# 1.2.1 List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the University during the last 5 years

SRI SHANMUGHA COLLEGE OF NURSING FOR WOMEN
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## 1.2.1 List of interdisciplinary/interdepartmental courses/training across the Programmes offered by the college during the last five years

### Courses Conducted during 2022-2023

| S no | Year | Name Of The Program | Details of The courses Conducted | Total No Of Courses |
|---|---|---|---|---|
| 1 | I sem & II sem | 65 B.Sc. Nursing | Communicative English<br>Applied Anatomy<br>Applied Physiology<br>Applied Sociology<br>Applied Psychology<br>Applied Biochemistry<br>Applied Nutrition and Dietetics<br>Health/Nursing Informatics & Technology | 8 |
| 2 | II Year | 66 B.Sc. Nursing | Sociology<br>Pharmacology<br>Genetics<br>Pathology<br>Communication and Educational Technology | 5 |
| 3 | III Year | 66 B.Sc. Nursing | Nursing Research and Statistics | 1 |
| 4 | IV year | 66 B.Sc. Nursing | Management of Nursing Services and Education | 1 |

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## Courses Conducted during 2021-2022

| S no | Year | Name Of The Program | Details of The courses Conducted | Total No Of Courses |
|---|---|---|---|---|
| 1 | I year | 66 B.Sc. Nursing | Anatomy<br>Physiology<br>Nutrition<br>Biochemistry<br>Microbiology<br>Psychology<br>English<br>Introduction to computer | 8 |
| 2 | II Year | 66 B.Sc. Nursing | Sociology<br>Pharmacology<br>Genetics<br>Pathology<br>Communication and Educational Technology | 5 |
| 3 | III Year | 66 B.Sc. Nursing | Nursing Research and Statistics | 1 |
| 4 | IV year | 66 B.Sc. Nursing | Management of Nursing Services and Education | 1 |

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## Courses Conducted during 2020-2021

| Sno | Year | Name Of The Program | Details of The courses Conducted | Total No Of Courses |
|---|---|---|---|---|
| 1 | I year | 66 B.Sc. Nursing | Anatomy<br>Physiology<br>Nutrition<br>Biochemistry<br>Microbiology<br>Psychology<br>English<br>Introduction to computer | 8 |
| 2 | II Year | 66 B.Sc. Nursing | Sociology<br>Pharmacology<br>Genetics<br>Pathology<br>Communication and Educational Technology | 5 |
| 3 | III Year | 66 B.Sc. Nursing | Nursing Research and Statistics | 1 |

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## Courses Conducted during 2019-2020

| S no | Year | Name Of The Program | Details of The courses Conducted | Total No Of Courses |
|---|---|---|---|---|
| 1 | I year | 66 B.Sc. Nursing | Anatomy<br>Physiology<br>Nutrition<br>Biochemistry<br>Microbiology<br>Psychology<br>English<br>Introduction to computer | 8 |
| 2 | II Year | 66 B.Sc. Nursing | Sociology<br>Pharmacology<br>Genetics<br>Pathology<br>Communication and Educational Technology | 5 |

## Courses Conducted during 2018-2019

| S no | Year | Name Of The Program | Details of The courses Conducted | Total No Of Courses |
|---|---|---|---|---|
| 1 | I year | 66 B.Sc. Nursing | Anatomy<br>Physiology<br>Nutrition<br>Biochemistry<br>Microbiology<br>Psychology<br>English<br>Introduction to computer | 8 |

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**INDIAN NURSING COUNCIL**

**NOTIFICATION**

New Delhi, the 5th July, 2021

**[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND CURRICULUM FOR B.SC. (NURSING) PROGRAM), REGULATIONS, 2020]**

**F.No. 11-1/2019-INC.**—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:—

**SHORT TITLE AND COMMENCEMENT**

i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc. (Nursing) Program) Regulations, 2020.

ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

**DEFINITIONS**

In these Regulations, unless the context otherwise requires,

i. 'the Act' means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;

ii. 'the Council' means the Indian Nursing Council constituted under the Act of 1947;

iii. 'SNRC' means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;

iv. 'B.Sc. (Nursing)' means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;

v. 'Authority' means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;

vi. 'School of Nursing' means a recognized training institution for the purpose of teaching of the GNM course;

vii. 'College' means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;

viii. 'CNE' means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

## I. INTRODUCTION OF THE PROGRAM

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence-based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

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## 3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

| S.No. | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/ Skill Lab credits | Lab/ Skill Lab Contact hours | Clinical credits | Clinical Contact hours | Total credits | Total (hours) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | **First** | ENGL 101 | Communicative English | 2 | 40 | | | | | | 40 |
| | | ANAT 105 | Applied Anatomy | 3 | 60 | | | | | | 60 |
| | | PHYS 110 | Applied Physiology | 3 | 60 | | | | | | 60 |
| | | SOCI 115 | Applied Sociology | 3 | 60 | | | | | | 60 |
| | | PSYC 120 | Applied Psychology | 3 | 60 | | | | | | 60 |
| | | N-NF (I) 125 | Nursing Foundation I including First Aid module | 6 | 120 | 2 | 80 | 2 | 160 | 10 | 360 |
| | | SSCC (I) 130 | Self-study/Co-curricular | | | | | | | | 40+40 |
| | | | **TOTAL** | **20** | **400** | **2** | **80** | **2** | **160** | **20+2+2= 24** | **640+80 = 720** |
| 2 | **Second** | BIOC 135 | Applied Biochemistry | 2 | 40 | | | | | | 40 |
| | | NUTR 140 | Applied Nutrition and Dietetics | 3 | 60 | | | | | | 60 |
| | | N-NF (II) 125 | Nursing Foundation II including Health Assessment module | 6 | 120 | 3 | 120 | 4 | 320 | | 560 |
| | | HNIT 145 | Health/Nursing Informatics & Technology | 2 | 40 | 1 | 40 | | | | 80 |
| | | SSCC(II) 130 | Self-study/Co-curricular | | | | | | | | 40+20 |
| | | | **TOTAL** | **13** | **260** | **4** | **160** | **4** | **320** | **13+4+4=21** | **740+60 = 800** |
| 3 | **Third** | MICR 201 | Applied Microbiology and Infection Control including Safety | 2 | 40 | 1 | 40 | | | | 80 |
| | | PHAR (I) 205 | Pharmacology I | 1 | 20 | | | | | | 20 |
| | | PATH (I) 210 | Pathology I | 1 | 20 | | | | | | 20 |
| | | N-AHN (I) 215 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 7 | 140 | 1 | 40 | 6 | 480 | | 660 |
| | | SSCC (I) 220 | Self-study/Co-curricular | | | | | | | | 20 |
| | | | **TOTAL** | **11** | **220** | **2** | **80** | **6** | **480** | **11+2+6=19** | **780+20 =800** |
| 4 | **Fourth** | PHAR (II) 205 | Pharmacology II including Fundamentals of prescribing module | 3 | 60 | | | | | | 60 |
| | | PATH (II) 210 | Pathology II and Genetics | 1 | 20 | | | | | | 20 |
| | | N-AHN (II) 225 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module | 7 | 140 | 1 | 40 | 6 | 480 | | 660 |

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| S.No. | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/ Skill Lab credits | Lab/ Skill Lab Contact hours | Clinical credits | Clinical Contact hours | Total credits | Total (hours) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | PROF 230 | Professionalism, Professional Values and Ethics including bioethics | 1 | 20 | | | | | | 20 |
| | | SSCC(II) 220 | Self-study/Co-curricular | | | | | | | | 40 |
| | | | **TOTAL** | **12** | **240** | **1** | **40** | **6** | **480** | **12+1+6=19** | **760+40=800** |
| 5 | **Fifth** | N-CHN(I) 301 | Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules | 3 | 60 | 1 | 40 | 2 | 160 | | 260 |
| | | N-MHN(I) 305 | Mental Health Nursing I | 3 | 60 | | | 1 | 80 | | 140 |
| | | N-COMH(I) 310 | Community Health Nursing I including Environmental Science & Epidemiology | 5 | 100 | | | 2 | 160 | | 260 |
| | | EDUC 315 | Educational Technology/Nursing Education | 2 | 40 | 1 | 40 | | | | 80 |
| | | N-FORN 320 | Introduction to Forensic Nursing and Indian laws | 1 | 20 | | | | | | 20 |
| | | SSCC(I) 325 | Self-study/Co-curricular | | | | | | | | 20+20 |
| | | | **TOTAL** | **14** | **280** | **2** | **80** | **5** | **400** | **14+2+5=21** | **760+40=800** |
| 6 | **Sixth** | N-CHN(II) 301 | Child Health Nursing II | 2 | 40 | | | 1 | 80 | | 120 |
| | | N-MHN(II) 305 | Mental Health Nursing II | 2 | 40 | | | 2 | 160 | | 200 |
| | | NMLE 330 | Nursing Management & Leadership | 3 | 60 | | | 1 | 80 | | 140 |
| | | N-MIDW(I) / OBGN 335 | Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module | 3 | 60 | 1 | 40 | 3 | 240 | | 340 |
| | | SSCC(II) 325 | Self-study/Co-curricular | | | | | | | | - |
| | | | **TOTAL** | **10** | **200** | **1** | **40** | **7** | **560** | **10+1+7=18** | **800** |
| 7 | **Seventh** | N-COMH(II) 401 | Community Health Nursing II | 5 | 100 | | | 2 | 160 | | 260 |
| | | NRST 405 | Nursing Research & Statistics | 2 | 40 | 2 | 80 (Project- 40) | | | | 120 |
| | | N-MIDW(II)/ OBGN 410 | Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module | 3 | 60 | 1 | 40 | 4 | 320 | | 420 |

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| S.No. | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/ Skill Lab credits | Lab/ Skill Lab Contact hours | Clinical credits | Clinical Contact hours | Total credits | Total (hours) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Self-study/Co-curricular | | | | | | | | - |
| | | | **TOTAL** | **10** | **200** | **3** | **120** | **6** | **480** | **10+3+6=19** | **800** |
| 8 | **Eight (Internship)** | INTE 415 | Community Health Nursing – 4 weeks | | | | | | | | |
| | | INTE 420 | Adult Health Nursing – 6 weeks | | | | | | | | |
| | | INTE 425 | Child Health Nursing – 4 weeks | | | | | | | | |
| | | INTE 430 | Mental Health Nursing – 4 weeks | | | | | | | | |
| | | INTE 435 | Midwifery – 4 weeks | | | | | | | | |
| | | | **TOTAL = 22 weeks** | | | | | **12** (1 credit = 4 hours per week per semester) | | | **1056** {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks) |

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

**Total Semesters = 8**

**(Seven semesters:** One semester = 20 weeks × 40 hours per week = 800 hours)

**(Eighth semester – Internship:** One semester = 22 weeks × 48 hours per week = 1056 hours)

**Total number of course credits including internship and electives – 156 (141+12+3)**

**Distribution of credits and hours by courses, internship and electives**

| S.No. | Credits | Theory (Cr/Hrs) | Lab (Cr/Hrs) | Clinical (Cr/Hrs) | Total credits | Hours |
|---|---|---|---|---|---|---|
| 1 | Course credits | 90 credit per 1800 hours | 15/600 | 36/2880 | 141 | 5280 |
| 2 | Internship | | | | 12 | 1056 |

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**Computation of CGPA**

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in mark card/transcript showing grades of all 8 semesters and their courses/subjects.

CGPA reflects the failed status in case of fail till the course/s are passed.

| Semester I | Semester 2 | Semester 3 | Semester 4 |
|---|---|---|---|
| Credit – Cr<br>Cr: 20<br>SGPA: 6.5<br>Cr × SGPA = 20 × 6.5 | Cr: 22<br>SGPA: 7.0 | Cr: 25<br>SGPA: 5.5 | Cr: 26<br>SGPA: 6.0 |

$$\text{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93}$$

$$= \frac{577.5}{93} = 6.2$$

**Transcript Format**

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

**Declaration of Pass**

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

**2. Internal Assessment and Guidelines**

The marks distribution of internal assessment is shown in Appendix 1 and the specific guidelines in Appendix 2.

**3. University Theory and Practical Examination Pattern**

The theory question paper pattern and practical exam pattern are shown in Appendix 3.

## SYLLABUS

## COMMUNICATIVE ENGLISH

**PLACEMENT:** I SEMESTER

**THEORY:** 2 Credits (40 hours)

**DESCRIPTION:** The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the significance of Communicative English for healthcare professionals.

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2. Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.
3. Demonstrate attentive listening in different hypothetical situations.
4. Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.
5. Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.
6. Analyse the situation and apply critical thinking strategies.
7. Enhance expressions through writing skills.
8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

**COURSE OUTLINE**

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| I | 3 (T) | Identify the significance of communicative English | **Communication**<br>• What is communication?<br>• What are communication roles of listeners, speakers, readers and writers as healthcare professionals? | • Definitions with examples, illustrations and explanations<br>• Identifying competencies/ communicative strategies in LSRW<br>• Reading excerpts on the above and interpreting them through tasks | • Checking for understanding through tasks |
| II | 5 (T) | Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence | **Introduction to LSRGW**<br>• L – Listening: Different types of listening<br>• S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation<br>• R – Reading: Medical vocabulary,<br>• Gr – Grammar: Understanding tenses, linkers<br>• W – Writing simple sentences and short paragraphs – emphasis on correct grammar | • Exercises on listening to news, announcements, telephone conversations and instructions from others<br>• Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts<br>• Reading a medical dictionary/ glossary of medical terms with matching exercises<br>• Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions | • Through 'check your understanding' exercises |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| III | 5 (T) | Demonstrate attentive listening in different hypothetical situations | **Attentive Listening**<br>• Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations<br>• Reproducing Verbatim<br>• Listening to academic talks/ lectures<br>• Listening to presentation | • Listening to announcements, news, documentaries with tasks based on listening<br>• With multiple choice, Yes/No and fill in the blank activities | • Checking individually against correct answers<br>• Listening for specific information<br>• Listening for overall meaning and instructions<br>• Listening to attitudes and opinions<br>• Listening to audio, video and identify key points |
| IV | 9 (T) | Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means | **Speaking – Effective Conversation**<br>• Conversation situations – informal, formal and neutral<br>• Factors influencing way of speaking – setting, topic, social relationship, attitude and language<br>• Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations<br>• Asking for information, giving instructions and directions<br>• Agreeing and disagreeing, giving opinions<br>• Describing people, places, events and things, narrating, reporting & reaching conclusions<br>• Evaluating and comparing<br>• Complaints and suggestions<br>• Telephone conversations<br>• Delivering presentations | • Different types of speaking activities related to the content<br>• Guided with prompts and free discussions<br>• Presentation techniques<br>• Talking to peers and other adults.<br>• Talking to patients and Patient attenders<br>• Talking to other healthcare professionals<br>• Classroom conversation<br>• Scenario based learning tasks | • Individual and group/peer assessment through live speaking tests<br>• Presentation of situation in emergency and routine<br>• Handoff<br>• Reporting in doctors/nurses' rounds<br>• Case presentation<br>• Face to face oral communication<br>• Speaking individually (Nurse to nurse/patient/ doctor) and to others in the group<br>• Telephonic talking |
| V | 5 (T) | Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes | • **Reading**<br>• Reading strategies, reading notes and messages<br>• Reading relevant articles and news items<br>• Vocabulary for everyday activities, abbreviations and medical vocabulary<br>• Understanding visuals, graphs, figures and notes on instructions | • Detailed tasks and exercises on reading for information, inference and evaluation<br>• Vocabulary games and puzzles for medical lexis | • Reading/ summarizing/ justifying answers orally<br>• Patient document<br>• Doctor's prescription of care<br>• Journal/news |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Reading reports and interpreting them<br>• Using idioms and phrases, spotting errors, vocabulary for presentations<br>• Remedial Grammar | • Grammar activities | reading and interpretation<br>• Notes/Reports |
| VI | 5 (T) | Enhance expressions through writing skills | **Writing Skills**<br>• Writing patient history<br>• Note taking<br>• Summarising<br>• Anecdotal records<br>• Letter writing<br>• Diary/Journal writing<br>• Report writing<br>• Paper writing skills<br>• Abstract writing | • Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar<br>• Guided and free tasks<br>• Different kinds of letter writing tasks | • Paper based assessment by the teacher/ trainer against set band descriptors<br>• Presentation of situation<br>• Documentation<br>• Report writing<br>• Paper writing skills<br>• Verbatim reproducing<br>• Letter writing<br>• Resume/CV |
| VII | 8 (T) | Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results | **LSRW Skills**<br>• Critical thinking strategies for listening and reading<br>• Oral reports, presentations<br>• Writing instructions, letters and reports<br>• Error analysis regarding LSRW | • Valuating different options/multiple answers and interpreting decisions through situational activities<br>• Demonstration – individually and in groups<br>• Group Discussion<br>• Presentation<br>• Role Play<br>• Writing reports | • Consolidated assessment orally and through written tasks/exercises |

## APPLIED ANATOMY

**PLACEMENT:** I SEMESTER

**THEORY**: 3 Credits (60 hours)

**DESCRIPTION**: The course is designed to assists student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Describe anatomical terms.
2. Explain the general and microscopic structure of each system of the body.
3. Identify relative positions of the major body organs as well as their general anatomic locations.
4. Explore the effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

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**COURSE OUTLINE**

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| I | 8 (T) | Define the terms relative to the anatomical position<br><br>Describe the anatomical planes<br><br>Define and describe the terms used to describe movements<br><br>Organization of human body and structure of cell, tissues membranes and glands<br><br>Describe the types of cartilage<br><br>Compare and contrast the features of skeletal, smooth and cardiac muscle | **Introduction to anatomical terms and organization of the human body**<br>• Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar<br>• Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)<br>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction<br>• Cell structure, Cell division<br>• Tissue – definition, types, characteristics, classification, location<br>• Membrane, glands – classification and structure<br>• Identify major surface and bony landmarks in each body region, Organization of human body<br>• Hyaline, fibro cartilage, elastic cartilage<br>• Features of skeletal, smooth and cardiac muscle<br>• Application and implication in nursing | • Lecture cum Discussion<br>• Use of models<br>• Video demonstration<br>• Use of microscopic slides<br>• Lecture cum Discussion<br>• Video/Slides<br>• Anatomical Torso | • Quiz<br>• MCQ<br>• Short answer |
| II | 6 (T) | Describe the structure of respiratory system<br><br>Identify the muscles of respiration and examine their contribution to the mechanism of breathing | **The Respiratory system**<br>• Structure of the organs of respiration<br>• Muscles of respiration<br>• Application and implication in nursing | • Lecture cum Discussion<br>• Models<br>• Video/Slides | • Short answer<br>• Objective type |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| III | 6 (T) | Describe the structure of digestive system | **The Digestive system**<br>• Structure of alimentary canal and accessory organs of digestion<br>• Application and implications in nursing | • Lecture cum Discussion<br>• Video/Slides<br>• Anatomical Torso | • Short answer<br>• Objective type |
| IV | 6 (T) | Describe the structure of circulatory and lymphatic system. | **The Circulatory and Lymphatic system**<br>• Structure of blood components, blood vessels – Arterial and Venous system<br>• Position of heart relative to the associated structures<br>• Chambers of heart, layers of heart<br>• Heart valves, coronary arteries<br>• Nerve and blood supply to heart<br>• Lymphatic tissue<br>• Veins used for IV injections<br>• Application and implication in nursing | • Lecture<br>• Models<br>• Video/Slides | • Short answer<br>• MCQ |
| V | 4 (T) | Identify the major endocrine glands and describe the structure of endocrine Glands | **The Endocrine system**<br>• Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands | • Lecture<br>• Models/charts | • Short answer<br>• Objective type |
| VI | 4 (T) | Describe the structure of various sensory organs | **The Sensory organs**<br>• Structure of skin, eye, ear, nose and tongue<br>• Application and implications in nursing | • Lecture<br>• Explain with Video/ models/charts | • Short answer<br>• MCQ |
| VII | 10 (T) | Describe anatomical position and structure of bones and joints<br><br>Identify major bones that make up the axial and appendicular skeleton<br><br>Classify the joints<br><br>Identify the application and implications in nursing<br><br>Describe the structure of muscle | **The Musculoskeletal system:**<br><br>**The Skeletal system**<br>• Anatomical positions<br>• Bones – types, structure, growth and ossification<br>• Axial and appendicular skeleton<br>• Joints – classification, major joints and structure<br>• Application and implications in nursing | • Review – discussion<br>• Lecture<br>• Discussions<br>• Explain using charts, skeleton and loose bones and torso<br>• Identifying muscles involved in nursing procedures in lab | • Short answer<br>• Objective type |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | Apply the knowledge in performing nursing procedures/skills | **The Muscular system**<br>• Types and structure of muscles<br>• Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs<br>• Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis<br>• Major muscles involved in nursing procedures | | |
| **VIII** | 5 (T) | Describe the structure of renal system | **The Renal system**<br>• Structure of kidney, ureters, bladder, urethra<br>• Application and implication in nursing | • Lecture<br>• Models/charts | • MCQ<br>• Short answer |
| **IX** | 5 (T) | Describe the structure of reproductive system | **The Reproductive system**<br>• Structure of male reproductive organs<br>• Structure of female reproductive organs<br>• Structure of breast | • Lecture<br>• Models/charts | • MCQ<br>• Short answer |
| **X** | 6 (T) | Describe the structure of nervous system including the distribution of the nerves, nerve plexuses<br><br>Describe the ventricular system | **The Nervous system**<br>• Review Structure of neurons<br>• CNS, ANS and PNS (Central, autonomic and peripheral)<br>• Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex<br>• Ventricular system – formation, circulation, and drainage<br>• Application and implication in nursing | • Lecture<br>• Explain with models<br>• Video slides | • MCQ<br>• Short answer |

**Note:** Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

## APPLIED PHYSIOLOGY

**PLACEMENT**: I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION**: The course is designed to assists student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop understanding of the normal functioning of various organ systems of the body.
2. Identify the relative contribution of each organ system towards maintenance of homeostasis.
3. Describe the effect of alterations in functions.
4. Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications.

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## COURSE OUTLINE

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| I | 4 (T) | Describe the physiology of cell, tissues, membranes and glands | **General Physiology – Basic concepts**<br>• Cell physiology including transportation across cell membrane<br>• Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis<br>• Cell cycle<br>• Tissue – formation, repair<br>• Membranes and glands – functions<br>• Application and implication in nursing | • Review – discussion<br>• Lecture cum Discussion<br>• Video demonstrations | • Quiz<br>• MCQ<br>• Short answer |
| II | 6 (T) | Describe the physiology and mechanism of respiration<br><br>Identify the muscles of respiration and examine their contribution to the mechanism of breathing | **Respiratory system**<br>• Functions of respiratory organs<br>• Physiology of respiration<br>• Pulmonary circulation – functional features<br>• Pulmonary ventilation, exchange of gases<br>• Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue<br>• Regulation of respiration<br>• Hypoxia, cyanosis, dyspnea, periodic breathing<br>• Respiratory changes during exercise<br>• Application and implication in nursing | • Lecture<br>• Video slides | • Essay<br>• Short answer<br>• MCQ |
| III | 8 (T) | Describe the functions of digestive system | **Digestive system**<br>• Functions of the organs of digestive tract<br>• Saliva – composition, regulation of secretion and functions of saliva<br>• Composition and function of gastric juice, mechanism and regulation of gastric secretion<br>• Composition of pancreatic juice, function, regulation of pancreatic secretion<br>• Functions of liver, gall bladder and pancreas<br>• Composition of bile and function<br>• Secretion and function of small and large intestine<br>• Movements of alimentary tract<br>• Digestion in mouth, stomach, small intestine, large intestine, absorption of food<br>• Application and implications in nursing | • Lecture cum Discussion<br>• Video slides | • Essay<br>• Short answer<br>• MCQ |
| IV | 4 (T) | Explain the functions of the | **Circulatory and Lymphatic system**<br>• Functions of heart, conduction system, | • Lecture | • Short answer |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | heart, and physiology of circulation | cardiac cycle, Stroke volume and cardiac output<br>• Blood pressure and Pulse<br>• Circulation – principles, factors influencing blood pressure, pulse<br>• Coronary circulation, Pulmonary and systemic circulation<br>• Heart rate – regulation of heart rate<br>• Normal value and variations<br>• Cardiovascular homeostasis in exercise and posture<br>• Application and implication in nursing | • Discussion<br>• Video/Slides | • MCQ |
| V | 5 (T) | Describe the composition and functions of blood | **Blood**<br>• Blood – Functions, Physical characteristics<br>• Formation of blood cells<br>• Erythropoiesis – Functions of RBC, RBC life cycle<br>• WBC – types, functions<br>• Platelets – Function and production of platelets<br>• Clotting mechanism of blood, clotting time, bleeding time, PTT<br>• Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation<br>• Blood groups and types<br>• Functions of reticuloendothelial system, immunity<br>• Application in nursing | • Lecture<br>• Discussion<br>• Videos | • Essay<br>• Short answer<br>• MCQ |
| VI | 5 (T) | Identify the major endocrine glands and describe their functions | **The Endocrine system**<br>• Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.<br>• Other hormones<br>• Alterations in disease<br>• Application and implication in nursing | • Lecture<br>• Explain using charts | • Short answer<br>• MCQ |
| VII | 4 (T) | Describe the structure of various sensory organs | **The Sensory Organs**<br>• Functions of skin<br>• Vision, hearing, taste and smell<br>• Errors of refraction, aging changes<br>• Application and implications in nursing | • Lecture<br>• Video | • Short answer<br>• MCQ |
| VIII | 5 (T) | Describe the functions of | **Musculoskeletal system** | • Lecture | • Structured essay |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | bones, joints, various types of muscles, its special properties and nerves supplying them | • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing<br>• Joints and joint movements<br>• Alteration of joint disease<br>• Properties and Functions of skeletal muscles – mechanism of muscle contraction<br>• Structure and properties of cardiac muscles and smooth muscles<br>• Application and implication in nursing | • Discussion<br>• Video presentation | • Short answer<br>• MCQ |
| **IX** | 4 (T) | Describe the physiology of renal system | **Renal system**<br>• Functions of kidney in maintaining homeostasis<br>• GFR<br>• Functions of ureters, bladder and urethra<br>• Micturition<br>• Regulation of renal function<br>• Application and implication in nursing | • Lecture<br>• Charts and models | • Short answer<br>• MCQ |
| **X** | 4 (T) | Describe the structure of reproductive system | **The Reproductive system**<br>• Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast<br>• Male reproductive system – Spermatogenesis, hormones and its functions, semen<br>• Application and implication in providing nursing care | • Lecture<br>• Explain using charts, models, specimens | • Short answer<br>• MCQ |
| **XI** | 8 (T) | Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves | • **Nervous system**<br>• Overview of nervous system<br>• Review of types, structure and functions of neurons<br>• Nerve impulse<br>• Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum<br>• Sensory and Motor Nervous system<br>• Peripheral Nervous system<br>• Autonomic Nervous system<br>• Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus<br>• Vestibular apparatus<br>• Functions of cranial nerves<br>• Autonomic functions<br>• Physiology of Pain-somatic, visceral and referred | • Lecture cum Discussion<br>• Video slides | • Brief structured essays<br>• Short answer<br>• MCQ<br>• Critical reflection |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Reflexes<br>• CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier<br>• Application and implication in nursing | | |

**Note:** Few lab hours can be planned for visits, observation and handling

(less than 1 credit lab hours are not specified separately)

## APPLIED SOCIOLOGY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 hours)

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the scope and significance of sociology in nursing.
2. Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients.
3. Identify the impact of culture on health and illness.
4. Develop understanding about types of family, marriage and its legislation.
5. Identify different types of caste, class, social change and its influence on health and health practices.
6. Develop understanding about social organization and disorganization and social problems in India.
7. Integrate the knowledge of clinical sociology and its uses in crisis intervention.

### COURSE OUTLINE

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| I | 1 (T) | Describe the scope and significance of sociology in nursing | **Introduction**<br>• Definition, nature and scope of sociology<br>• Significance of sociology in nursing | • Lecture<br>• Discussion | • Essay<br>• Short answer |
| II | 15 (T) | Describe the individualization, Groups, processes of Socialization, social change and its importance | **Social structure**<br>• Basic concept of society, community, association and institution<br>• Individual and society<br>• Personal disorganization<br>• Social group – meaning, characteristics, and classification.<br>• Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation<br>• Socialization – characteristics, process, agencies of socialization<br>• Social change – nature, process, and role of nurse | • Lecture cum Discussion | • Essay<br>• Short answer<br>• Objective type |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Structure and characteristics of urban, rural and tribal community.<br>• Major health problems in urban, rural and tribal communities<br>• Importance of social structure in nursing profession | | |
| III | 8 (T) | Describe culture and its impact on health and disease | **Culture**<br>• Nature, characteristic and evolution of culture<br>• Diversity and uniformity of culture<br>• Difference between culture and civilization<br>• Culture and socialization<br>• Transcultural society<br>• Culture, Modernization and its impact on health and disease | • Lecture<br>• Panel discussion | • Essay<br>• Short answer |
| IV | 8 (T) | Explain family, marriage and legislation related to marriage | **Family and Marriage**<br>• Family – characteristics, basic need, types and functions of family<br>• Marriage – forms of marriage, social custom relating to marriage and importance of marriage<br>• Legislation on Indian marriage and family.<br>• Influence of marriage and family on health and health practices | • Lecture | • Essay<br>• Short answer<br>• Case study report |
| V | 8 (T) | Explain different types of caste and classes in society and its influence on health | **Social stratification**<br>• Introduction – Characteristics & forms of stratification<br>• Function of stratification<br>• Indian caste system – origin and characteristics<br>• Positive and negative impact of caste in society.<br>• Class system and status<br>• Social mobility-meaning and types<br>• Race – concept, criteria of racial classification<br>• Influence of class, caste and race system on health. | • Lecture<br>• Panel discussion | • Essay<br>• Short answer<br>• Objective type |
| VI | 15 (T) | Explain social organization, disorganization, social problems and role of nurse in reducing social problems | **Social organization and disorganization**<br>• Social organization – meaning, elements and types<br>• Voluntary associations<br>• Social system – definition, types, role and status as structural element of social system.<br>• Interrelationship of institutions<br>• Social control – meaning, aims and process of social control | • Lecture<br>• Group discussion<br>• Observational visit | • Essay<br>• Short answer<br>• Objective type<br>• Visit report |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Social norms, moral and values<br>• Social disorganization – definition, causes, Control and planning<br>• Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19<br>• Vulnerable group – elderly, handicapped, minority and other marginal group.<br>• Fundamental rights of individual, women and children<br>• Role of nurse in reducing social problem and enhance coping<br>• Social welfare programs in India | | |
| VII | 5 (T) | Explain clinical sociology and its application in the hospital and community | **Clinical sociology**<br>• Introduction to clinical sociology<br>• Sociological strategies for developing services for the abused<br>• Use of clinical sociology in crisis intervention | • Lecture,<br>• Group discussion<br>• Role play | • Essay<br>• Short answer |

## APPLIED PSYCHOLOGY

**PLACEMENT:** I SEMESTER

**THEORY:** 3 Credits (60 Hours)

**DESCRIPTION:** This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Identify the importance of psychology in individual and professional life.
2. Develop understanding of the biological and psychological basis of human behaviour.
3. Identify the role of nurse in promoting mental health and dealing with altered personality.
4. Perform the role of nurses applicable to the psychology of different age groups.
5. Identify the cognitive and affective needs of clients.
6. Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client.
7. Demonstrate basic understanding of psychological assessment and nurse's role.
8. Apply the knowledge of soft skills in workplace and society.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

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## COURSE OUTLINE

**T – Theory**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| I | 2 (T) | Describe scope, branches and significance of psychology in nursing | **Introduction**<br>• Meaning of Psychology<br>• Development of psychology – Scope, branches and methods of psychology<br>• Relationship with other subjects<br>• Significance of psychology in nursing<br>• Applied psychology to solve everyday issues | • Lecture cum Discussion | • Essay<br>• Short answer |
| II | 4 (T) | Describe biology of human behaviour | **Biological basis of behavior –Introduction**<br>• Body mind relationship<br>• Genetics and behaviour<br>• Inheritance of behaviour<br>• Brain and behaviour.<br>• Psychology and sensation – sensory process – normal and abnormal | • Lecture<br>• Discussion | • Essay<br>• Short answer |
| III | 5 (T) | Describe mentally healthy person and defense mechanisms | **Mental health and mental hygiene**<br>• Concept of mental health and mental hygiene<br>• Characteristic of mentally healthy person<br>• Warning signs of poor mental health<br>• Promotive and preventive mental health strategies and services<br>• Defense mechanism and its implication<br>• Frustration and conflict – types of conflicts and measurements to overcome<br>• Role of nurse in reducing frustration and conflict and enhancing coping<br>• Dealing with ego | • Lecture<br>• Case discussion<br>• Role play | • Essay<br>• Short answer<br>• Objective type |
| IV | 7 (T) | Describe psychology of people in different age groups and role of nurse | **Developmental psychology**<br>• Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying<br>• Role of nurse in supporting normal growth and development across the life span<br>• Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult<br>• Introduction to child psychology and role of nurse in meeting the psychological needs of | • Lecture<br>• Group<br>• discussion | • Essay<br>• Short answer |

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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | children<br>• Psychology of vulnerable individuals – challenged, women, sick etc.<br>• Role of nurse with vulnerable groups | | |
| V | 4 (T) | Explain personality and role of nurse in identification and improvement in altered personality | **Personality**<br>• Meaning, definition of personality<br>• Classification of personality<br>• Measurement and evaluation of personality – Introduction<br>• Alteration in personality<br>• Role of nurse in identification of individual personality and improvement in altered personality | • Lecture<br>• Discussion<br>• Demonstration | • Essay and short answer<br>• Objective type |
| VI | 16 (T) | Explain cognitive process and their applications | **Cognitive process**<br>• **Attention** – definition, types, determinants, duration, degree and alteration in attention<br>• **Perception** – Meaning of Perception, principles, factor affecting perception,<br>• **Intelligence** – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies<br>• **Learning** – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation<br>• **Memory**-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting<br>• **Thinking** – types, level, reasoning and problem solving.<br>• **Aptitude** – concept, types, individual differences and variability<br>• Psychometric assessment of cognitive processes – Introduction<br>• Alteration in cognitive processes | • Lecture<br>• Discussion | • Essay and short answer<br>• Objective type |
| VII | 6 (T) | Describe motivation, emotion, attitude and role of nurse in emotionally sick client | **Motivation and emotional processes**<br>• **Motivation** – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives<br>• **Emotions** – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other<br>• Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping | • Lecture<br>• Group discussion | • Essay and short answer<br>• Objective type |

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| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---|---|---|---|---|---|
| | | Plan and provide appropriate health teaching following the principles | ○ Turning<br>○ Logrolling<br>• Changing position of helpless patient<br>• Transferring (Bed to and from chair/wheelchair/ stretcher)<br>*Patient education* | | |
| | 1 | Demonstrate skills in assessing and performing First Aid during emergencies | **First aid and Emergencies**<br>• Bandaging Techniques<br>○ Basic Bandages:<br>▪ Circular<br>▪ Spiral<br>▪ Reverse-Spiral<br>▪ Recurrent<br>▪ Figure of Eight<br>○ Special Bandages:<br>▪ Caplin<br>▪ Eye/Ear Bandage<br>▪ Jaw Bandage<br>▪ Shoulder Spica<br>▪ Thumb spica<br>▪ Triangular Bandage/ Sling (Head & limbs)<br>▪ Binders | • Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab) | • Assessment of clinical skills using checklist<br>• OSCE (first aid competencies) |

## APPLIED BIOCHEMISTRY

**PLACEMENT:** II SEMESTER

**THEORY:** 2 credits (40 hours) (includes lab hours also)

**DESCRIPTION:** The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Describe the metabolism of carbohydrates and its alterations.
2. Explain the metabolism of lipids and its alterations.
3. Explain the metabolism of proteins and amino acids and its alterations.
4. Explain clinical enzymology in various disease conditions.
5. Explain acid base balance, imbalance and its clinical significance.
6. Describe the metabolism of hemoglobin and its clinical significance.
7. Explain different function tests and interpret the findings.
8. Illustrate the immunochemistry.

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| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---|---|---|---|---|---|
| | | Subcutaneous, Intramuscular, Intra Venous Topical, inhalation | ▪ -Intramuscular<br>▪ Instillations<br>o Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations | | |
| | 2 | Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness<br><br>Care for terminally ill and dying patients | **Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying**<br>*Sensory Needs and Care of Unconscious patients*<br>• Assessment of Level of Consciousness using Glasgow Coma Scale<br>*Terminally ill, death and dying*<br>• Death Care | • Nursing rounds on care of patient with altered sensorium | • Assessment of clinical skills using checklist<br>• OSCE<br>• Assessment of clinical skills using checklist |

## HEALTH/NURSING INFORMATICS AND TECHNOLOGY

**PLACEMENT:** II SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICAL/LAB**: 1 Credit (40 hours)

**DESCRIPTION:** This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop a basic understanding of computer application in patient care and nursing practice.
2. Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration and research.
3. Describe the principles of health informatics and its use in developing efficient healthcare.
4. Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.
5. Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.
6. Apply the knowledge of interoperability standards in clinical setting.
7. Apply the knowledge of information and communication technology in public health promotion.
8. Utilize the functionalities of Nursing Information System (NIS) system in nursing.
9. Demonstrate the skills of using data in management of health care.
10. Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.
11. Utilize evidence-based practices in informatics and technology for providing quality patient care.
12. Update and utilize evidence-based practices in nursing education, administration, and practice.

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## COURSE OUTLINE

**T – Theory, P/L – Lab**

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|---|
| | T | P/L | | | | |
| I | 10 | 15 | Describe the importance of computer and technology in patient care and nursing practice | **Introduction to computer applications for patient care delivery system and nursing practice**<br>• Use of computers in teaching, learning, research and nursing practice | • Lecture<br>• Discussion<br>• Practice session<br>• Supervised clinical practice on EHR use<br>• Participate in data analysis using statistical package with statistician | (T)<br>• Short answer<br>• Objective type<br>• Visit reports<br>• Assessment of assignments |
| | | | Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research. | • Windows, MS office: Word, Excel, Power Point<br>• Internet<br>• Literature search<br>• Statistical packages<br>• Hospital management information system | • Visit to hospitals with different hospital management systems | (P)<br>• Assessment of skills using checklist |
| II | 4 | 5 | Describe the principles of health informatics<br><br>Explain the ways data, knowledge and information can be used for effective healthcare | **Principles of Health Informatics**<br>• Health informatics – needs, objectives and limitations<br>• Use of data, information and knowledge for more effective healthcare and better health | • Lecture<br>• Discussion<br>• Practical session<br>• Work in groups with health informatics team in a hospital to extract nursing data and prepare a report | (T)<br>• Essay<br>• Short answer<br>• Objective type questions<br>• Assessment of report |
| III | 3 | 5 | Describe the concepts of information system in health<br><br>Demonstrate the use of health information system in hospital setting | **Information Systems in Healthcare**<br>• Introduction to the role and architecture of information systems in modern healthcare environments<br>• Clinical Information System (CIS)/Hospital information System (HIS) | • Lecture<br>• Discussion<br>• Demonstration<br>• Practical session<br>• Work in groups with nurse leaders to understand the hospital information system | (T)<br>• Essay<br>• Short answer<br>• Objective type |
| IV | 4 | 4 | Explain the use of electronic health records in nursing practice<br><br>Describe the latest trend in electronic health records standards and interoperability | **Shared Care & Electronic Health Records**<br>• Challenges of capturing rich patient histories in a computable form<br>• Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. | • Lecture<br>• Discussion<br>• Practice on Simulated EHR system<br>• Practical session<br>• Visit to health informatics department of a hospital to understand the use of EHR in nursing practice | (T)<br>• Essay<br>• Short answer<br>• Objective type<br>(P)<br>• Assessment of skills using checklist |

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| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|---|
| | T | P/L | | | | |
| | | | related to nursing informatics | digital health applied to nursing | | |
| X | 3 | | Explain the relevance of evidence-based practices in providing quality healthcare | **Healthcare Quality & Evidence Based Practice**<br>• Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards | • Lecture<br>• Discussion<br>• Case study | (T)<br>• Essay<br>• Short answer<br>• Objective type |

**SKILLS**

- Utilize computer in improving various aspects of nursing practice.
- Use technology in patient care and professional advancement.
- Use data in professional development and efficient patient care.
- Use information system in providing quality patient care.
- Use the information system to extract nursing data.
- Develop skill in conducting literature review.

**APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY**

**PLACEMENT:** III SEMESTER

**THEORY:** 2 Credits (40 hours)

**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning – L/E)

**SECTION A: APPLIED MICROBIOLOGY**

**THEORY:** 20 hours

**PRACTICAL**: 20 hours (Lab/Experiential Learning – L/E)

**DESCRIPTION:** This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

**COMPETENCIES:** On completion of the course, the students will be able to:

1. Identify the ubiquity and diversity of microorganisms in the human body and the environment.
2. Classify and explain the morphology and growth of microbes.
3. Identify various types of microorganisms.
4. Explore mechanisms by which microorganisms cause disease.
5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.
6. Apply the principles of preparation and use of vaccines in immunization.
7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

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| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|---|
| | T | P/L | | | | |
| | | | | | • Prepare a report on current EHR standards in Indian setting | |
| V | 3 | | Describe the advantages and limitations of health informatics in maintaining patient safety and risk management | **Patient Safety & Clinical Risk**<br>• Relationship between patient safety and informatics<br>• Function and application of the risk management process | • Lecture<br>• Discussion | (T)<br>• Essay<br>• Short answer<br>• Objective type |
| VI | 3 | 6 | Explain the importance of knowledge management<br><br>Describe the standardized languages used in health informatics | **Clinical Knowledge & Decision Making**<br>• Role of knowledge management in improving decision-making in both the clinical and policy contexts<br>• Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. | • Lecture<br>• Discussion<br>• Demonstration<br>• Practical session<br>• Work in groups to prepare a report on standardized languages used in health informatics.<br>• Visit health informatics department to understand the standardized languages used in hospital setting | (T)<br>• Essay<br>• Short answer<br>• Objective type |
| VII | 3 | | Explain the use of information and communication technology in patient care<br><br>Explain the application of public health informatics | **eHealth: Patients and the Internet**<br>• Use of information and communication technology to improve or enable personal and public healthcare<br>• Introduction to public health informatics and role of nurses | • Lecture<br>• Discussion<br>• Demonstration | • Essay<br>• Short answer<br>• Objective type<br>• Practical exam |
| VIII | 3 | 5 | Describe the functions of nursing information system<br><br>Explain the use of healthcare data in management of health care organization | **Using Information in Healthcare Management**<br>• Components of Nursing Information system(NIS)<br>• Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations | • Lecture<br>• Discussion<br>• Demonstration on simulated NIS software<br>• Visit to health informatics department of the hospital to understand use of healthcare data in decision making | (T)<br>• Essay<br>• Short answer<br>• Objective type |
| IX | 4 | | Describe the ethical and legal issues in healthcare informatics<br><br>Explains the ethical and legal issues | **Information Law & Governance in Clinical Practice**<br>• Ethical-legal issues pertaining to healthcare information in contemporary clinical practice<br>• Ethical-legal issues related to | • Lecture<br>• Discussion<br>• Case discussion<br>• Role play | (T)<br>• Essay<br>• Short answer<br>• Objective type |

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