:</b> Render effective and efficient critical care to clients suffering from emergencies	<b>Other emergencies:</b> • Ophthalmic: Eye injuries, Glaucoma, retinal detachment. • Ear Nose Throat: Foreign bodies, strider, bleeding, Quincy, acute allergic conditions. (3 Hrs)	• Crisis intervention. (1 Hr) • Psychiatric emergencies, suicide. (1 Hr)	

	of eye, ear, nose, throat and psychological problems. <b>Attitude:</b> Prepare self for crisis intervention.			
XVII (2 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Describe nurses' role in ethical and legal issues encountered in critical care. <b>Skill:</b> Assume appropriate responsibility for the ethical and legal issues in critical care. <b>Attitude:</b> Protects self and patients rights in critical care unit.	<b>Legal and ethical issues in critical care-Nurse's role:</b> <ul style="list-style-type: none"> <li>• Brain death.</li> <li>• Organ donation &amp; Counseling.</li> <li>• Do Not Resuscitate (DNR)</li> <li>• Euthanasia. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Living will.</li> </ul>	
XVIII (2 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Explain the standards, protocols and policies in the Critical care units and understand need for practicing standard safety measures. <b>Skill:</b> Practice standard safety measures. <b>Attitude:</b> Establish standards & conduct nursing audit.	<b>Quality assurance:</b> <ul style="list-style-type: none"> <li>• Standards, Protocols, Policies, Procedures.</li> <li>• Infection control: Standard safety measures.</li> <li>• Nursing audit.</li> <li>• Staffing. (2 hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• Design of ICU/CCU</li> </ul>



- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.
- Gerard J. Tortora, 'Principles of Anatomy and Physiology', Published by John Wiley and Sons, USA.
- Ross and Wilson, 'Anatomy and Physiology in health and illness', Elsevier.
- Guyton and Hall, 'Text Book of Medical Physiology', A Prisms Indian Edition Pvt. Ltd.
- John Luckmann, 'Medical Surgical Nursing' Saunders Company, Philadelphia, London.
- Joyce M. Black and Jane Hokanson Hawks, 'Medical Surgical Nursing – Clinical Management for Positive Outcome', Elsevier India.
- Janet Kicks Keen, 'Critical Care Nursing Consultant', Mosby.
- Kuruvilla Jaya, 'Essentials of Critical Care Nursing', Jaypee Brothers, Mumbai.

Subject No.2  
CLINICAL SPECIALITY -II  
**MEDICAL SURGICAL NURSING**  
***SUB SPECIALITY – NEPHRO-UROLOGY NURSING***

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of nephro and urology nursing.

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate trends and issues related to nephro and urological nursing.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of nephro and urological conditions.
- Perform physical, psychosocial & spiritual assessment.
- Assist in various diagnostic, therapeutic and surgical interventions.
- Provide comprehensive nursing care to patients with nephro and urological conditions.
- Describe the various drugs used in nephro and urological conditions and nurses responsibility.
- Demonstrate skill in handling various equipments & gadgets used for patients with nephro and urological conditions.
- Appreciate team work & coordinate activities related to patient care.
- Practice infection control measures.
- Identify emergencies and complications & take appropriate measures.
- Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
- Discuss the legal and ethical issues in nephro and urological nursing.
- Identify the sources of stress and manage burnout syndrome among health care providers.
- Appreciate the role of alternative system of medicine in the care of patient.
- Incorporate evidence based nursing practice and identify the areas of research in the field of nephro and urological nursing.
- Teach and supervise nurses and allied health workers.
- Design a layout of kidney transplant unit and dialysis unit.
- Develop standards of nephro-urological nursing practice.

**CONTENTS:**

**Unit I -Introduction:**

- Historical development: trends and issues in the field of nephro and urological nursing.
- Nephro and urological problems. Concepts, principles and nursing perspectives. Ethical and legal issues. Evidence based nursing and its application in nephro and urological nursing(to be incorporated in all the units).

**Unit II -Epidemiology:**

- Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders. Risk factors associated with nephro and urological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations. Health promotion, disease prevention, life style modification and its implications to nursing.

**Unit III -Review of anatomy and physiology of urinary system:**

- Embryology. Structure and functions. Renal circulation. Physiology of urine formation. Fluid and electrolyte balance. Acid base balance. Immunology specific to kidney.

**Unit IV -Assessment of diagnostic measures:**

- History taking. Physical assessment, psychosocial assessment. Common assessment abnormalities-

dysurea, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria. Diagnostic tests-urine studies, blood chemistry, radiological procedures -KUB, IVP, nephrotomogram, retrograde pyelogram, renal arteriogram, renal ultrasound, CT scan, MRI, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies- cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, videourodynamics, Whitaker study. Interpretation of diagnostic measures.

- Nurse's role in diagnostic tests.

#### **Unit V -Renal immunopathy / Immunopathology:**

- General Concept of immunopathology. Immune mechanism of glomerular vascular disease.
- Role of mediator systems in glomerular vascular disease.

#### **Unit VI -Urological Disorders and Nursing Management:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of: Urinary tract infections- pyelonephritis, lower urinary tract infections, Disorders for ureters, bladder and urethra Urinary tract infections. Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux, Bladder disorders- neoplasms, calculi, neurogenic bladder, trauma, congenital abnormalities. Benign prostrate hypertrophy (BPH.) Ureteral disorders: ureteritis, ureteral trauma, congenital: anomalies of ureters. Urethral disorders- tumours, trauma, and congenital anomalies of ureters.

#### **Unit VII -Glomerular disorders and nursing management:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of: Glomerularo-nephritis- chronic, acute nephrotic syndrome. Acute Renal failure and chronic renal failure. Renal calculi. Renal tumours-benign and malignant. Renal trauma. Renal abscess. Diabetic nephropathy. Vascular disorders. Renal tuberculosis. Polycystic. Congenital disorders. Hereditary renal disorders.

#### **Unit VIII -Management of Renal emergencies:**

- Anuria. Acute Renal failure, Poisoning. Trauma, Haematuria. Urine retention. Acute graft rejection.
- Nurse's role.

#### **Unit IX -Drugs used in urinary disorders:**

- Classification. Indications, contraindications, actions and effects, toxic effects. Role of nurse.

#### **Unit X -Dialysis:**

- Dialysis- Historical, types, Principles, goals. Hemodialysis- vascular access sites- temporary and permanent. Peritoneal dialysis. Dialysis Procedures- steps, equipments, maintenance. Role of nurse- pre dialysis, intra and post dialysis. Complications. Counseling and Patient education, Records and reports.

#### **Unit XI -Kidney transplantation:**

- Nursing management of a patient with Kidney transplantation: Kidney transplantations- a historical review. Immunology of graft rejections. The recipient of a renal transplant. Renal preservations. Human -Leucocytic Antigen (HLA) typing matching and cross matching in renal transplantation. Surgical techniques of renal transplantations. Chronic renal transplant rejection. Complication after KTP: Vascular and lymphatic, Urological, cardiovascular, liver and neurological, infectious complication. KTP in children and management of pediatric patient with KTP. KTP in developing countries. Results of KTP. Work up of donor and recipient for renal transplant. Psychological aspect of KTP and organ donations. Ethics in transplants, Cadaveric transplantation.

#### **Unit XII - Rehabilitation of patient with nephrological problems.**

- Risk factors and prevention. Rehabilitation of patients on dialysis and after kidney transplant. Rehabilitation of patients after urinary diversions. Family and patient teaching..

#### **Unit XIII -Pediatric urinary disorders:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology.
- Medical, surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulc nephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, familial factors in renal diseases in childhood, Haemolytic uraemic syndrome. Benign recurrent haematuria, nephropathy, wilms' tumour.

#### **Unit XIV -Critical care units – dialysis, KTP unit:**

- Philosophy, aims and objectives. Policies, staffing pattern, design and physical plan of Dialysis and KTP units. Team approach, functions. Psychosocial aspects in relation to staff and clients of ICU, dialysis unit. In-service education. Ethical and legal issues.

### **Unit XV -Quality assurance in nephrological nursing practice:**

- Role of advance practitioner in nephrological nursing. Professional practice standards. Quality control in nephrological nursing and Nursing audit.

### **PRACTICAL:**

- **Procedures to be observed:** CT scan, MRI, Radiographic studies, Urodynamics, Hemo dialysis, Renal Surgeries.
- **Procedures to be assisted:** Blood transfusion, I.V. cannulation & therapy, Arterial Catheterization, Insertion of central line / CVP line, Connecting lines for dialysis, peritoneal dialysis, renal biopsy, Endoscopies- Bladder, urethra.
- **Procedures to be Performed :**Health assessment, Insertion of urethral and supra pubic catheters, Urine analysis, Catheterization, Peritoneal dialysis, Bladder irrigation, Care of ostomies, Care of urinary drainage, Bladder training, Care of vascular access, Setting up dialysis machine and starting, monitoring & closing dialysis, Procedures for prevention of infections: Hand washing, disinfection & sterilization surveillance, and fumigation universal precaution, Collection of specimen. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration, monitoring fluid therapy, electrolyte imbalance. Nutritional need, diet therapy, patient education and Counseling.

**CLINICAL SPECIALITY- II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY-NEPHRO-UROLOGY NURSING**

<i>Unit No. &amp; Hours</i>	<i>Objectives</i>	<i>Contents with distributed Hours</i>		
		<i>Must Know</i>	<i>Desirable to Know</i>	<i>Nice to know</i>
I (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the concepts and principles of nursing client with nephro-uro conditions. <b>Skill:</b> Practice principles of nursing while caring for these clients. <b>Attitude:</b> Provide evidence based nursing care.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Nephro and urological problems Concepts, principles and nursing perspectives</li> <li>Evidence based nursing and its application in nephro and urological nursing (to be incorporated in all the units) (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Historical development: trends and issues in the field of nephro and urological nursing.</li> <li>Ethical and legal issues. (2 hrs)</li> </ul>	
II (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Describe major nephro-uro problems among populations. <b>Skill:</b> Identify the risk factors contributing to renal conditions. <b>Attitude:</b> Provide health education related to lifestyle modification and promotion of health to the clients& family.	<b>Epidemiology:</b> <ul style="list-style-type: none"> <li>Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders.</li> <li>Risk factors associated with nephro and urological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations.(4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Health promotion, disease prevention, life style modification and its implications to nursing. (1 hr)</li> </ul>	
III (5 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Recall anatomy and physiology of urinary system. <b>Skill:</b> Identify fluid & electrolyte balance needs & provide care accordingly. <b>Attitude:</b> Appreciate anatomical and/or physiological deviations & its effects on quality of life.	<b>Review of anatomy and physiology of urinary system:</b> <ul style="list-style-type: none"> <li>Structure and functions</li> <li>Renal circulation</li> <li>Physiology of urine formation</li> <li>Fluid and electrolyte balance</li> <li>Acid base balance (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Immunology specific to kidney. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Embryology (1 hr)</li> </ul>
IV (20 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain the assessment of clients with urinary conditions. <b>Skill:</b> Prepare the clients for various investigations.	<b>Assessment of diagnostic measures:</b> <ul style="list-style-type: none"> <li>History taking.</li> <li>Physical assessment.</li> <li>Common assessment abnormalities-</li> </ul>	<ul style="list-style-type: none"> <li>Psychosocial assessment</li> <li>Renal ultra sound, CT scan, MRI,</li> </ul>	

	<p>Collect specimen for different investigations.</p> <p>Interpret the reports of diagnostic tests. Assit &amp;/or carry various daignositc procedures correctly. <b>Attitude:</b> provide adequate explanation and relieve anxiety of clients undergoing invasive diagnostic procedures.</p>	<p>dysurea, frequency, enuresis, urgency, hesitancy, haemturia, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria. (5 hrs)</p> <ul style="list-style-type: none"> <li>• Diagnostic tests-urine studies, blood chemistry, radiological procedures - KUB, IVP, nephrotomogram, retrograde pylogram, renal arteriogram, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies- cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, videourodynamics, Whitaker study. (10 hrs)</li> <li>• Nurse's role in diagnostic tests.(2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of diagnostic measures. (3 hrs)</li> </ul>	
V (5 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain the immune mechanism of glomerular vascular diseases.</p> <p><b>Skill:</b> Identify the role of mediator systems in glomerular vascular diseases and the symptomatology related to it.</p> <p><b>Attitude:</b> Educate the clients about normal immune response and the precautions in autoimmune diseases.</p>	<p><b>Renal immunopathy/ Immunopathology:</b></p> <ul style="list-style-type: none"> <li>• Immune mechanism of glomerular vascular disease</li> <li>• Role of mediator systems in glomerular vascular disease. (4 hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• General Concept of immunopathology (1 hr)</li> </ul>
VI (15 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Describe different disorders of ureters, bladder, and urethra and their medical, surgical and nursing management.</p> <p><b>Skill:</b> Identify the clients with disorders of ureters, bladder and urethra and render efficient care to them.</p> <p><b>Attitude:</b> Provide relevant health education related to diet, life style modifications and prevention of recurrence to the clients suffering from urological disorders.</p>	<p><b>Urological Disorders and Nursing Management:</b></p> <p><b>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of:</b></p> <ul style="list-style-type: none"> <li>• Urinary tract infections- pyelonephritis, lower urinary tract infections,</li> <li>• Disorders for ureters, bladder and urethra</li> </ul>	<p><b>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of:</b></p> <ul style="list-style-type: none"> <li>• Congenital anomalies of ureters.</li> <li>• Congenital abnormalities. (2 Hrs)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Urinary tract infections-</li> <li>• Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux,</li> <li>• Bladder disorders- neoplasms, calculi, neurogenic bladder, trauma,</li> <li>• Benign prostrate hypertrophy (BPH)</li> <li>• Ureteral disorders: ureteritis, ureteral trauma, congenital: anomalies of ureters</li> <li>• Urethral disorders- tumours, trauma, (13 hrs)</li> </ul>		
VII (25 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain glomerular disorders &amp; its medical, surgical &amp; nursing management.</p> <p><b>Skill:</b> Identify the signs and symptoms of different glomerular disorders and render specific care to these clients.</p> <p><b>Attitude:</b> Help client modify their diet, life style, to prevent recurrence and promote renal health.</p>	<p><b>Glomerular disorders- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of:</b></p> <ul style="list-style-type: none"> <li>• Glomerulo-nephritis- chronic, acute, nephritic syndrome (3 hrs)</li> <li>• Acute Renal failure and chronic renal failure. (2 hrs)</li> <li>• Renal calculi (3 hrs)</li> <li>• Diabetic nephropathy (2 hrs)</li> <li>• Vascular disorders (3 hrs)</li> <li>• Renal tuberculosis (2 hrs)</li> <li>• Polycystic (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Renal tumors-benign and malignant. (2 hrs)</li> <li>• Renal trauma. (1 hr)</li> <li>• Renal abscess. (1 hr)</li> <li>• Congenital disorder.s (2 hrs)</li> <li>• Hereditary renal disorders. (2 hrs)</li> </ul>	
VIII (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Discuss renal emergencies &amp; its management.</p> <p><b>Skill:</b> Recognize renal emergencies &amp; provide competent care.</p> <p><b>Attitude:</b> Equip self with modern therapies used in the treatment of renal emergencies.</p>	<ul style="list-style-type: none"> <li>• <b>Renal Emergencies-</b>Management of Renal emergencies:</li> <li>• Anuria</li> <li>• Acute renal failure, Poisoning</li> <li>• Trauma, Urine retention</li> <li>• Acute graft rejection</li> <li>• Hematuria</li> <li>• Nurse's role (10 hrs)</li> </ul>		

IX (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand different groups of drugs used in the urinary disorders. <b>Skill:</b> Interpret the effects of various drugs administered. <b>Attitude:</b> Recognize record & report the effects of drugs.	<b>Drugs used in urinary disorders:</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Indications, contraindications, actions and effects, toxic effects</li> <li>• Role of nurse. (10 hrs)</li> </ul>		
X (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Discuss dialysis, preparation & care of patients undergoing dialysis. <b>Skill:</b> Identify the needs of the clients treated with dialysis and render effective pre, intra and post dialysis care & maintain accurate adequate records of clients undergoing dialysis. <b>Attitude:</b> Provide necessary health education on life style modification & care of vascular access sites.	<b>Dialysis:</b> <ul style="list-style-type: none"> <li>• Dialysis- types, Principles, goals</li> <li>• Hemodialysis- vascular access sites- temporary and permanent.</li> <li>• Peritoneal dialysis. Dialysis Procedures- steps, equipments, maintenance</li> <li>• Role of nurse- pre dialysis, intra and post dialysis. Complications. Counseling.</li> <li>• Patient education. Records and reports. (9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical aspects of dialysis. (1 Hr)</li> </ul>	
XI (13 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the procedure of kidney transplant and preparation for and post operative care of the clients with kidney transplant. <b>Skill:</b> Identify the bio psychosocial needs of client undergoing kidney transplant. Render competent care to the clients with kidney transplant. Recognize early signs of transplant rejection, report & intervene promptly. <b>Attitude:</b> Educate the client, family members with kidney transplant.	<b>Kidney transplantation Nursing management of a patient with Kidney transplant:</b> <ul style="list-style-type: none"> <li>• Immunology of graft rejections</li> <li>• The recipient of a renal transplant</li> <li>• Renal preservations</li> <li>• Human –Leucocytic Antigen (HLA) typing matching and cross matching in renal transplantation.</li> <li>• Chronic renal transplant rejection.</li> <li>• Complication after KTP: Vascular and lymphatic, Urological, cardiovascular, liver and neurological, infectious complication.</li> <li>• Work up of donor and recipient for renal transplant. (8 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Kidney transplantations- a historical review</li> <li>• KTP in children and management of pediatric patient with KTP.</li> <li>• Ethics in transplants</li> <li>• Cadaveric transplantation. (2 hrs)</li> <li>• Surgical techniques of renal transplantations. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• KTP in developing countries.</li> <li>• Results of KTP.</li> <li>• Psychological aspect of KTP and organ donations. (2 hr)</li> </ul>
XII (6 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the need of rehabilitation. <b>Skill:</b> Initiate& Participate in rehabilitation of client undergoing dialysis & kidney transplant.	<ul style="list-style-type: none"> <li>• <b>Rehabilitation:</b></li> <li>• Rehabilitation of patient with nephrological problems. Risk factors and prevention. Rehabilitation of patients on dialysis and after kidney transplant.</li> </ul>		

	<p><b>Attitude:</b> Educate clients and their families on care &amp; modification in lifestyle.</p>	<ul style="list-style-type: none"> <li>• Rehabilitation of patients after urinary diversions. Family and patient teaching. (6 hrs)</li> </ul>		
<p>XIII (10 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Describe the management modalities for the children with renal diseases.  <b>Skill:</b> Identify renal diseases in children and render effective care. Prepare children for different diagnostic &amp; treatment procedures.  <b>Attitude:</b> Educate care giver about lifestyle modification required by children with renal disorders.</p>	<ul style="list-style-type: none"> <li>• <b>Pediatric urinary disorders</b></li> <li>• Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology. Medical, surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulo-nephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, Haemolytic uremic syndrome. Benign recurrent haematuria, nephropathy, wilms' tumour. (9 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Familial factors in renal diseases in childhood (1 hr)</li> </ul>	
<p>XIV (6 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Describe the equipment and requirements of the dialysis and KTP units.  <b>Skill:</b> Participate in establishing policies, procedures in dialysis and KTP units.  <b>Attitude:</b> Provide fruitful suggestions for improvement in the functioning and the dialysis and KTP units.</p>	<p><b>Critical care units – dialysis, KTP unit</b></p> <ul style="list-style-type: none"> <li>• Philosophy, aims and objectives.</li> <li>• Policies. Team approach, functions.</li> <li>• Psychosocial aspects in relation to staff and clients of ICU, dialysis unit.</li> <li>• In-service education. (5 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical and legal issues.</li> <li>• Staffing pattern, design and physical plan of Dialysis and KTP units. (1 hr)</li> </ul>	
<p>XV (5 Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Explain the quality assurance and role of advance nurse practitioner in nephrological nursing.  <b>Skill:</b> Establish and practice professional practice standards in nephrological nursing.  <b>Attitude:</b> Perform nursing audit in nephrology unit.</p>	<ul style="list-style-type: none"> <li>• Quality assurance in nephrological nursing practice.</li> <li>• Role of advance practitioner in nephrological nursing.</li> <li>• Professional practice standards.</li> <li>• Nursing audit.(4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality control in nephrological nursing. (1 hr)</li> </ul>	

## AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Area of Experience	No. of Weeks	Total Hours	Sr. No.	Area of Experience	No. of Weeks	Total Hours
1	Nephrology Ward	6	180	6	Kidney Transplant unit	2	60
2	Pediatrics	2	60	7	URO OT	2	60
3	Critical Care unit	2	60	8	Emergency Ward	2	60
4	Urology Ward	6	180	9	Uro- Neohro OPDs	4	120
5	Dialysis Unit	4	120	10	Diagnostic Labs	2	60
Total		20	600	Total		12	360
<b>Grand Total</b>						<b>32</b>	<b>960</b>

### TEACHING STRATEGY:

Total Hours: 1110

Theory Hours: 150

Clinical Hours: 960

### TEACHING METHOD:

- Lectures, Seminars, Case presentation & discussion, Clinical observation.

### A.V. AIDS:

- OHP, LCD, Posters, Blackboard, Demonstration.

### ASSIGNMENTS: Theory:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

### RECOMMENDED BOOKS:

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S., Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.

**Subject No.2**  
**CLINICAL SPECIALITY -II**  
**MEDICAL SURGICAL NURSING**  
***SUB SPECIALITY- ORTHOPEDIC NURSING***

Total Hours: 1110

Theory Hours: 150

Clinical Hours: 960

**AIM:**

This course is designed to assist students in developing expertise and in depth understanding in the field of orthopedic nursing. It will help the students to develop advanced skills for nursing intervention in various orthopedic conditions. It will enable the student to function as orthopedic nurse practitioner /specialist providing quality care. It will further enable the student to function as educator, manager and researcher in the field of orthopedic nursing.

**OBJECTIVES:**

At the end of the course the students are able to:

- Appreciate the history and development in the field of orthopedic nursing.
- Identify the psycho social needs of the patient while providing holistic care.
- Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.
- Describe various disease conditions and their management.
- Discuss various diagnostic tests required in orthopedic conditions.
- Apply nursing process in providing nursing care to patients with orthopedic conditions and those requiring rehabilitation.
- Recognize and manage orthopedic emergencies.
- Describe recent technologies and treatment modalities in the management of patient with orthopedic conditions and those requiring rehabilitation.
- Integrate the concept of family centered, long term care and community based rehabilitation to patients with orthopedic conditions.
- Counsel the patient and their family members.
- Describe various orthopedic and prosthetic appliances.
- Appreciate the legal and ethical issues pertaining to patient with orthopedic conditions and those requiring rehabilitation.
- Appreciate the role of alternative system of medicine in care of patients with orthopedic conditions.
- Incorporate evidence based nursing practice and identify the areas of research in the field of orthopedic nursing.
- Recognize the role of orthopedic nurse practitioner and as a member of orthopedic and rehabilitation team.
- Teach orthopedic nursing to undergraduate students and in service nurses.
- Prepare a design and layout of orthopedic and rehabilitation units.

**CONTENTS:**

**Unit I -Introduction:**

- Historical perspectives – History and trends in orthopedic nursing. Definition and scope of orthopedic nursing. Anatomy and physiology of musculo skeletal system. Posture, body landmarks, skeletal system, muscular system, nervous system and main nerves. Healing of injury, bone injury, Repair of ligaments. Systemic response to injury. Ergonomics, body mechanics, biomechanical measures. Orthopedic team.

**Unit II -Assessment of orthopedic patient:**

- Health Assessment: history, physical examination, inspection, palpation, physical movements, Measurements, Muscle strength testing. Diagnostic studies: Radiological studies, Muscle enzymes, serological studies.

**Unit III -Care of patient with devices:**

- Splints, Braces. Various types of plaster casts, various types of tractions, various types of orthopedic beds and mattresses, Comfort devices, Implants in orthopedic, Prosthetics and Orthotics.

**Unit IV -Injuries:**

- Trauma and Injuries: Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of -Trauma, fractures and injuries of: Shoulder and arm, elbow, fore arm, wrist and hand, Hip, thigh, knee ankle and foot, Spine, Multiple traumas, Nerve injury, Vascular injuries, Soft tissue injury, Sports injuries, Amputation.

**Unit V -Infection of Bones and Joints:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Tuberculosis, Osteomyelitis, Arthritis, Leprosy.

**Unit VI -Bone Traumas:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis. Medical, surgical and nursing management of: Bone tumors- benign, malignant and metastatic. Different types of therapies for tumors.

**Unit VII -Deformities:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis. Prognosis. Medical, surgical and nursing management of: Scoliosis, Kyphosis, Lordosis, Congenital disorders; congenital dislocation of hip, patella and knee. Varus and Valgus deformities, Deformities of digits, congenital torticollis. Meningocele, meningocele, spina bifida, Chromosomal disorders. Computer related deformities.

**Unit VIII -Disorders of the spine:**

- Inter vertebral disc prolapsed Fracture of the spine. Low back disorders- Low back pain, PND, spinal stenosis, spondylosis.

**Unit IX -Nutrition/Metabolic and Endocrine Disorders:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Rickets, Scurvy, Hyper vitaminosis A and D, Osteomalacia, Osteoporosis, Paget's disease, Gout, Gigantism, Dwarfism, Acromegaly, Therapeutic diet for various orthopedic disorders.

**Unit X -Neuromuscular Disorders:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Poliomyelitis. Cerebral Palsy. Myasthenia gravis. Spina bifida Peripheral nerve lesion. Paraplegia, hemiplegia and quadriplegia. Muscular dystrophy.

**Unit XI -Chronic/ Degenerative Diseases of Joints and Autoimmune disorders:**

- Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Osteoarthritis. Rheumatoid arthritis. Ankylosing spondylitis. Spinal disorders. Systemic Lupus Erythematosus.

**Unit XII -Orthopedic disorders in children:**

- General and specific consideration on pediatric orthopedics. Genetic disorders. Congenital anomalies. Growth disorders. Genetic counseling. Nurses role in genetic counseling.

**Unit XIII -Geriatric Problems:**

- Geriatric population, types of disabilities, causes, treatment and management, hospitalization, rest, physiotherapy, involvement of family members, social opportunities. Care at home: involvement of family and community, follow up care.

**Unit XIV -Pharmacokinetics:**

- Principles of drug administration. Analgesics and anti-inflammatory agents. Antibiotics and antiseptics. Drugs used in orthopedics and neuromuscular disorders. Care of drugs and nurses role.

**Unit XV -Nurses role in orthopedic conditions:**

- Gait analysis, Urodynamics studies, Prevention of physical deformities. Alteration of body temperature, regulatory system and immune system. Immobilization – cast, splint, braces and tractions. Prevention and care of problems related to immobility. Altered sleep patterns. Impaired communication. Self care and activities of daily living. Bladder and bowel rehabilitation, Sensory function rehabilitation. Psychological reaction related to disabilities and disorders. Coping of individual and family with disabilities and disorders. Maintaining sexuality, Spirituality – a rehabilitative perspective.

**Orthopedic Reconstructive surgeries:** Replacement surgeries Hip, Knee, shoulder, Spine surgeries, Grafts and flaps surgery Deformity correction.

**Physiotherapy:** Concepts, Principles and purpose. Mobilization Exercises: Types, Re education in walking, Crutch walking, wheel chair, transfer techniques.

- Types of gaits: Non weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers.
- Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, radiant heat. Chest physiotherapy.

**Unit XVI -Rehabilitation:**

- Principles of rehabilitation, definition, philosophy, process.

- Various types of therapies, Special therapies and alternative therapies, Rehabilitation counseling, Preventive and restorative measures, Community based rehabilitation (CBR), Challenges in rehabilitation, Role of nurse in rehabilitation, Legal and ethical issues in rehabilitation nursing, Occupational therapy.

#### **Unit XVII -National Policies and programme:**

- National Programme for rehabilitation of persons with disability. National Institutes, artificial limbs manufacturing corporation, District rehabilitation centre and their schemes.
- Regional rehabilitation centre, Public policy in rehabilitation nursing.
- The persons with Disabilities Act 1995, Mental rehabilitation and multiple disabilities act 1992, The national Trust Rules – 1999 and 2000, Rehabilitation council of India.
- Legal and ethical aspects in orthopedic nursing.
- Rehabilitation health team and different categories of team members.

#### **Unit XVIII -Quality Assurance:**

- Standards, protocols, Policies and Procedures, Nursing Audit, Staffing.
- Design of orthopedic, Physiotherapy and rehabilitation Unit.

#### **PRACTICAL:**

- Clinical practice in Orthopedic, Physiotherapy and Rehabilitation Units.
- Application of tractions and plaster casts and removal of traction and plaster casts and other appliances.
- Apply Theories and Nursing Process in the management of patients with orthopedic conditions.
- Provide various types of physical and rehabilitative therapies.
- Provide health education on related disease conditions.
- Unit management plan and design.
- **Procedures to be observed:** X Ray, Ultrasound, MRI, CT Scan/Bone Scan, Arthroscopy, Electro thermally – Assisted Capsule shift or ETAC (Thermal Capsulorrhaphy), Fluroscopy, Eelectromyography, Myelography, Discography, Others.
- **Procedures to be assisted:** Blood Transfusion, IV Cannulation and therapy, Ventilation, Various types; of tractions, Orthopedic Surgeries – Arthrocentesis, Arthroscopy, Bone lengthening. Arthodesis, Grafting, Fracture fixation, Reconstructive surgeries, Reimplantatin, replantation, spinal decompression, transplantation of bone, muscles or articular cartilage, autografting, allografting, Intra articular and intra Osseous injection,Advance Life Support.
- **Procedures to be performed:** Interpretation of X ray film, Application and removal of splints, casts, braces, Care of traction – skin and skeletal traction, pin site care, Cold therapy, Heat therapy, Hydrotherapy, Therapeutic exercises, Use of TENS (Trans cutaneous electrical nerve stimulation), Techniques of transportation, Crutch walking, walkers, wheel chair, Use of devices for activities of daily living and prevention of deformities, Administration of drugs: IV injections, IV cannulation and blood transfusion, procedure for prevention of infection –disinfection and sterilization, surveillance, fumigation, Special skin/part preparation for orthopedic surgeries, surgical dressings, debridement, Bladder and bowel training.

**CLINICAL SPECIALITY -II**  
**MEDICAL SURGICAL NURSING**  
**SUBSPECIALITY - ORTHOPEDIC NURSING**

<b>Unit No. &amp; Hours</b>	<b>Objectives</b>	<b>Contents with distributed Hours</b>		
		<b>Must Know</b>		
I (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Discuss the history & trends in orthopedic nursing. <b>Skill:</b> Apply ergonomics and knowledge of body mechanics in nursing practice. <b>Attitude:</b> Contribute effectively as a team member in orthopedic health team.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Definition and scope of orthopedic nursing.</li> <li>• Posture, body land marks, skeletal system, muscular system, nervous system and main nerves.(2Hrs)</li> <li>• Healing of injury, bone injury.</li> <li>• Repair of ligaments, Systemic response to injury. Ergonomics, body mechanics, biomechanical measures, Orthopedic team.(1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Anatomy and physiology of musculo skeletal system. (1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical perspectives – History and trends in orthopedic nursing. (1Hr)</li> </ul>
II (8Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Recall assessment of orthopedic client. <b>Skill:</b> Perform assessment correctly. <b>Attitude:</b> Interpret results and correlate with differential diagnosis.	<b>Assessment of orthopedic patient:</b> <ul style="list-style-type: none"> <li>• Health Assessment: history, physical examination, inspection, palpation, physical movements, Measurements, Muscle strength testing.(5Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic studies: Radiological studies, Muscle enzymes, serological studies.(3Hrs)</li> </ul>	
III (10Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Describe various devices used for orthopedic patients. <b>Skill:</b> Use orthopedic appliances correctly for patients. <b>Attitude:</b> Appreciate use of devices for comfort & as treatment.	<b>Care of patient with devices:</b> <ul style="list-style-type: none"> <li>• Splints, Braces. Various types of plaster casts.</li> <li>• Various types of tractions.</li> <li>• Various types of orthopedic beds &amp; mattresses.</li> <li>• Comfort devices.(7 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Implants in orthopedics</li> <li>• Prosthetics and Orthotics.(3 Hrs)</li> </ul>	
IV (15Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Describe causes, pathophysiology, diagnosis & management of various injuries. <b>Skill:</b> Render appropriate & effective nursing care to clients with injury. <b>Attitude:</b> Recognize importance of nursing care in recovery and disability limitation.	<b>Injuries:</b> <ul style="list-style-type: none"> <li>• Trauma and Injuries: Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis.</li> <li>• Medical, surgical and nursing management of: Trauma, fractures and injuries of: Shoulder and arm, elbow, fore arm, wrist and hand, Hip, thigh, knee ankle and foot.Spine, Head injury, Chest injury.Multiple traumas, Nerve injury.</li> </ul>		

		Vascular injuries, Soft tissue injury. Sports injuries, Amputation. (15 Hrs)		
V (8Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Discuss causes, pathophysiology, diagnosis & management of various infections of bones & joints. <b>Skill:</b> Follow aseptic technique while caring. <b>Attitude:</b> Contribute in prevention of infection & cross infection.	<b>Infection of Bones and Joints:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: <ul style="list-style-type: none"> <li>○ Tuberculosis.</li> <li>○ Leprosy (5 Hrs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Arthritis Osteomyelitis.(3 Hrs)</li> </ul>	
VI (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Explain causes, pathophysiology, diagnosis & management of various types of bone tumors. <b>Skill:</b> Provide quality care to clients suffering from bone tumors. <b>Attitude:</b> Demonstrate positive attitude towards clients suffering from bone tumor.	<b>Bone Traumas:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis. Medical, surgical and nursing management of: <ul style="list-style-type: none"> <li>○ Bone tumors- benign, malignant and metastatic. (3 Hrs)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different types of therapies for tumors. (2 Hrs)</li> </ul>	
VII (10Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand causes, pathophysiology, diagnosis & management of various types of deformities. <b>Skill:</b> Acquire skill in providing quality care to client with orthopedic deformities. <b>Attitude:</b> Maintain individual respect of client with deformities.	<b>Deformities:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: <ul style="list-style-type: none"> <li>○ Scoliosis, Kyphosis, Lordosis.</li> <li>○ Congenital disorders; congenital dislocation of hip, patella and knee. Varus and Valgus deformities. Deformities of digits</li> </ul> </li> <li>Meningocele, meningomyelocele, spina bifida(7Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of Computer related deformities. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Chromosomal disorders &amp; Congenital torticollis. (1 Hr)</li> </ul>
VIII (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Explain various disorders of spine. <b>Skill:</b> Render quality services to client <b>Attitude:</b> Consider limitation of client.	<b>Disorders of the spine:</b> <ul style="list-style-type: none"> <li>• Inter vertebral disc prolapsed</li> <li>• Fracture of the spine.</li> <li>• Low back disorders- Low back pain, PND, spinal stenosis, spondylosis. (5 Hrs)</li> </ul>		
IX (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Discuss relationship of nutritional, metabolic & endocrine disorders with orthopedic nursing. <b>Skill:</b> Educate client and relatives for corrective nutritional habits. <b>Attitude:</b> Recognize importance of habits, culture & religion, likes & dislikes while preparing and advising therapeutic diet.	<b>Nutrition/Metabolic and Endocrine Disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of: Rickets, Scurvy, Osteomalacia. Osteoporosis, Paget's disease, Gout. Gigantism &amp; Dwarfism, Acromegaly. (3Hrs)</li> </ul>	Therapeutic diet for various orthopedic disorders. (1 Hr)	<ul style="list-style-type: none"> <li>• Hyper vitaminosis A and D. (1 Hr)</li> </ul>

X (8Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand & discuss neuromuscular disorders. <b>Skill:</b> Provide quality care to client with neuromuscular disorders. <b>Attitude:</b> Consider limitations of client and motivate & educate to adopt devices to improve quality of life.	<b>Neuromuscular Disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of:</li> <li>○ Poliomyelitis. Cerebral Palsy.</li> <li>○ Paraplegia, hemiplegia and quadriplegia.</li> <li>○ Muscular dystrophy.(5 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>○ Myasthenia gravis.</li> <li>○ Peripheral nerve lesion. (2 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>○ Spina bifida. (1 Hr)</li> </ul>
XI (8Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Explain degenerative & autoimmune diseases of skeletal system. <b>Skill:</b> Provide quality care. <b>Attitude:</b> Consider limitation & feelings of client.	<b>Chronic/ Degenerative Diseases of Joints and Autoimmune disorders:</b> <ul style="list-style-type: none"> <li>• Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, Medical, surgical and nursing management of:</li> <li>○ Osteoarthritis, Rheumatoid arthritis.</li> <li>○ Spinal disorders. (6 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>○ Systemic Lupus Erythematosus</li> <li>○ Ankylosing spondylitis (2 Hrs)</li> </ul>	
XII (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Discuss orthopedic problems in children. <b>Skill:</b> Demonstrate the skill of child and orthopedic nursing <b>Attitude:</b> Appreciate parent’s role and participation in care.	<b>Orthopedic disorders in children:</b> <ul style="list-style-type: none"> <li>• General and specific consideration on pediatric orthopedics. Congenital anomalies. Growth disorders. Nurses role in genetic counseling. (3 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Genetic disorders. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Genetic counseling. (1 Hr)</li> </ul>
XIII (5Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand orthopedic problems in old age. <b>Skill:</b> Provide appropriate care to aged. <b>Attitude:</b> Maintain dignity & respect.	<b>Geriatric Problems:</b> Geriatric population, types of disabilities, causes, treatment and management, hospitalization, rest, physiotherapy, involvement of family members, social opportunities. (4 Hrs)	<ul style="list-style-type: none"> <li>• Care at home: involvement of family and community, follow up care &amp; rehabilitation.(1 Hr)</li> </ul>	
XIV (6Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Know the drugs used in orthopedics. <b>Skill:</b> Administer drugs correctly. <b>Attitude:</b> Evaluate effects of drugs.	<b>Pharmacokinetics:</b> <ul style="list-style-type: none"> <li>• Principles of drug administration.</li> <li>• Analgesics and anti-inflammatory agents.</li> <li>• Antibiotics and antiseptics.</li> <li>• Care of drugs and nurses role.(5 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs used in orthopedics and neuromuscular disorders. (1 Hr)</li> </ul>	
XV (30Hrs)	At the end of the course the students are able to – <b>Knowledge:</b> Understand and discuss the role of nurse in orthopedic team. <b>Skill:</b> Demonstrate skill in providing care to client with orthopedic disorders. <b>Attitude:</b> Recognize and appreciate physical, physiological, psychosocial and spiritual needs of the client.	<b>Nurses role in orthopedic conditions:</b> <ul style="list-style-type: none"> <li>• Gait analysis. Urodynamics studies.</li> <li>• Prevention of physical deformities. Alteration of body temperature, regulatory system and immune system.</li> <li>• Immobilization – cast, splint, braces and tractions. Prevention and care of problems related to immobility. Altered sleep patterns.</li> </ul>	<b>Orthopedic Reconstructive surgeries:</b> <ul style="list-style-type: none"> <li>• Replacement surgeries Hip, Knee, shoulder.</li> <li>• Spine surgeries.</li> <li>• Grafts and flaps surgery.</li> <li>• Deformity correction.</li> <li>• Mobilization Exercises:</li> </ul>	<b>Physiotherapy:</b> <ul style="list-style-type: none"> <li>• Concepts, Principles and purpose.</li> <li>• Types of gaits: Non weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers.</li> </ul>

		<ul style="list-style-type: none"> <li>Impaired communication. Self care and activities of daily living. Bladder and bowel rehabilitation. Sensory function rehabilitation. Psychological reaction related to disabilities and disorders. Coping of individual and family with disabilities and disorders. Maintaining sexuality. Spirituality – a rehabilitative prospective. (20 Hrs)</li> </ul>	<p>Types, Re education in walking, Crutch walking, wheel chair, transfer techniques. (6 Hrs)</p>	<ul style="list-style-type: none"> <li>Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, radiant heat.</li> <li>Chest physiotherapy. (4 Hrs)</li> </ul>
XVI (8Hrs)	<p>At the end of the course the students are able to –</p> <p><b>Knowledge:</b> Explain importance of &amp; measures of rehabilitation.</p> <p><b>Skill:</b> Contribute effectively as a team member.</p> <p><b>Attitude:</b> Appreciate importance of alternative therapies.</p>	<p><b>Rehabilitation:</b></p> <ul style="list-style-type: none"> <li>Principles of rehabilitation, definition, philosophy, process. Various types of therapies. Rehabilitation counseling. Preventive and restorative measures. Challenges in rehabilitation. Role of nurse in rehabilitation. (5 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Community based rehabilitation (CBR). (1 Hr)</li> <li>Occupational therapy. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Special therapies and alternative therapies.</li> <li>Legal and ethical issues in rehabilitation nursing. (2 Hrs)</li> </ul>
XVII (5Hrs)	<p>At the end of the course the students are able to –</p> <p><b>Knowledge:</b> Discuss National Policies &amp; Programmers for rehabilitation.</p> <p><b>Skill:</b> Contribute in rehabilitation of client.</p> <p><b>Attitude:</b> Recognize importance of team efforts &amp; becomes useful team member.</p>	<p><b>National Policies and programme:</b></p> <ul style="list-style-type: none"> <li>National Programme for rehabilitation of persons with disability. National Institutes, artificial limbs manufacturing corporation, District rehabilitation centre and their schemes. Rehabilitation health team and different categories of team members. (3Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Regional rehabilitation centre.</li> <li>Public policy in rehabilitation nursing.</li> <li>Rehabilitation council of India (1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Legal and ethical aspects in orthopedic nursing. (1 Hr)</li> </ul>
XVIII (4Hrs)	<p>At the end of the course the students are able to –</p> <p><b>Knowledge:</b> Understand importance of quality care &amp; participate in improving quality of care.</p> <p><b>Skill:</b> Evaluate quality of care.</p> <p><b>Attitude:</b> Contribute in research &amp; organize in service education for colleagues 7 subordinates.</p>	<p><b>Quality Assurance:</b></p> <ul style="list-style-type: none"> <li>Standards, protocols, Policies and Procedures. Nursing Audit. Staffing. (3 Hrs)</li> </ul>		<ul style="list-style-type: none"> <li>Design of orthopedic, Physiotherapy and rehabilitation Unit. (1Hr)</li> </ul>

### AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Area of Experience	No. of Weeks	Total Hours	Sr. No.	Area of Experience	No. of Weeks	Total Hours
1	Orthopedic Ward	8	240	5	Casualty/Emergency and Trauma	4	120
2	Orthopedic Operation Theatre	4	120	6	Rehabilitation unit	2	60
3	Neurosurgical Ward	2	60	7	Physiotherapy Unit	4	120
4	Orthopedic OPD	4	120	8	Pediatric/Pediatric Surgery Unit	2	60
				9	Field visit	2	60
Total		18	540	Total		14	420
Grand Total						32	960

**TEACHING STRATEGY:** Total Hours: 1110      Theory Hours: 150      Clinical Hours: 960

**TEACHING METHOD:** Lectures, Seminars, Case presentation & discussion, Clinical observation.

**A.V. AIDS:** OHP, LCD, Posters, Blackboard, Demonstration

**ASSIGNMENTS: Theory:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

**Practical:**

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

**RECOMMENDED BOOKS:**

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.
- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.
- B.T. Basawanthappa, 'Orthopedics for Nurses', Jaypee Brothers, New Delhi.
- David Dandy and Dennis Edwards, 'Essential Orthopedic and Trauma', Langman, Singapore.
- Ebenezar's John, 'Text Book of Orthopedics', Jaypee Brothers, New Delhi.
- Ronald MaRae, 'Clinical Orthopedic Examination', Churchill Livingstone.

**Subject No. 2**  
**CLINICAL SPECIALITY- II**  
**MEDICAL SURGICAL NURSING**  
***SUB SPECIALITY-GASTRO ENTEROLOGY NURSING***

Total: 1110 Hours

Theory: 150 Hours

Practical: 960 Hours

**AIM:**

This course is designed to assist students in developing expertise and in depth knowledge in the field of gastroenterology and gastroenterological Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with gastroenterology and gastroenterological disorders. It will enable the student to function as gastroenterology nurse practitioner / specialist. It will further enable the students to function as educator, manager and researcher in the field of gastroenterology and gastroenterological Nursing.

**OBJECTIVES:**

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

- Appreciate trends and issues related to gastroenterology and gastroenterological Nursing.
- Review the anatomy and physiology of gastrointestinal system.
- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with gastroenterological disorders.
- Perform gastroenterological assessment and assist in diagnostic procedures.
- Describe the concepts and principles of gastroenterology nursing.
- Describe the various drugs used in gastroenterology and nurses responsibility.
- Assist in various therapeutic and surgical procedures in gastroenterology nursing.
- Demonstrate advance skills/competence in managing patients with gastroenterological disorders following nursing process approach.
- Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety.
- Participate in preventive, promotive and rehabilitative services for the patients with gastroenterological disorders.
- Explain the legal and ethical issues related to brain death, organ transplantation and practice of gastroenterology nursing.
- Incorporate evidence based nursing practice and identify the areas of research in the field of gastroenterological disorders nursing.
- Organize and conduct in service education program for nursing personnel.
- Develop standards of care for quality assurance in gastroenterological nursing practice.
- Identify the sources of stress and manage burnout syndrome among health care providers.
- Teach and supervise nurses and allied health workers.
- Plan and develop physical layout of gastroenterological intensive care unit.

**CONTENTS:**

**Unit I -Introduction:**

- Historical development: trends and Issues In the field of gastro enterology. Gastro enterological problems. Concepts, principles and nursing perspectives. Ethical and legal issues. Evidence based nursing and its application in gastrointestinal nursing (to be incorporated in all the units)

**Unit II -Epidemiology:**

- Risk factors associated with GE conditions- Hereditary Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations
- Health promotion, disease prevention, life style modification and its implications to nursing
- National health programmes related to gastro enterology.
- Alternate system of medicine/complementary therapies.

**Unit III -Review of anatomy and physiology of gastrointestinal system:**

- Gastrointestinal system, Liver, biliary and pancreas, Gerontologic considerations,Embryology of GI system, Immunology specific to GI system.

**Unit IV -Assessment and diagnostic measures:**

- History taking, Physical assessment, psychosocial assessment, Diagnostic tests, and Radiological

studies: Upper GIT- barium swallows lower GIT- Barium enema, Ultra sound, Computed tomography, MRI.

- Cholangiography: Percutaneous transhepatic, Cholangiogram (PTC), Magnetic Resonance Cholangio pancreatography (MRCP), Nuclear imaging scans (scintigraphy), Endoscopy, Colonoscopy, Proctosigmoidoscopy, Endoscopic Retrograde Cholangio pancreatography (ERCP), Endoscopic ultrasound, Peritonoscopy (Laproscopy), Gastric emptying studies.
- Blood chemistries: Serum amylase, serum lipase. Liver biopsy.
- Miscellaneous tests : Gastric analysis, fecal analysis
- Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin vitamin K production, serum enzyme tests, Lipid metabolism- serum cholesterol. Interpretation of diagnostic measures. Nurse's role in diagnostic tests.

#### **Unit V -Gastro intestinal disorders and nursing management:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical and nursing management of:
- **Disorders of the mouth:** Dental caries, Peridontal disease, Acute tooth infection, Stomatitis, Thrush (moniliasis), Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw.
- **Disorders of the oesophagus :** Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum
- **Disorders of the stomach and duodenum:** Gastritis, Peptic ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Idiopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain.
- **Disorders of the small intestine:** Malabsorption syndrome - tropical sprue, Gluten - sensitive enteropathy (Coeliac disease), Inflammatory diseases of intestines and abdomen: appendicitis, Peritonitis, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome, Chronic inflammatory bowel disease, Ulcerative colitis, Crohn's disease, Infestations and infections - Worm infestations, Typhoid, Leptospirosis, Solitary rectal ulcer syndrome, Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional diarrhea.
- **Anorectal Conditions:** Hemorrhoids, Anal fissure, anal fistula, Abscess, Strictures, Rectal prolapse, Pruritus ani, Perianal disease, anal condyloma & warts.

#### **Unit VI -Disorder of liver, pancreas gall bladder and nursing management:**

- Disorders of liver biliary tract, Viral Hepatitis - A, B, C, D & E, Toxic hepatitis, Cirrhosis of liver, liver failure, Liver transplantation, Non cirrhotic portal fibrosis, Liver abscess, Parasitic and other cysts of the liver.
- **Disorders of the Gall Bladder and Bile Duct:**
- Cholecystitis, Cholelithiasis, Choledocholithiasis
- Disorders of the pancreas: Pancreatitis, Benign tumors of islet cells
- Disorders of the Peritoneum, Infections of the peritoneum, surgical peritonitis, Spontaneous bacterial peritonitis, Tuberculosis peritonitis.
- Disorders of the Diaphragm, Diaphragmatic hernia, Congenital hernias,
- Paralysis of diaphragm, Tumors of the diaphragm, Hiccups.

#### **Unit VII -Gastro intestinal emergencies and nursing interventions:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical and nursing management of:
- Esophageal varices, Ulcer perforation, Acute cholecystitis Diverticulitis
- Fulminant hepatic failure, Biliary obstruction, Bowel obstruction, Gastroenteritis, Intussusception, Acute intestinal obstruction, perforation, Acute pancreatitis, Cirrhosis of liver complications, Liver, spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries, Acute appendicitis / peritonitis, Acute abdomen, Food poisoning.

#### **Unit VIII -Congenital Anomalies of Esophagus:**

- Esophageal atresia, Tracheo esophageal fistula, Esophageal stenosis, Esophageal duplications. Dysphagia - Lusoria - aberrant right subclavian artery compressing esophagus. Esophageal rings – Schatzki ring, esophageal webs.

### **Congenital Anomalies of Stomach**

- Gastric atresia, Micro gastia, Gastric diverticulum, Gastric duplication, Gastric teratoma, Gastric volvulus, Infantile hypertrophic pyloric stenosis, Adult hypertrophic pyloric stenosis

### **Congenital Anomalies of Duodenal**

- Duodenal Atresia or stenosis, Annular pancreas, Duodenal duplication cysts, Malrotation and mid gut volvulus

### **Congenital Anomalies of Duodenal**

- Abdominal wall defects (omphalocele and Gastroschisis), Meckel's diverticulum, Intestinal atresia, Hirschsprung's disease.

### **Unit IX -Pharmo Kinetics:**

- Drugs used in GIT, Principles of administration, Roles responsibilities of nurses. Drugs in Peptic ulcer disease, Proton Pump inhibitors, H<sub>2</sub> Receptor Antagonists, Cytoprotective Agents, Drugs used in Diarrhea, Drugs used in constipation, Drugs used in Inflammatory Bowel Disease, Aminosalicylates, Corticosteroids, Immunomodulators, Chemotherapy, Antibiotics, Antiemetics, Anticholinergics, Antihistaminics, Anthelmintics, Vitamin Supplements.

### **Unit X -Nutrition and nutritional problems related to GI system:**

- Nutritional assessment and nursing interventions, Therapeutic diets
- Adverse reactions between drugs and various foods, Malnutrition- etiology, clinical manifestations and management, Tube feeding, parenteral nutrition, total parenteral nutrition, Obesity- etiology, clinical manifestations and management, Eating disorders- anorexia nervosa, bulimia nervosa, Recent advances in nutrition.

### **Unit XI -Malignant disorders of gastro intestinal system:**

- Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical, other modalities and nursing management of: Malignancy of oral cavity, Lip, Tongue, buccal mucosa, oropharynx, Salivary gland, Esophageal, Gastric, Carcinoma of bowel - Small bowel, Colorectal and Anal carcinoma, Liver, biliary tract and pancreatic carcinoma.

### **Unit XII -Administration and management of GE unit:**

- Design & layout, Staffing, Equipment, supplies. Infection control. Standard safety measures.
- Quality Assurance:-Nursing audit -records /reports, Norms, policies, protocols and Practice standards.

### **Unit XIII -Education and training in GE care:**

- Staff orientation, training and development, In-service education program, Clinical teaching programs.

### **PRACTICALS:**

- **Procedures to be Assisted:** Endoscopy room – Upper G.I Endoscopy (Diagnostic & Therapeutic), Sigmoid copy, Colonoscopy, Polypectomy, Endoscopic retrograde cholangio pancreatography (ERCP), Liver Biopsy, Percutaneous catheter drainage (PCD) of Pseudocyst pancreas, Abdominal paracentesis, Percutaneous aspiration of liver abscess, GE Lab: PT, HbsAg, Markers – A,B,C virus, CBP, ESR, Stool Test.
- **Procedures to be performed:** History collection and physical Assessment, RT intubation/extubation/aspiration/suction, Gastric lavage and gavage, Bowel wash, Therapeutic diets, Ostomy feeding, Stoma care, Monitoring vital parameters, Plan of in service education programme for nursing staff and class IV employees, Counseling and health education.

**CLINICAL SPECIALITY- II**  
**MEDICAL SURGICAL NURSING**  
**SUB SPECIALITY-GASTRO ENTEROLOGY NURSING**

<i>Unit No. &amp; Hours</i>	<i>Objectives</i>	<i>Contents with Distributed Hours</i>		
		<i>Must know</i>	<i>Desirable to Know</i>	<i>Nice to Know</i>
I (5 Hrs)	At the end of the unit the students are able to: <b>Knowledge:</b> Understand and explain various problems of GIT. <b>Skill:</b> Practice principles of nursing care while caring for clients. <b>Attitude:</b> Incorporate legal and ethical aspects of nursing in practice and strive to render evidence based nursing care.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Gastroenterological problems. Concepts, principles and nursing perspectives. Ethical and legal issues. Evidence based nursing and its application in gastrointestinal nursing (to be incorporated in all the units) (4 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Trends and Issues In the field of gastroenterology. (1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Historical development</li> </ul>
II (5 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Illustrate risk factors associated with GE conditions. <b>Skill:</b> Identify the risk factors for GE conditions among clients and educate them about prevention of these factors. <b>Attitude:</b> Help clients with GE conditions to adapt to changed lifestyles to prevent recurrence of GE conditions.	<b>Epidemiology:</b> <ul style="list-style-type: none"> <li>Risk factors associated with GE conditions- Hereditary Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations. (2 hrs)</li> <li>Health promotion, disease prevention, life style modification and its implications to nursing. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>National health programmes related to gastroenterology. Alternate system of medicine/complementary therapies. (1 hr)</li> </ul>	
III ( 5 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand and explain the structure and functions of GIT. <b>Skill:</b> Practice communication of knowledge about healthy GIT. <b>Attitude:</b> Educate clients regarding functioning of GIT.	<b>Review of anatomy and physiology of gastrointestinal system:</b> <ul style="list-style-type: none"> <li>Gastrointestinal system</li> <li>Liver, billiary and pancreas.</li> <li>Immunology specific to GI system. (3 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Gerontologic considerations. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Embryology of GI system (1 hr)</li> </ul>
IV (15 Hrs)	At the end of the unit the students are able to: <b>Knowledge:</b> Describe the importance of relevant history and assessment in GI conditions.	<b>Assessment and diagnostic measures:</b> <ul style="list-style-type: none"> <li>History taking (1 hr)</li> <li><b>Diagnostic tests:</b></li> <li>Radiological studies: Upper GIT- barium swallow, lower GIT- Barium enema, Ultra sound, CT scan, MRI. Endoscopy,</li> </ul>	<ul style="list-style-type: none"> <li>Physical assessment, psychosocial assessment.</li> <li>Interpretation of diagnostic measures. (2 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Nuclear imaging scans (scintigraphy)</li> <li>Cholangiography: Percutaneous transheptatic Cholangiogram (PTC)</li> </ul>

	<p><b>Skill:</b> Prepare the client and assist the physician in various diagnostic procedures.</p> <p><b>Attitude:</b> Interpret the reports of the diagnostic tests.</p>	<p>Colonoscopy, Proctosigmoidoscopy Endoscopic Retrograd Cholangiopancreatography (ERCP), Endoscopic ultrasound. Peritonoscopy (Laproscopy). Gastric emptying studies</p> <ul style="list-style-type: none"> <li>• Blood chemistries: Serum amylase, serum lipase. Liver biopsy. Miscellaneous tests: Gastric analysis, fecal analysis.</li> <li>• Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin vitamin K production, serum enzyme tests, Lipid metabolism serum cholesterol. (8 hrs)</li> <li>• Nurse's role in diagnostic tests. (2 hrs)</li> </ul>		<ul style="list-style-type: none"> <li>• Magnetic Resonance Cholangiopancreatography (MRCP) (2 Hrs)</li> </ul>
<p>V (25 Hrs)</p>	<p>At the end of the unit the students are able to</p> <p><b>Knowledge:</b> Understand and explain the etiology, pathophysiology, clinical manifestations and medical and surgical management of clients with gastro intestinal disorders.</p> <p><b>Skill:</b> Renders competent comprehensive medical and surgical care to the clients with GE disorders.</p> <p><b>Attitude:</b> Provide education related to dietary restrictions and healthy habits to the clients with disorders of GIT.</p>	<p><b>Gastro intestinal disorders and nursing management:</b> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical and nursing management of:</p> <ul style="list-style-type: none"> <li>• <b>Disorders of the mouth:</b> Dental caries, Peridontal disease, Acute tooth infection, Stomatitis, Thrush (moniliasis), Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw. (5 hrs)</li> <li>• <b>Disorders of the oesophagus :</b> Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum (5 hrs)</li> <li>• <b>Disorders of the stomach and duodenum:</b> Gastritis, Peptic. ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Idiopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain. ( 5 hrs)</li> <li>• <b>Disorders of the small intestine:</b> Malabsorption syndrome - tropical sprue, Gluten - sensitive enteropathy (Coeliac</li> </ul>		

		<p>disease), Inflammatory diseases of intestines and abdomen: appendicitis, Peritonitis, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome, Chronic inflammatory bowel disease, Ulcerative colitis, Crohn's disease, Infestations and infections - Worm infestations, Typhoid, Leptospirosis, Solitary rectal ulcer syndrome, Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional diarrhea. (8 hrs)</p> <ul style="list-style-type: none"> <li>• <b>Anorectal Conditions:</b> Hemorrhoids, Anal fissure, anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Perianal disease, anal condylomas, Warts. (2 hrs)</li> </ul>		
VI (15 Hrs)	<p>At the end of the unit the students are able to:</p> <p><b>Knowledge:</b> Understand and explain the disorders of liver, pancreas, gall bladder and need based nursing care of these clients.</p> <p><b>Skill:</b> Identify the conditions of accessory organ of GIT and render competent care to the clients.</p> <p><b>Attitude:</b> Educate clients regarding functioning of gall bladder, liver and pancreas in simple language.</p>	<p><b>Disorder of liver, pancreas gall bladder and nursing management:</b> Disorders of liver biliary tract. Viral Hepatitis - A, B, C, D &amp; E. Toxic hepatitis. Cirrhosis of liver, liver failure, Liver transplantation. Non cirrhotic portal fibrosis. Liver abscess, Parasitic and other cysts of the liver. (10 hrs)</p> <p><b>Disorders of the Gall Bladder and Bile Duct:</b> Cholecystitis, Cholelithiasis, Cholelithiasis. Disorders of the pancreas: Pancreatitis. Benign tumors of islet cells. Disorders of the Peritoneum. Infections of the peritoneum, Surgical peritonitis, Spontaneous bacterial peritonitis, Tuberculosis peritonitis</p> <p>Disorders of the Diaphragm: Diaphragmatic hernia, Congenital hernias, Paralysis of diaphragm, Tumors of the diaphragm. Hiccups. (5 hrs)</p>		
VII (15 Hrs)	<p>At the end of the unit the students are able to</p> <p><b>Knowledge:</b> Describe gastrointestinal emergencies and their management.</p> <p><b>Skill:</b> Identify need for and render</p>	<p><b>Gastro intestinal emergencies and nursing interventions:</b> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical and nursing management of: Esophageal varices,</p>		

	<p>emergency care to clients suffering from gastrointestinal emergencies in all clinical and community settings.</p> <p><b>Attitude:</b> Create awareness to prevent GI emergencies and first aid in GI emergencies among masses.</p>	<p>Ulcer perforation, Acute cholecystitis, Diverticulitis, Fulminant hepatic failure. Biliary obstruction, Bowel obstruction, Gastroenteritis, Intussusceptions, Acute intestinal obstruction, perforation, Acute pancreatitis, Cirrhosis of liver complications, Liver, spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries, Acute appendicitis / peritonitis, Acute abdomen. Food poisoning. (15 hrs)</p>		
VIII (15 Hrs)	<p>At the end of the unit the students are able to</p> <p><b>Knowledge:</b> Understand and explain congenital anomalies of GIT and their management.</p> <p><b>Skill:</b> Identify congenital anomalies and provide comprehensive care to clients suffering them.</p> <p><b>Attitude:</b> Strive to create awareness about causes of congenital malformations among women.</p>	<p><b>Congenital Anomalies of Esophagus:</b> Esophageal atresia, Tracheoesophageal fistula, Esophageal stenosis, Esophageal duplications. Dysphagia - Lusoria - aberrant right subclavian artery compressing esophagus. Esophageal rings - schalzkiring Esophageal webs (4 hrs)</p> <p><b>Congenital Anomalies of Stomach:</b> Gastric atresia, Micro gastria, Gastric diverticulum, Gastric duplication, Gastric teratoma, Gastric volvulus, Infantile hypertrophic pyloric stenosis, Adult hypertrophic pyloric stenosis (4 hrs)</p> <p><b>Congenital Anomalies of Duodenal</b> Duodenal Atresia or stenosis, Annular pancreas, Duodenal duplication cysts, Malrotation and mid gut volvulus (3hrs)</p> <p><b>Congenital Anomalies of Intestine</b> Abdominal wall defects (omphalocele and Gastroschisis), Meckel's diverticulu, Intestinal atresia, Hirschsprung's disease. (4 hrs)</p>		
IX (15 Hrs)	<p>At the end of the unit the students are able to:</p> <p><b>Knowledge:</b> Describe the pharmacodynamics &amp; pharmacokinetics of various groups of drugs used for the treatment of GIT disorders.</p> <p><b>Skill:</b> Practice the principles of</p>	<p><b>Pharmo kinetics</b></p> <ul style="list-style-type: none"> <li>• Drugs used in GIT, Principles of administration, Roles responsibilities of nurses, Drugs in Peptic ulcer disease Proton Pump inhibitors, H<sub>2</sub> Receptor Antagonists, Cytoprotective Agents, Drugs used in Diarrhea, Drugs used in constipation, Drugs used in Inflammatory</li> </ul>		

	administration of medications accurately for the clients. <b>Attitude:</b> Incorporate the knowledge of food –drug interactions while administering drugs for the clients with GIT disorders.	Bowel Disease, Aminosalicylates, Corticosteroids, Immunomodulators, Chemotherapy, Antibiotics, Anti emetics, Anticholinergics, Antihistaminics Antihelminthics, Vitamin Supplements. (15 hrs)		
X (15 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand the importance of nutrition and disturbances in nutritional status due to disorders of GIT. <b>Skill:</b> Maintain nutritional balance in different conditions of GI disorders. <b>Attitude:</b> Communicate the nutrition education in different GIT conditions.	<b>Nutrition and nutritional problems related to GI system:</b> Nutritional assessment and nursing interventions. Therapeutic diets. Malnutrition- etiology, clinical manifestations and management. Tube feeding, parenteral nutrition, total parenteral nutrition. Obesity- etiology, clinical manifestations and management. Eating disorders- anorexia nervosa, bulimia nervosa. (13 hrs)	<ul style="list-style-type: none"> <li>Recent advances in nutrition. (2hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Adverse reactions between drugs and various foods. (1 hr)</li> </ul>
XI (14 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand and explain the structure and functions of GIT. <b>Skill:</b> Practice communication of knowledge about healthy GIT. <b>Attitude:</b> Educate clients regarding functioning of GIT in simple language.	<b>Malignant disorders of gastro intestinal system:</b> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, Medical, surgical, other modalities and nursing management of: Esophageal, Gastric, Carcinoma of bowel - Small bowel, Colorectal and Anal carcinoma, Liver, biliary tract and pancreatic carcinoma. (11 hrs)	<ul style="list-style-type: none"> <li>Malignancy of oral cavity, Lip, Tongue, buccal mucosa, oropharynx, Salivary gland.(3 hrs)</li> </ul>	
XII (3 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Rationalize the equipment and supplies needs in a GE unit. <b>Skill:</b> Indent and utilize the equipment and supplies in GE unit effectively and efficiently for the patients. <b>Attitude:</b> Manage the GE unit cost-effectively & prevents nosocomial infection.	<b>Administration and management of GE unit:</b> Equipment, supplies. Infection control; Standard safety measures. Quality Assurance:-Nursing audit -records /reports, Norms, policies and protocols. Practice standards. (2 hrs)	<ul style="list-style-type: none"> <li>Staffing</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; layout. (1 Hr)</li> </ul>
XIII (3 Hrs)	At the end of the unit the students are able to <b>Knowledge:</b> Understand the need for staff development in GE care. <b>Skill:</b> Participate & organize in-service education programme, <b>Attitude:</b> Participate in policy making.	<b>Education and training in GE care:</b> Staff orientation, training and development. In-service education program. Clinical teaching programs. (3 Hrs)		

### AREA AND DISTRIBUTION OF CLINICAL HOURS:

Sr. No.	Area of Experience	No. of Weeks	Total Hours	Sr. No.	Area of Experience	No. of Weeks	Total Hours
1	Diagnostic Labs	2	60	6	OT	2	60
2	Emergency and Casualty	3	90	7	ICU	4	120
3	Liver transplant Unit	1	30	8	Pediatric Gastroenterology	2	60
4	GE Medical Ward	6	180	9	Oncology	2	60
5	GE Surgical Ward	8	240	10	GE OPD	2	60
Total		20	600	Total		12	360
Grand Total						32	960

### TEACHING STRATEGY:

- Total Hours: 1110                      Theory Hours: 150                      Clinical Hours: 960

### TEACHING METHOD:

- Lectures, Seminars, Case presentation & discussion, Clinical observation.

### A.V. AIDS:

OHP, LCD, Posters, Blackboard, Demonstration

### ASSIGNMENTS:

#### Theory:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Seminar	Two	1X50	100
Total Marks				100

#### Practical:

Sr. No.	Assignment	No./Quantity	Marks per Assignment	Total Marks
1	Teaching learning module preparation (Group work)	One	1X25	25
2	Case study	One	1X50	50
3	Case Presentation	Two	1X50	100
4	Nursing Care Plans	Two	1X25	50
5	Speciality Drugs Study (Minimum 20 drugs)	One	1X25	25
6	Speciality Procedure Evaluation	Two	1X25	50
7	Clinical Performance Evaluation	Two	1X100	200
Total Marks				500

### RECOMMENDED BOOKS:

- Text Book of Medical Surgical Nursing – Brunner and Suddarth.
- Medical Surgical Nursing – Clinical Positive Out – Joyce and Black.
- Medical Surgical Assessment and Management of clinical problems – Lewis, Colliner.
- Medical Surgical Nursing – A psychopathologic approach- Luckmann and Sorenson.
- Medical Surgical Nursing – A Nursing Process Approach.
- Medical Surgical Nursing B.T. Basvanthappa.
- Medical Surgical Nursing an integrated approach – Write L. and Delmar.
- Moroneys Surgery for Nurses – Colmer.
- API Text Book Medicine- Shah N.S.
- Pharmacology and Pharmacotherapeutics – Satoskat and Bhandarkar.
- Fundamentals of Operation Theatre Services – Datta T.K.
- Fundamentals of orthopedics – Maheshwari.

- Illustrated Textbook of Dermatology – Parischa J.S. , Gupta.
- Davidson principles and practice of Medicine.
- The Lippincott Manual of Nursing Practice – Nettina, Sandra.
- P.G. Morton, ‘Critical Care Nursing’ 8<sup>th</sup> Edition (2005), Lippincott Williams and Welkins.
- Dennis L.K., ‘Harrison’s Principles of Internal Medicine’ volume 1 & 2, 6<sup>th</sup> Edition, McGraw- Hill Medical Publishing house.
- Potter & Perry, ‘Fundamentals of Nursing’, 6<sup>th</sup> Edition, Mosby & Co.
- Smelters’, ‘Brunner & Suddarths Text Book of Medical surgical Nursing’ 10<sup>th</sup> Edition, Lippincott Williams.
- Rang H.P., ‘Pharmacology’ 5<sup>th</sup> Edition, Churchill, Livingstone.

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