

Krishna Institute Of Medical Sciences Deemed University



Krishna Institute of Nursing Sciences

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B. Sc. Nursing - Program code: 4101

Syllabus

Philosophy

Krishna institute of medical sciences Deemed to be University's, Krishna Institute of Nursing Sciences believes that, Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is right of all the people, Individuals, families and communities have a responsibility to words maintaining their health.Nursing contributes to the health services in a vital and significant way in the health care delivery system. It recognizes national health goals and is committed to participate in the implementation of National Health policies and programme. It aims at identifying health needs of the people, planning and providing quality are in collaboration with other health professionals and community groups.

Scope of Nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of Nursing is based upon application of basic concepts and principles derived from the physical, biological and behavioural sciences, medicine and nursing. Nursing is based on values of caring, and aims to help individuals to attain independence in self care. It necessitates development of compassion and understanding of human behaviour among its practitioners to provide care with respect and dignity and protect the rights of individuals and groups.

Undergraduate nursing programme is broad based education within an academic framework specifically directed to the development of critical thinking skills, competencies and standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven. self directed learning and foster and attitude of lifelong learning.Under graduate Nursing education programme prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conducts at all times in fulfilling personal, social and professional obligations so as to respond to the national aspirations.

AIMS & OBJECTIVES

Aims:

The aim of the undergraduate nursing program is to :

- Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical/public health setting.

Objectives:

On completion of the four year B.Sc. Nursing program the graduate will be able to:

- Apply knowledge from physical, biological, and behavioral sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
- Demonstrate understanding of life style and other factors, which affect health of individuals and groups.
- Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
- Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- Utilize the latest trends and technology in providing health care.
- Provide promotive, preventive and restorative health services in line with the national health policies and programmes.
- Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
- Communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.

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- Demonstrate skills in teaching to individuals and groups in clinical/community health settings.
- Participate effectively as members of the health team in health care delivery system.
- Demonstrate leadership and managerial skills in clinical/community health settings.
- Conduct need based research studies in various setting and utilize the research findings to improve the quality of care.
- Demonstrate awareness, interest, and contribute towards advancement of self and of the profession.

Admission procedure:

Entrance / Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Duration

Duration of the course shall be four years including internship.

Vacation

08 weeks' vacation shall be given in each year.

Duration

Course duration	=	4 yrs.
Weeks available per year	=	52 weeks
Vacation	=	8 weeks
Gazetted holidays	=	as per University
Examination (including preparatory)	=	4 weeks
Hours available per academic year	=	1480 (37 weeks x 40 hours) minimum

COURSE OF INSTRUCTION

First year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1. Anatomy & Physiology	60 + 60		
2. Nursing Foundation	265+200	450	
3. Nutrition & Biochemistry	60+30		
4. Psychology	60		
5. Microbiology	60		
1 * English	60		
9 Introduction to computers	45		
10 ** Hindi / Regional language	30		
11 Library work / self study			50
12 Co-curricular activities			50
Total hours	930	450	100
<i>Total hours = 1480 hrs</i>			

** Optional

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Second year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1 Sociology	60		
2 Pharmacology Pathology & Genetics	45+30+15		
3. Community Health Nursing I	90	135	
4.Communication & Educational Technology	60+30		
5. Medical-surgical Nursing (Adult including geriatrics) – I	210	720	
8 Library work / self study			50
9 Co-curricular activities			35
Total hours	540	855	85
<i>Total hours = 1480 hrs</i>			

Third year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1. Medical – surgical Nursing (Adult including geriatrics)- II	120	270	
2 Child health Nursing	90	270	
3. Mental Health Nursing	90	270	
4. <i>Nursing Research & Statistics</i>	45	*	
5. Library work / self study			50
6. Co-curricular activities			50
Total hours	345	810	100
Total hours = 1255 hrs			

Fourth year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	
1.Community Health Nursing	90	135	
2.Midwifery and obstetrical nursing	90	180	
3. Management of Nursing services and education	60+30		
<i>Total hours</i>	270	315	
<i>Total hours = 585 hrs</i>			

* Project work to be carried out during internship

Practical – 30 hours per week

Internship (Integrated Practice)

Subject	Theory	Practical (In hrs)	In weeks
1. Midwifery and Obstetrical Nursing		240	5
2. Community Health Nursing II		195	4
3. Medical Surgical Nursing (Adult and Geriatrics)		430	9
4. Child Health		145	3
5. Mental Health		95	2
6. Research Project		45	1
<i>Total hours</i>		1150	24
<i>Total hours = 1735 hrs</i>			

Note :

- Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
- Internship should be carried out as 8 hours per day @ 48 hours per week.
- Students during internship will be supervised by nursing teachers.
- Fourth year final examination to be held only after completing internship.

SCHEME OF EXAMINATION

First year

Subject	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100
• English	3	25	75	100
• Anatomy				
• Physiology				
• Nutrition	3	25	75	100
• Biochemistry				
• Nursing Foundation				
• Psychology	3	25	75	100
• Microbiology	3	25	75	100
• Introduction to computer	3	25	75	100
Practical & Viva Voce				
1. Nursing Foundations		100	100	200

Second year

Subject	Assessment			
	Hours	Internal	External	Total
• Sociology	3	25	75	100
• Medical Surgical Nursing – I	3	25	75	100
• Pharmacology, Pathology, genetics	3	25	75	100
• Community Health Nursing – I	3	25	75	100
• Communication and Educational Technology	3	25	75	100

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Practical & Viva Voce				
• Medical Surgical Nursing – I		100	100	200

Third year

Subject	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100
• Medical Surgical Nursing				
• Child Health Nursing	3	25	75	100
• Mental Health Nursing	3	25	75	100
• <i>Nursing Research & Statistics</i>	3	25	75	100
Practical & Viva Voce				
• Medical Surgical Nursing – II		50	50	100
• Child Health Nursing		50	50	100
• Mental Health Nursing		50	50	100

Fourth year

Subject	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100
• Midwifery and Obstetrical nursing				
• Community Health Nursing – II	3	25	75	100
• Management of Nursing Services and education	3	25	75	100
Practical & Viva Voce				
• Midwifery and Obstetrical nursing	3	50	50	100
• Community Health Nursing	3	50	50	100

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N.B.:

- Anatomy and Physiology question paper will consist of section A Anatomy of 37 marks and B Physiology should be of 38 marks.
- Nutrition and Biochemistry question paper will consist of Section A Nutrition of 45 marks and Section B Biochemistry of 30 marks.
- Pharmacology, Genetics, Pathology: Section A Pharmacology with 38 marks, Section B Pathology of 25 and Genetics with 12 marks.
- Nursing Research and Statistics – Nursing research should be of 50 marks and statistics of 25 marks.
- English examination will be conducted by college and marks will be send to University. (Minimum pass marks shall be 40% for English.)
- Theory and Practical exams for Introduction to computer to be conducted as College exam and marks to be sent to the University for Inclusion in the marks sheet.
- Minimum pass marks shall be 50% in each of the Theory and practical papers separately.
- A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing University examination.
- A candidate must have 100% attendance in each of the practical areas before award of degree.
- A candidate has to pass in theory and practical exam separately in each of the paper.
- If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
- *A candidate failing in more than two subjects will not be promoted to the next year.
- All practical examinations must be held in the respective clinical areas.
- One internal and one external examiner should jointly conduct practical examination for each student.
- An examiner should be a lecturer or above in a college of nursing with M.Sc. (N) in concerned subject and minimum of 3 years of teaching experience. To be an examiner for nursing foundations course faculty having M.Sc.(N) with any specialty shall be considered.
- The maximum period to complete the course successfully should not exceed eight years.
- Maximum number of candidate for practical examination should not exceed 20 per day.
- Candidate shall not be admitted to the subsequent higher examination unless the candidate has passed the previous examination

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-11

1st Year Basic BSc Nursing

Subject: Anatomy

Placement: First Year

Theory: 60 Hrs.

COURSE DESCRIPTION:

- The Course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and practice of nursing.

SPECIFIC OBJECTIVES:

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

- Describe the general structure and functions of the body as a whole.
- Describe the general and microscopic structure and functions of each system of the body.
- Explain the macroscopic and microscopic structure and functions of each organs of the body.
- Understand the effects of alterations in structures and functions of as whole.
- Apply the knowledge of anatomy and physiology in the practice of nursing.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (2hrs)	At the end of unit students are able to Cognitive: Define anatomical terms and cell. Understand and describe cell division. Psychomotor: Use this Cognitive while providing nursing care in clinical settings. Affective: Correlate with nursing practice	Introduction to Anatomical terms organization of the human body -Human cell structure -Tissues-Definition, Types, characteristics, classification, location, functions and formation (1 hr) -Classification and structure Membranes and glands (1 hr) <i>Bioethics :- Human dignity, primacy of patient's interest, safe practice, privacy and confidentiality, practising in complex health system, (1Hr)</i>	-Alteration in disease. <i>Bioethics:- (Application of theoretical aspect of Anatomy to practice, Cadaver ethics, organ transplantation, 3D body simulation(1 hr)</i>	<i>-Applications and implications in Nursing. Shifted from DK to NK(1 hr)</i>	Lectures & Discussion explain by using charts Microscopic slides, Skeleton and torso Demonstrate cells types of tissues membranes and glands Journal	•Short answers •Objective type
II (06 Hrs)	At the end of unit students are able to Cognitive: Understand and describe skeletal system. Psychomotor: Identify patient's condition and render comprehensive care. Affective: Contribute in improving the quality of nursing	The Skeletal system Bones – types, structure Axial Skeleton and Appendicular Skeleton. (1 hour) Bone formation and growth (1 hr) Description of bones(1 hr) Description Joint –	Alteration in disease. (1 hr)	<i>Applications and implications in Nursing. Shifted from DK to NK(1 hr)</i>	Explain using charts, Skeleton loose bones and joints Journal	Essay type •Short answers •Objective type of question

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	practice..	classification and structure (1 hr)				
III (07Hrs)	At the end of unit students are able to Cognitive: Understand and describe type and structure of muscles. Psychomotor: Utilize this Cognitive in rendering nursing care.	The Muscular system Types of muscles (1 hour) Structure of muscles (1 hour) Muscle groups of head ,neck thorax (1 hour) Muscle groups of upper limb (1 hour)	Alteration in disease Application and implications in nursing. (1 hour) <i>Muscle groups abdomen</i> <i>Shifted from MK to DK(1 hr)</i>	<i>Muscle groups of hip and lower limb</i> <i>Shifted from MK to NK(1 hr)</i>	Lectures & Discussion explain by using charts, models and films Demonstrate muscular movements Journal	•Essay type Short answers •Objective type of questions
IV (06rs)	At the end of unit students are able to Cognitive: Acquire the Cognitive on central and peripheral nerves system (spinal cord, cerebrum, and cerebellum). Psychomotor: Apply this Cognitive in nursing practice. Affective: Contribute in improving quality of nursing care.	The Nervous system Structure of neuralgia and neurons. (1 hour) Somatic nervous system – structure of brain, spinal cord (1 hour) cranial nerves, spinal nerves, peripheral nerves (1 hour) Autonomic nervous system –structure and location. (1 hour)	Alteration in disease, Application and implications in nursing.(1 hour)	<i>Sympathetic,parasympathetic – structure and location.</i> <i>Shifted from MK to NK(1 hr)</i>	Lectures & Discussion explain by using charts, models slides and specimens. Journal	•Essay type •Short answers •Objective type
V (06 Hrs)	At the end of unit students are able to Cognitive: Acquire the Cognitive on different sensory organs and describe functions of each sensory organ.	The Sensory Organs Structure of skin.(1 hour) Structure of eye (1 hour) Structure of ear, (1 hour) Structure of nose ,	Alterations in disease. (1 hour)Applications and implications in nursing (1 hour)		Lectures & Discussion Explain by using charts, models slides and specimens.	•Essay type •Short answers •Objective type

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	<p>Psychomotor: Assess the patient with sensory alteration.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<p>Structure of tongue, (Auditory and olfactory apparatus).(1 hour)</p>			Journal	
VI (07Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive about structure of heart, blood vessel. Understand and explain the structure and function of lymphatic system Acquire Cognitive and describe regarding types of circulation.</p> <p>Psychomotor: Perform nursing care effectively in cardiac unit. Identify lymph glands involvement in various disease conditions.</p> <p>Affective: Incorporate Cognitive in practice. Incorporate this Cognitive in nursing practice.</p>	<p>The Circulatory and Lymphatic system</p> <p>The Circulatory system</p> <p>Blood - Microscopic structure(1 hour)</p> <p>Structure of Heart(1 hour)</p> <p>Structure of blood vessels - Arterial and Venous System (1 hour)</p> <p>Circulation: systemic, pulmonary, coronary. Lymphatic vessels and lymph. (1 hour)</p>	<p><i>Lymphatic tissues- Thymus gland, Lymph nodes, Spleen Shifted from NK to DK(1 hr)</i></p> <p><i>Lymphatic nodules. Shifted from NK to DK(1 hr)</i></p>	<p>Alterations in disease Applications and implications in nursing (1 hour)</p>	<p>Lectures & Discussion explain by using charts, models slides and specimens. Journal</p>	<p>•Essay type</p> <p>•Short answers</p> <p>•Objective type</p>
VII (5 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive of different components of respiratory systems such as lungs, bronchus, and their functions.</p> <p>Psychomotor: Render quality nursing care to patients with respiratory disorders.</p>	<p>The Respiratory system</p> <p>Structure of the organs of upper respiratory system (1 hour)</p> <p>Structure of the organs of lower respiratory system (1 hour)</p> <p>Muscles of respiration: Diaphragm, Intercostals muscles (1 hour)</p>	<p>Alterations in disease. (1 hour)</p>	<p>lications and lications in sing(1 hour)</p>	<p>Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal</p>	<p>•Essay type</p> <p>•Short answers</p> <p>•Objective type</p>

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VIII (06 Hrs)	At the end of unit students are able to Cognitive: Enlist organs participating in the process of digestion and describe their structures. Psychomotor : Render quality nursing care to the patients with problem of digestive system	The Digestive system Structure of Alimentary tract (1 hour). Structure organs of Alimentary tract (1 hours). Structure of accessory organs of digestion (2 hours)	Applications and implications in nursing. (2 hour)	Alterations in disease.	Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal	•Essay type •Short answers •Objective type
IX (04Hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding structure of kidney, ureters, urinary bladder, and urethra. Psychomotor: Contribute as member of health team in providing nursing care to the patients With excretory systems disorders. Affective: Contribute in improving quality of care of patients in KDU.	The excretory system (Urinary) Structure of organs of urinary System: Kidney, ureters, (1 hour) Structure of organs of urinary System: urinary bladder, ureters, urethra, Structure of skin. (1 hour)	Applications and implications in nursing (2 hour)	Alterations in disease	Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal	•Essay type •Short answers •Objective type
X (04 Hrs)	At the end of unit students are able to Cognitive: Describe the structure of endocrine glands. Psychomotor: Provides nursing care for patients with endocrine disorders. Affective: Contribute in	The endocrine system Structure of Pituitary, Pancreas thyroid(1 hour) Structure of Parathyroid, thymus and adrenal glands. (1 hour)	Applications and implications in nursing. (2 hour)	Alterations in disease	Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal	•Essay type •Short answers •Objective type

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	improving quality of care of patients.					
XI (04 Hrs)	At the end of unit students are able to Cognitive: Describe the structure of reproductive organs. Psychomotor: Provide nursing care to the patients with disorders of reproductive system. Affective: Contribute in improving quality of care of patients.	The Reproductive system Including Breast Structure of female reproductive organ(1 hour) Structure of male reproductive organ, Structure of breast (1 hour)	Applications and implications in nursing. (2 hour)	Alterations in disease	Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal	•Essay type •Short answers •Objective type

EVALUATION SCHEM: ANATOMY

Placement: First Year

Theory: 60 Hrs.

INTERNAL ASSESSMENT:

Evaluation Scheme				
	Anatomy	Physiology	Total marks	Average out of
Mid term	37	38	75	
Pre final	37	38	75	
Total	-	-	150	15
Assignment (Writing journal)	25	25	50	10
Send to university				25
External Examination	37	38	75	

FORMATIVE EVALUATION

S.N	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERS
1	Assignment (Writing Journal)	01	25	25	10

SUMMATIVE EVALUATION

MID-TERM 37	PRE FINAL 37	UNIVERSITY EXAMINATION 37
MCQ - 1X 9 = 09 MARKS	MCQ - 1X 9 = 09 MARKS	MCQ - 1X 9 = 09 MARKS
BAQ - 2X 5 = 10 MARKS	BAQ - 2X 5 = 10 MARKS	BAQ - 2X 5 = 10 MARKS
SAQ - 4X 2 = 8 MARKS	SAQ - 4X 2 = 8 MARKS	SAQ - 4X 2 = 8 MARKS
LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS

REFERENCE BOOK:

- 1) Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10th ed. Churchill Livingstone.
- 2) Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11th ed., C.V., Mosby Co., London.
- 3) Greig, Rhind, "Riddle's Anatomy & Physiology", 7th ed., Churchill Livingstone.
- 4) Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1st ed., Jaypee.
- 5) Tortora, (2003), "Principles of Anatomy & Physiology," 10th ed., Wiley inter.
- 6) Chaurasia, B.D. (2004), "Human Anatomy", 4th ed., CBS publishers.
- 7) Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P.Publications. 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2nd Edition, William Hernmarni Medical BK. Ltd.
- 8) Ganong. F. William, "Review of Medical Physiology", 15th Edition, Prentice Hall, International Inc., Appleton and Lange.
- 9) Guyton and Hall, "Textbook of Medical Physiology," 9th Edition, A Prism2. Indian Edn. Pvt. Ltd.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-11

1st Year Basic BSc Nursing

Subject: Physiology

Placement: first year

Theory: 60 hrs.

Course description: The course is designed to assist the students to acquire knowledge of the normal physiology of various human body systems and understand the alterations in physiology in diseases and practice of nursing.

Specific objectives:

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

- Describe the general structure and functions of the body as a whole.
- Describe the general and microscopic structure and functions of each system of the body.
- Explain the macroscopic and microscopic structure and functions of each organs of the body.
- Understand the effects of alterations in structures and functions of as whole.
- Apply the knowledge of anatomy and physiology in the practice of nursing.

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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (04 Hrs)	At the end of unit students are able to Cognitive: Know the functions of Cell, tissue, membranes, glands, tissue formation, and repair. Psychomotor : Differentiate the alterations in the body functions	Cell Physiology -Tissue-formation, repair -Membranes , Glandsfunctions(1 hr) <i>Bioethics ; -Research Ethics, animal ethics, consent, privacy and confidentiality, Ethical student issues, nursing practice, patient rights and safety, autonomy, informed consent, moral judgements, ethical decision-making skills,.(1hr)</i>	-Alterations in disease. -Applications and implications in nursing.(1 hr) <i>Bioethics:- Application of theoretical aspect of Physiology to practice.(1hr)</i>	--	Lectures & Discussion Journal	•Short answers •Objective type
II (04 Hrs)	At the end of unit students are able to Cognitive: Know bone formation and growth functions and movements of bones joins and healing of bones. Psychomotor: Differentiate the alterations in joint movements.	Skeletal system: Bone formation & growth (1 hour) • Bones - Functions and movements of bones of axial and appendicular skeleton, bone healing ,Joints and joint movement. (1 hour)	Alterations in disease(1 hour) Applications and implications in Nursing (1 hour)	--	Lecturs & Discussion Explain using charts, models and films demonstrate joints movements Journal	Essay type •Short answers •Objective type of question

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	Affective: Contribute in improving the quality of nursing practice.					
III (04Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the types and functions of muscles and its importance in maintaining body.</p> <p>Psychomotor: Identify the alterations in the functioning of muscles.</p> <p>Affective: Contribute in improving the quality of nursing practice.</p>	<p>Muscular System:</p> <ul style="list-style-type: none"> • Muscle movements, Muscle tone.(1 hour) • Physiology of muscle contraction, (1 hour) • Levels and maintenance of posture(1 hour) <p>Alterations in disease Applications and implications in Nursing (1 hour)</p>	--	--	<p>Lectures & Discussion explain by using charts, models , slides , specimens and films Demonstrate muscle movements tone and contraction Journal</p>	<ul style="list-style-type: none"> •Essay type Short answers •Objective type of questions
IV (07rs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understands the functions of neuralgia and neurons, brain, spines code, cranial and spinal nerves.</p> <p>Affective: Identify the</p>	<p>Nervous System:</p> <p>Functions of Neuralgia &neurons. (1Hr)</p> <p>Stimulus &nerve-impulse - definitions and mechanism (1 hr)</p> <p>Functions of brain, spinal cord, cranial and spinal nerve (1 hr)</p> <p>Cerebrospinal fluid-</p>	Alterations' in disease and Applications and implications in nursing. (1 hour)	<i>Autonomic learning and biofeedback Shifted from MK to NK (1Hr)</i>	<p>Lectures & Discussion explain by using charts, models , and films Demonstration nerve stimulus reflex action rellexes.</p>	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type

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	actions of reflexes.	Composition, circulation and function (1 hr) Reflex arc, Reflex action and reflexes Autonomic functions- Pain: somatic, visceral, and referred (1Hr)			Journal	
V (08 Hrs)	At the end of unit students are able to Cognitive: Understand blood formation, composition, blood groups and blood coagulation. Psychomotor: Perform blood grouping, hemoglobin percentage, ECG. Affective: Improve quality of care in ICU and Cardiac unit.	Circulatory system: Blood formation, composition, (1hr) blood groups, blood coagulation (1hr) Hemoglobin: Structure, Synthesis (1 hr) Hemoglobin: breakdown, Variation of molecules, estimation (1 hr) Functions of Heart, Conduction, Cardiac cycle, circulation (1hr) Principles Control, factors influencing BP and Pulse. (1hr)	Applications and implications in nursing.(1 hr)	Alterations in disease(1hr)	Lecture discussion Explain using models, charts and films Demonstration of Blood cell count, coagulation grouping Hemoglobin estimation, Heart conduction system Measurement of pulse, BP Journal	•Essay type •Short answers •Objective type
VI (06Hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding functions of respiratory	Respiratory System: Functions of respiratory organs. Physiology of respiration (1 hour) Pulmonary ventilation, Volume, Mechanics of respiration	Applications and implications in nursing.(1 hour) <i>Alterations in disease. Shifted from NK to DK</i>		Lecture discussion Explain using, Charts films, Demonstration of spirometry Journal	•Essay type •Short answers •Objective type

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	organs. Describe pulmonary ventilation, mechanism of respiration. Psychomotor: Provide care for the patients with ventilator support. Affective: Incorporate this Cognitive in nursing practice.	(1 hour) Gaseous exchange in lungs, Carriage of oxygen & carbon-dioxide, (1 hour) Exchange of gases in tissues, Regulation of respiration. (1 hour)	(1Hr)			
VII (6 Hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding functions of organs of digestive system Affective: Incorporate this Cognitive in nursing practice.	Digestive System: Functions of organs of digestive tract. Movements of alimentary tract(1 hour) Digestion in mouth, stomach small intestines, Large intestines (1 hour) Absorption of food. Functions of liver, gall bladder and pancreas (1 hour) Metabolism of carbohydrates protein and fat (1 hour)	Alterations in disease. (1 hour) <i>Applications and implications in nursing. Shifted from NK to DK (1Hr)</i>		Lecture discussion Explain using, Charts Films Journal	•Essay type •Short answers •Objective type
VIII (05 Hrs)	At the end of unit students are able to Cognitive: Understand the functions of kidneys,	Excretory System: Functions of kidneys, ureters urinary bladder & urethra(1 hr) Composition of urine. Mechanism of urine formation	Applications and implications in nursing. (1 hour) <i>Alterations in disease Shifted from DK to NK (1Hr)</i>		Lecture discussion Explain using, Charts Films	•Essay type •Short answers •Objective

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	<p>ureters, urinary bladder and urethra. Describe the mechanism of formation of urine.</p> <p>Psychomotor: Perform effective nursing care in dialysis unit.</p>	<p>(1 hr) Functions of skin Regulation of body temperature.Fluid and electrolyte balance. (1 hour)</p>			Journal	type
IX (04Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the functions of skin, eye, ear, nose and tongue.</p> <p>Affective : Incorporate this Cognitive in nursing practice</p>	<p>Sensory Organs: Functions of skin.(1 hour) Functions of eye, ear,nose tongue. (1hour)</p>	<p><i>Applications and implications in nursing. Shifted from MK to DK (1Hr)</i></p>	<p><i>Alterations in disease. Shifted from MK to NK (1Hr)</i></p>	<p>Lecture discussion Explain using, Charts Films Journal</p>	<p>•Essay type •Short answers •Objective type</p>
X (05 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding functions of endocrine glands.</p> <p>Affective: Contribute in</p>	<p>Endocrine System: Functions of Pituitary, pineal body, thymus, (1hour) Functions of Thyroid, parathyroid pancreas, Suprarenal, (1hour) Functions of Placenta and ovaries & Testes (1hour)</p>	<p>Applications and implications in nursing (1 hour)</p>	<p>Alterations in disease (1 hour)</p>	<p>Lectures & Discussion explain by using models, torso, charts, Slides and specimens. Demonstration of BMR Journal</p>	<p>•Essay type •Short answers •Objective type</p>
XI	At the end of unit students	The Reproductive System:	Alterations in	<i>Introduction to</i>	Lectures &	•Essay

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(05 Hrs)	<p>are able to</p> <p>Cognitive: Acquire Cognitive regarding functions of male and female reproductive organs and Describe reproduction of cells-DNA, Mitosis, Meiosis, Spermatogenesis and Oogenesis.</p> <p>Affective: Contribute in improving quality of care of patients.</p>	<p>Reproduction of cells - DNA, Mitosis, Meiosis, spermatogenesis oogenesis. (1hour)</p> <p>Functions of female reproductive organs; Functions of breast. Female sexual (menstrual) cycle (1hr)</p> <p>Functions of male reproductive organs, Male function in reproduction. Male fertility system. (1 hour)</p>	<p>disease Applications and implications in nursing. Alterations in disease (1hr)</p>	<p><i>embryology Shifted from MK to NK (1Hr)</i></p>	<p>Discussion explain by using models, torso, charts, Slides and specimens. Journal</p>	<p>type</p> <ul style="list-style-type: none"> •Short answers •Objective type
<p>XII (02 Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the functions of antigens, antibodies, and cytokines and Describe the circulation of lymph.</p> <p>Affective: Contribute in improving quality of care of patients.</p>	<p>Lymphatic System: Lymphatic and immunological system</p> <ul style="list-style-type: none"> - Circulation of lymph - Immunity (1 hour) - Formation of T-cells and B cells - Types of Immune response - Antigens - Cytokines - Antibodies (1 hour) 	<p>--</p>	<p>---</p>	<p>Lectures & Discussion explain by using charts and films Journal</p>	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type

EVALUATION SCHEM: PHYSIOLOGY

FORMATIVE EVALUATION					
S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY
1	Assignment (Writing Journal)	01	25	25	10

SUMMATIVE EVALUATION

MID-TERM 38	PRE FINAL 38	UNIVERSITY EXAMINATION 38
MCQ - 1X 6 = 06 MARKS	MCQ - 1X 6 = 06 MARKS	MCQ - 1X 6 = 06 MARKS
BAQ - 2X 5 = 10 MARKS	BAQ - 2X 5 = 10 MARKS	BAQ - 2X 5 = 10 MARKS
SAQ - 4X3 = 12 MARKS	SAQ - 4X3 = 12 MARKS	SAQ - 4X3 = 12 MARKS
LAQ - 1X 10 =10 MARKS	LAQ - 1X 10 =10 MARKS	LAQ - 1X 10 =10 MARKS

REFERENCE BOOKS:

- 1) Waugh, Anne (2003), "Ross & Wilson's Anatomy & Physiology in health & illness" 10th ed., Churchill Livingstone.
- 2) Anthony & Thibodcon (2000), "Anatomy & Physiology for nurses" 11th ed., C.V., Mosby Co., London.
- 3) Greig, Rhind, "Riddle's Anatomy & Physiology", 7th ed., Churchill Livingstone.
- 4) Singh, I. B. (2005), "Anatomy & Physiology for nurses", 1st ed., Jaypee.
- 5) Tortora, (2003), "Principles of Anatomy & Physiology," 10th ed., Wiley inter.
- 6) Chaurasia, B.D. (2004), "Human Anatomy", 4th ed., CBS publishers.
- 7) Sembulingam, "Essentials of Medical Physiology," 3rd Edition 2004 J.P.Publications. 10.T Clenister and Jean Rosy (1974). "Anatomy and Physiology for Nurses" 2nd Edition, William Hernmarni Medical BK. Ltd.
- 8) Ganong. F. William, "Review of Medical Physiology", 15th Edition, Prentice Hall, International Inc., Appleton and Lange.
- 9) Guyton and Hall, "Textbook of Medical Physiology," 9th Edition, A Prism2. Indian Edn. Pvt. Ltd.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-12

**1st Year Basic BSc Nursing
Subject: Nursing Foundation**

Placement: First year

**Theory 265 hrs
Practical-**

650hrs

(200 lab and 450 Clinical)

Course Description: This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various supervised clinical settings. It is aimed at helping the students to acquire the knowledge, understanding and skills in techniques of nursing and practice them in supervised clinical setting.

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

- 1) Knowledge on concept of health, health-illness continuum and health care delivery system.
- 2) Knowledge on scope of nursing practice.
- 3) Knowledge on concept, theories and models of nursing practice.
- 4) Desirable attitude to ethics and professional conduct.
- 5) Skill in communicating effectively with patients and families and team members to maintain effective human relations.
- 6) Skill in health assessment and monitoring of patients.
- 7) Skill in carrying out basic nursing care procedures.
- 8) Skill in caring for patients with alterations in body functions.
- 9) Skill in applying steps of nursing process in the care of clients in the hospital and community.
- 10) Skill in applying scientific principles while performing nursing care.
- 11) Skill in documentation.
- 12) Skill in meeting basic psychosocial needs of the clients.
- 13) Knowledge on principles and techniques of infection control.
- 14) Confidence and competence in caring of terminally ill patients.
- 15) Knowledge & practice skills on first aid procedures and techniques in first aid also first aid in emergencies.

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UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	EVALUATION
		Must know 60%	Desirable to know 30%	Nice to know 10%		
I (10 hrs)	At the end of unit students are able to Cognitive: Understand concept of health, health illness continuum, factors influencing health. Psychomotor: Promote wellness and provide health care services. Affective: Incorporate Cognitive into practice.	Introduction: Concept of health, Health illness continuum. Definition of health. (1 hour) Factors influencing health, Causes and risk factors for developing illness impact of illness on patient and family. (1 hour) Observed repetition <i>Health care services, Health promotion and prevention, Primary care(1 hour)</i> <i>Diagnosis treatment-rehabilitation</i> <i>Rehabilitation and continuing care. (1 hour)</i> Type of health care	Body defenses; Immunity and immunization (1 hour) Illness and illness behavior (1 hour) Health care team. (1 hour) Health promotion and levels of disease prevention (1 hour)		Lecture Discussion Visit to health care agencies	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work

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		<p>agencies Hospitals: Types-Organization and functions. (1 hour) Primary health care and its delivery; role of nurse (1 hour)</p>				
II (16 hs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding concept of nursing, philosophy and objectives. Understand nature and scope of nursing practice. Describe ethical principles in nursing.</p> <p>Psychomotor: Apply ethical principles while providing</p>	<p>Nursing as a profession: Definition and characteristics of profession. (1 hour) Nursing: Definition Concepts(1 hour) Philosophy, Objectives, Characteristics (1 hour) Nature and scope of nursing practice. (1 hour) Functions of nurse (1 hour) Qualities of a nurse(1 hour) Nursing as a profession (1 hour) Values: Definition, type, values(1 hour) Clarifications and values in professional nursing(1 hour) Caring and advocacy. (1 hour) Ethics: Definitions and Ethical principal Code of ethics</p>	<p>Categories of nursing personal.(1 hour)</p>	<p>History of nursing in India. (1 hour)</p>	<p>Lecture Discussion Case discussion Role plays</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>

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	<p>nursing care to patients. Affective: Contribute in improving the quality of nursing practice.</p>	<p>Professional conduct for nurses. The consumer rights, Patients' bill of rights <i>Bioethics :- Professional Nursing code of ethics , code of ethics for Nurses in India (INC, 2006), Culturally competent care Cultural value, personal Values, professional values, Ethics and philosophy, Issues in health care ethics,EOL issues , LAMA ,DAMA ,benefit and harm , privacy and confidentiality ,rehabilitation , hygiene(4hr) .</i></p>				
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<p>III (4 hrs)</p>	<p>At the end of unit students are able to Cognitive: Understand the admission and discharge procedure. Psychomotor: Practice admission and discharge procedure in hospital. Affective: Contribute in improving the quality of nursing practice.</p>	<p>Hospital Admission and Discharge: Admission: Unit and its preparation of admission bed, Admission procedure (1 hour) Medico-legal issues, Role and responsibilities of the nurse. (1 hour) Discharge: Discharge planning, Discharge procedure, special considerations, and medico –legal issues, Role and responsibilities of the nurse in care of the unit after discharge. (1 hour)</p>	<p>Special considerations Types: planned discharge, LAMA and abscond, Referrals and transfers.(1 hour)</p>	<p>Demonstration Lab Practice Supervise clinical practice</p>	<p>Lecture Discussion</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
<p>IV (10 hrs)</p>	<p>At the end of unit students are able to Cognitive: Understand various aspects of communication. Psychomotor: Communicate effectively</p>	<p>Communication and nurse patient relationship: Levels, Elements, Types, Modes, Process(1 hour) Factors, Methods, Barriers to effective Communication. (1 hour) Helping Relationship, Dimension and phases of a Helping Relationship. (1 hr)</p>	<p>Attending Psycho motors, Rapport building Psychomotor(1 hour) Empathy Psychomotor(1 hour)</p>		<p>Lecture Discussion Role play and video film on the nurses interacting with the patient Practice session on patient teaching Supervised Clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	<p>with the patients. Affective: Recognizing phases of therapeutic relationships.</p>	<p>Effective communication with patient, families & team members (1 hour) Maintain effective human relation and Communication with vulnerable group. (Children, women physically & mentally challenged & elderly). (1 hour) Patient teaching. (1 hour) Importance, purpose, Process, Role Of Nurse(1 hour) Integrating teaching in nursing process (1 hour)</p>				
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V (15 hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding nursing process. Psychomotor: Applying nursing process while providing care to the patients. Affective: Improve quality of nursing care by using critical thinking.	Nursing process: Critical thinking & Nursing judgment (1 hour) Thinking & Learning, Competencies. (1 hour) Attitudes for Critical thinking(1 hour) Levels of critical thinking in Nursing. (1 hour) Nursing Process Overview. (1 hour) Assessment: Collection of data, Types, sources, Method(1 hour) Formulating Nursing Judgment. Data Interpretation. (1 hour) Nursing Diagnosis: Identification of Client Problem. Nursing Diagnosis statement. (1 hour) Difference Between Nursing Diagnosis & Medical Diagnosis (1 hour) Planning: Establishing Priorities. Establishing Goals & expected Outcomes. (1 hour) Selection of Interventions: Protocols and standing orders. (1 hour) Writing the Nursing care plan (1 hour)	KIMSDU, KINS, Basic B.Sc.N. Syllabus	Lecture Discussion	Essay Type Short Answers Objective	Type Of Questions Assessment of skill Assessment with checklist Clinical Work
	B. Sc. Nursing Implementation:	4101 Implementing the plan of care. (1 hour) Evaluation: Outcome of care. Review & modify				

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<p>VI (04 hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand documentation, types of records, reports.</p> <p>Psychomotor: Prepare records and reports related to patient care effectively.</p> <p>Affective: Recognizes the importance of recording and reporting.</p>	<p>Documentation & reporting</p> <p>documentation: Purpose. Communication within the health care team. Type of records, ward record, medical record, nursing record. (1 hour)</p> <p>Common record keeping forms. Computerized documentation. Guidelines for reporting; factual basis, accuracy, completeness, organization, confidentiality. (1 hour)</p> <p>Method of recording & Reporting, Change of shift reports, incident report(1 hour)</p> <p>Observed repetition Minimizing legal liability through effective record Keeping. (1 hour)</p>			<p>Lecture Discussion Demonstration Practice Session Supervised clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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VII (15 hrs)	At the end of unit students are able to	Vital signs: Guidelines for taking vital signs . (1 hour) Body temperature:	KIMSDU,KINS, Basic B.Sc.N. Syllabus	Lecture Discussion Demonstration Practice	Essay Type Short Answers Objective
	Cognitive: Acquire Cognitive regarding body temperature pulse respiration and blood pressure. Psychomotor: Check the vital signs accurately and Identify deviations in vital signs. Affective: Incorporate this Cognitive in nursing practice.	Physiology, regulation & factors affecting body temperature(1 hour) Assessment of body temperature; sites, equipments and techniques, special considerations. (1 hour) Temperature alteration; hyperthermia, heatstroke, hypothermia. Hot and cold application (1 hour) Pulse: Physiology and regulation. Characteristics of the pulse, Factors affecting pulse(1 hour) Assessment of pulse :- Site, Location, Equipments and techniques Special consideration(1 hour) Alteration in pulse (1 hour) Respiration: Physiology and regulation , Mechanics of breathing(1 hour) Characteristic of the respiration, Factors affecting, Assessment of respiration; technique, special consideration(1 hour) Alterations in respiration (1 hour)		Session Supervised clinical practice	Type Of Questions Assessment of skill Assessment with checklist Clinical Work
	B. Sc. Nursing	Program code: 4101 Pressure: Physiology and regulation. (1 hour) Characteristic of the			

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<p>VIII (30 hrs)</p>	<p>At the end of unit students are able to Cognitive: Understands process of physical examination. Psychomotor: Perform health assessment. Affective: Recognizes deviations while performing health assessment.</p>	<p>Health assessment: Purposes & Process of health assessment (5 hours) Health history (5 hours) Physical examination methods: Inspection, Palpation, Observed more hours <i>Percussion, Auscultation, Olfaction. (10 hours)</i> Preparation for examination; patient and unit. General assessment, Assessment of each body system. (7 hrs)</p>	<p>Recording of health assessment. (3 hours)</p>		<p>Lecture Discussion Demonstration Practice Session Supervised Clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
<p>IX (05 hrs)</p>	<p>At the end of unit students are able to Cognitive: Understand the process of material management. Psychomotor: Keep up the inventory effectively. Affective: Incorporate</p>	<p>Machinery, equipment & line: Introduction(1 hour) Types: disposables and re-usable-linen, rubber goods, glass ware, metal, plastic, furniture, machinery (1 hour) Indent (1 hour) Maintenance (1 hour) Inventory (1 hour)</p>			<p>Lecture Discussion Demonstration</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>

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	practice.					
X (60 hrs)	At the end of unit students are able to Cognitive : Acquire Cognitive regarding basic patient needs Psychomotor: Provide safe & clean environment, maintains hygiene, nutrition, sleep & rest, adequate fluids. Affective: Understands psychological needs of the clients and contribute in improving quality of care of patients.	Meeting needs of patients: Basic needs (Activities of daily living) - Providing safe and clean environment: Physical environment:- Temperature, Humidity, Noise, Ventilation, Light, Odor, Pests control(1 hour) <ul style="list-style-type: none">• Role of a nurse in providing safe and clean environment. (1 hour) Hygiene: Factors influencing hygiene practices. Hygiene care: Care of skin, Bath and pressure points, feet and nail, (1 hour) Oral cavity, Hair care, Eyes, Ear and nose.(1 hour) Assessment: - Principles, Types, Equipment Procedure Special considerations.(1 hr) Patient environment, room, equipment and linen.	<ul style="list-style-type: none">• Reduction of physical hazards:-Fire, Accidents. (1 hr)• Safety devices:- Restraints, Side rails, Airways, Trapezes etc. (1 hr) Physiological needs: <ul style="list-style-type: none">• Sleep and rest: Physiology of sleep. Factors affecting sleep(1 hour) Promoting rest and sleep. (1 hour) Sleep disorders. (1 hour)• Urinary	<ul style="list-style-type: none">• Factors affecting bowel elimination(1 hour)• Alteration in bowel elimination.(1 hour) (3<ul style="list-style-type: none">• Review of physiological regulation of fluid, Electrolyte, and Acid base balances(1hour) Correcting fluids.• Replacement of fluids.(1hour)<ul style="list-style-type: none">• Assist with coping and adaptation.<ul style="list-style-type: none">• 1 hour) Assessment, types, devices used method and special considerations.(1 hour)Assessment, types, equipments, procedures & special	Lecture Discussion Clinical Practice Demonstration Practice sessions	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work

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	<p>Making patient's beds. Types of beds and bed making. (1 hour)</p> <ul style="list-style-type: none"> • Comfort: Factors influencing comfort, Comfort devices. (1 hour) <p>Nutrition: Importance, Factors affecting nutritional needs(1 hour) Assessment of nutritional needs: Variables.(1 hour)</p> <p>Meeting nutritional needs: Principles, equipments, procedures and special considerations. (1 hour)</p> <p>Urinary elimination: Providing urinal/bedpan.(1 hour)</p> <p>Observed reparation <i>Cauterization /Condom drainage. Perineal care (2 hour)</i></p> <p>Catheterization & Care of urinary drainage. (1 hour)</p> <p>Bowel Elimination: Composition and characteristics of feces. Types and collection of feces(1 hour)</p> <p>Observation. Facilitating bowel elimination: (1</p>	<p>elimination: Review of physiology of urine elimination. Composition and characteristics of urine.(1 hour)</p> <p>Factors influencing urination. Alteration in urinary elimination. Types and collection of urine specimen.(1 hour)</p> <ul style="list-style-type: none"> • Observation and urine testing. Facilitating urine elimination: Assessment, types, equipments and special considerations.(1 hour) 	<p>considerations(1 hour) Creating therapeutic environment.(1 hour)</p>		
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		<p>hour) Assessment, equipments, procedure and special considerations. (1 hour) Passing flatus tube. Enemas Suppository.(1 hour) Sitz bath. Bowel wash. Care of ostomies. (1 hour) Rehabilitation aspects: Range of motion exercises.(1 hour) Maintenance of body alignment: Position, Moving(1 hour) Lifting, Transferring, Walking.(1 hour) Restrains. (1 hour) Oxygenation: Review of cardiovascular and respiratory physiology. Factors affecting oxygenation. Alteration in oxygenation. (1 hour) Nursing interventions in oxygenation: Assessment, types, equipments used procedure and special considerations. (1 hour) Maintenance of patent air way. Oxygen</p>	<p>• Care of urinary diversions.(1 hour) Bladder irrigation. Review of physiology of bowel elimination.(1 hour) • Mobility and immobility: • • Principles of body mechanics.(1 hour) • Maintenance of normal body alignment and mobility.(1 hour) Hazards associated with immobility.</p>			
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		<p>administration,</p> <ul style="list-style-type: none"> • Suction. <p>Inhalations: dry and moist.(1 hour)</p> <p>Observed chest physiotherapy is given by physiotherapist</p> <p><i>Chest physiotherapy and postural drainage. Care of chest drainage</i></p> <p><i>Pulseoximetry. (1 hour)</i></p> <p>CPR-Basic life support. (1 hour)</p> <p>Fluid, Electrolyte and Acid Base balances</p> <p>Factors affecting Fluid, Electrolyte and Acid base balances. Alteration in fluid, electrolyte and acid base balances.(1 hour)</p> <p>Nursing interventions in fluid electrolyte and acid base imbalances(1 hour)</p> <p>: Measuring fluid intake and output. Oral and parenteral, Venipuncture. (1 hour)</p> <p>Regulating IV flow rates, changing IV solutions and tubing, changing IV dressing(1 hour)</p> <p>. Administration of blood transfusion. (1 hour)</p>	<p>Alteration in body alignment and mobility(1 hour).</p> <p>Nursing interventions for impaired body alignment and mobility. (1 hour)</p>			
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		<p>Psychological Needs: Concept of cultural diversity, stress, and adaptation, self concept(1 hour) Sexuality, Spritual health, Coping with loss, death and grieving.(1 hour) Assesment of psychological needs(1 hour) . Nursing interventions for psycho social needs.(1 hour) Recreational and diversional therapies (1hr)</p>				
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XI (20 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding infection control, nature of infection, transmission of infection.</p> <p>Psychomotor: Apply principles of infection control while providing care to patients.</p> <p>Affective: Incorporate Cognitive into practice.</p>	<p>Infection control in clinical setting: Chain of infection transmission (1 hr)</p> <p>Defense against infection: Natural and Acquired. (1 hour)</p> <p>Concept of asepsis :medical asepsis and surgical asepsis (1 hour)</p> <p>Isolation precaution (barrier nursing). (1 hour)</p> <p>Hand washing : simple ,hand antisepsis(1 hour)</p> <p>Surgical antisepsis (scrub) (1 hour)</p> <p>Standers safety precautions (universal precaution) (1 hour)</p> <p>Transmission based precaution (1 hour)</p> <p>Biomedical waste management(1 hour)</p> <p>Importance, Types of hospital waste, (1 hour)</p> <p>Hazards associated with hospital waste. (1 hour)</p> <p>Documentation of hospital waste(1 hour)</p> <p>Segregation and transportation and disposal . (1 hour)</p>	<p>Nature of infection. (1 hour)</p> <p>Isolation: source and protective. (1 hour)</p> <p>Personal protecting equipment types, uses, (1 hour)</p> <p>Technique of wearing and removing(1 hour)</p> <p>Transportation of infected patients (1 hour)</p>	<ul style="list-style-type: none"> • Hospital acquired infection (Nosocomial infection) (1 hour) • Documentation of equipment and unit (1 hour) 	<p>Lecture Discussion Demonstration Practice session Supervised Clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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XII (40 hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding purpose of medications, dose calculation, and route of administering drugs. Psychomotor : Calculate the dose correctly and	Administration of medication: General principles/ considerations. (1 hour) Purpose of medication(1 hour) Principles: Six rights, special consideration(1 hour) Prescription(1 hour) Safety in administering medication and medication errors. (1 hour) Drug forms. Route of administration. (1 hour) Storage and maintenance	Advance Technique Epidural, intrathecal, intra osseous, intra peritoneal, intra pleural, intra arterial(1 hour) Role of nurse(1 hour) Broad classification of drugs(1 hour) Therapeutic effects, side effects, toxic effects(1 hour)	Lecture Discussion Demonstration Practice session Supervised Clinical practice	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work
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	<p>Identify the sites for giving medications. Affective: Incorporate Cognitive into practice.</p>	<p>of drugs and nursing responsibility. (1 hour) System of drug measurements: metric system, apothecary system, household measurement, solutions. (1 hour) Converting measurement Units: conversion within one system(1 hour) Drug calculation(1 hour) Terminologies and abbreviations used in prescription of medication(1 hour) Drug administration: oral, sublingual and buccal(1 hour) Equipment, procedure. (1 hour) Parental: Types, General principles. (1 hour) Intradermal – purposes, site, equipment(1 hour) Procedure, special consideration. (1 hour) Subcutaneous - purposes, site equipment(1 hour) Procedure, special consideration. (1 hour) Intra muscular - purposes, site</p>	<p>Idiosyncratic reaction, drug tolerance, drug interaction, (1 hour) Factors influencing drug action (1 hour)</p>			
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		<p>equipment(1 hour) Procedure, and special consideration. (1 hour) Intravenous- purposes, site (1 hour) Equipment & Procedure(1 hour) Special consideration. (1 hour) Topical Administration: Purposes, site equipment(1 hour) Procedure, special consideration. (1 hour) Documentation and disposal of syringes and needles. (1 hour) Protection from needle stick injuries(1 hour) Giving medications with a safety syringes. (1 hour) Application to skin(1 hour) Application to mucous membrane. (1 hour) Direct application of liquids – gargles and swabbing the throat. (1 hour) Insertion of drug into the body cavity: suppository</p>				
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		<p>/ medicated packing in rectum/vagina. (1 hour)</p> <p>Observed out dated</p> <p>Inhalation: nasal, oral, end tracheal/tracheal (steam, oxygen and medication) purposes, site, equipment, procedure, special consideration. (1 hour)</p> <p>Recording and reporting of medication administered. (1 hours)</p>				
XIII (10 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe pre, peri and post operative care and</p>	<p>Meeting the needs of Peri operative patients:</p> <p>Intra operative: operation theatre set up and environment. Role of nurse (1 hour)</p> <ul style="list-style-type: none"> • Wounds: Types, classifications, wound healing process, factors affecting wound, (1 hour) 	<ul style="list-style-type: none"> • Definition and concept of peri-operative nursing(1 hour) • Pre operativephase:- Preparation of patients for surgery. (1 hour) 	Dressing, suture care, Care of drainage.(1 hour)	Lecture Discussion Demonstration simulations’ videos.	<p>Essay Type</p> <p>Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p>

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XIII 25HRS	<p>management of patient. Psychomotor: Render pre, peri and post operative care to the patient.</p> <p>At the end of unit students are able to Cognitive: Understand first aid Procedures and techniques in first aid, first aid in</p>	<ul style="list-style-type: none"> • Complications of wound healing. Surgical asepsis (1 hour) • Care of wound: types, Equipments, procedure and special considerations. (1 hour) <p>Application of bandages, binders, splints, slings. First aid. Heat and cold therapy (1 hour) OBSERVED REPETITION</p> <p style="text-align: center;">NEWLY ADDED introduction to first aid and emergencies(2 hr)</p> <ul style="list-style-type: none"> -introduction defination'(2 hr) -aims, and importance of first aid(2hr) -general principals of firstaid(2 hr) -concepts of emergency(3hr) -dressing (2 hr) -first aid kit(2 hr) -transportation of injured(2 hr) -first aid in emergencies(2 hr) mk 	<p>Intraoperative phase:- Operation theatre setup and environment(1 hour)</p> <p>Postoperative phase: Recovery unit Post operative unit Post operative care (1 hour)</p> <p style="text-align: center;">NEWLY ADDED Bandaging types (3 hr) Wounds and bleeding (3 hr)</p>	NEWLY ADDED Springs Strains (1 hr) Fall S (2 hr)	Clinical Work
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	emergencies of patient. Psychomotor: Render , first aid in emergencies care to the patient					
XIV (15 hrs)	At the end of unit students are able to Cognitive: Acquire Cognitive of special needs of patients. Psychomotor : Give care to the patients havening altered temperature, sensorium and mentally challenged Affective: Maintain the quality of nursing care.	Meeting the special needs of the patient: Care of patient having alteration in Temperature (hyper and hypothermia; types, assessment, management. (1 hour) Equilibrium (unconsciousness) (1 hr) Treatments related to gastrointestinal system(1 hour) Gastric suction(1 hour) Gastric irritation, and gastric analysis. (1 hour)	Assessment ,management Urinary elimination (retention and unconsciousness)(1 hr) Assessment , management Functions of sensory organs(visual , and hearing impairment) (1 hour) Assessment of self care ability. (1 hour) Communication methods and special consideration. (1	Mental stage (mentally challenged Assessment of self care ability (1 hr) Respiration (distress) :types, assessment management(1 hour) Comfort – (pain) - nature, types, factors influencing pain(1 hour) Coping assessment; management.(1 hr)	Lecture Discussion Demonstration	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work

KIMSDU,KINS, Basic B.Sc.N. Syllabus

			hour) Mobility (physical challenged, cast) assessment of self care ability(1 hour) Communication methods and special consideration. (1 hour)			
XV (05 hrs)	At the end of unit students are able to Cognitive: Understand and describe signs and symptoms of dying. Psychomotor: Perform death care. Affective: Appreciates relatives' feeling, values and cultural differences.	Care of terminally ill patient: Signs of clinical death. Care of dying patient. Care of dead body. (1 hour) Equipment , procedure and care of unit (1 hour) Professional nursing concept and practice: Conceptual and theoretical models of nursing practice(1 hour) Linking theories with nursing process(1 hour)	cept of loss, grief iving process, (1 hour) Special considerations Autopsy Embalming (1 hr)	• Euthanasia, will, dying, declaration, organ donation etc. Medico legal issues (1 hour)	Lecture Discussion Demonstrations Case discussion/Role play Practice session SupervisedClinical practice	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work

KIMSDU,KINS, Basic B.Sc.N. Syllabus

XVI (06 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Know the conceptual and theoretical models in nursing.</p> <p>Psychomotor: Correlate nursing theories in nursing practice.</p> <p>Affective: Participate in research activities.</p>	<p>Professional nursing concept and practice:</p> <p>Conceptual and theoretical models of nursing practice. 1 hour)</p> <p>Linking theories with nursing process. Complimentary and alternate healing techniques 1 hour)</p>	<p>Introduction to models – holistic model, health belief model(1 hour) Health promotion model etc. (1 hour)</p>	<p>Introduction to theories in nursing ; Peplau’s , Henderson’s , Orem’s(1 hour) Neumann’s , Roger’s, and Roy’s adaptation model(1 hour)</p>	<p>Lecture Discussion</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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FORMATIVE EVALUATION

KIMSDU,KINS, Basic B.Sc.N. Syllabus

SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	02 ➤ Medical ward – 01 ➤ Surgical ward – 01,	50 Marks	100 Marks	
2.	Clinical Evaluation	02	100 Marks	200 Marks	
3.	Procedure Evaluation	01	50	50 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		100 Marks	200 Marks	
			GRAND TOTAL	550 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 75		PREFINAL 75		University Examination	
MCQ- 1x15=15Marks		MCQ- 1X15 = 15 Marks		MCQ – 1 X 15 = 15 Marks	
LAQ-1x10=10Marks		LAQ-1x10=10 Marks		Section B(BAQ – 2X 10 = 20 Marks	
LAQ-1x10=10 Marks		LAQ-1x10=10 Marks		Section B(SAQ) – 4 X 5 = 20 Marks	
BAQ- 2x10= 20Marks		BAQ- 2x10= 20Marks		Section C(LAQ) – 10 X 2 = 20 Marks	
SAQ- 4x5= 20 Marks		SAQ- 4x5= 20 Marks			
THEORY EXAMINATION: MIDTERM: 75 Marks PREFINAL: 75 Marks			GRAND TOTAL:	150 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75Marks PRACTICAL: 100 Marks					

EVALUATION SCHEM: NURSING FOUNDATION

FORMATIVE EVALUATION					
SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	02 ➤ Medical ward – 01 ➤ Surgical ward – 01,	50 Marks	100 Marks	
2.	Clinical Evaluation	02	100 Marks	200 Marks	
3.	Procedure Evaluation	01	50	50 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		100 Marks	200 Marks	
			GRAND TOTAL	550 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 75		PREFINAL 75		University Examination	
MCQ- 1x15=15Marks		MCQ- 1X15 = 15 Marks		MCQ – 1 X 15 = 15 Marks	
LAQ-1x10=10Marks		LAQ-1x10=10 Marks		Section B(BAQ – 2X 10 = 20 Marks	
LAQ-1x10=10 Marks		LAQ-1x10=10 Marks		Section B(SAQ) – 4 X 5 = 20 Marks	
BAQ- 2x10= 20Marks		BAQ- 2x10= 20Marks		Section C(LAQ) – 10 X 2 = 20 Marks	
SAQ- 4x5= 20 Marks		SAQ- 4x5= 20 Marks			
THEORY EXAMINATION: MIDTERM: 75 Marks PREFINAL: 75 Marks			GRAND TOTAL:	150 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION:			THEORY: 75Marks	PRACTICAL: 100 Marks	

Practical-650hrs (200 lab& 450 Clinic)

Reference:-

1. Craven – Fundamentals of Nursing ,2010,LWW
2. Potter – Fundamentals of Nursing ,2009,Elsevier's
3. St John's Ambulance – First AID, 2007,St John's Ambulance Association.
4. LWW – Lippincott's Nursing Procedure, 2008, LWW.
5. Jacob – Clinical Nursing Skills & Procedures ,2008,Jaypee
6. Carpenito – Understanding Nursing Process,2007,LWW

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-13

1st Year Basic BSc Nursing

Subject: Nutrition

Placement: First Year

(Class 40 + lab 20)Total 60-hours

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

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

1. To understand the concept of nutrition & health.
2. Understand different types of nutrients, their importance, sources, functions and problems due to deficiency.
3. To plan balanced diet for individuals and groups.
4. Plan menu efficiently.
5. Explain methods of effective cooking and food preservation.
6. Apply the principles of food preparation in the practical field effectively.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS			T/L METHOD	METHOD OF EVALUAT ION
		Must Know	DESIRABLE TO KNOW	NICE TO KNOW		
I (4 hours)	At the end of unit students are able to Cognitive: Understand and describe classification of foods, food standards, and elements of nutrition, calories and BMR. Explain factors affecting food and nutrition and nutritional problems in India. Affective: Appreciates the impact of socio economic cultural and traditional values on a food and nutrition.	History Concept Role of nutrition in maintaining health. Nutritional Problems in India. . <i>Bioethics :- Policy, ethics and research governance, Research ethics, Misconduct, Fraud, Research ethics, Nutrition and politics, Nutrition and religion, Faith or Belief- based system, animal rights , the Federal Food, Drug, and Cosmetic Act, DSHEA; Public Law 103-417, research transparency and integrity, The Nutrition Labelling and Education Act of 1990, consumer protection act, Nutritional policy , Genetic engineering, genetically modified food .(2hr)</i> Classification of foods& Food standards. . Elements of nutrition : macro and micro * Calorie, BMR.	National nutritional policy Factors affecting food and nutrition: socio-economic, cultural, Tradition, production, system of distribution, life style and food habits etc. (1 hour)	-	• Lecture Discussion Panel Discussion	Formative or summative Short answers Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

		Food resources : uses & exploitation environmental effects of extracting & using mineral resources Food chain, food web and ecological pyramid(1hour)				
II (02 hours)	At the end of unit students are able to Cognitive Understand and describe classification, functions and digestion of carbohydrates. Enlist the effects of deficiencies and over consumption.	CARBOHYDRATE: Classification Caloric value. Recommended daily allowances of food. Dietary sources. Function. Malnutrition: Deficiencies and Over consumption. (1 hour)	Digestion, absorption and storage, Metabolism of carbohydrates.(1 /2 hour)	History, Concepts .Role of food and its medicinal value. (1/2 hour)	Explaining using charts, PPT	Short answers Objective type
III (02 hours)	At the end of unit students are able to Cognitive: Understand and describe classification and requirements of fats. Understand and explain dilatory sources, functions and digestion of fats. Affective: Use this Cognitive in nursing practice.	FAT: Classification & Caloric value Recommended daily allowances of food. Dietary sources & Function. Malnutrition: Deficiencies and Over consumption.(1 hrs)	Digestion, absorption and storage, metabolism. (1 hour)		Lecture Discussion	Short answers Objective type
IV (02 hours)	At the end of unit students are able to Cognitive: Understand and describe classification and requirements of proteins.	PROTEIN: Classification& Caloric value. Recommended daily allowances of food. Dietary sources& Function Malnutrition: Deficiencies and	<ul style="list-style-type: none"> Digestion, absorption and storage, metabolism(1 		Lecture Discussion, Explaining using charts, PPT	Short answers Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	Affective: Use this Cognitive in nursing practice.	Over consumption.(1 hrs)	hour)			
V (03 hours)	At the end of unit students are able to Cognitive: understand and explain the caloric requirement of various age groups. Psychomotor : Able to calculate calories of food	ENERGY: Unit of Energy- Kcal Energy requirements of different categories of people. (1 hour) -	Measurements of energy. Body Mass Index (BMI) and basic metabolism (1 hour) Basal Metabolic Rate (BMR) – determination and factors affecting. (1 hour)		Explaining using charts Exercise Demonstration	Short answers Objective type
VI (04 hours)	At the end of unit students are able to Cognitive: Classify the vitamins. Enlist the importance of vitamins. Psychomotor: Identify the vitamins deficiency.	VITAMINES: Classification Recommended daily allowances of food. (1 hr) Dietary sources, Function(1 hr) Absorption, synthesis, metabolism storage and excretion. Deficiencies (1hour)	Hypervitaminosis (1 hr)	-	Explaining using charts	Short answers Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

VII (04 hours)	At the end of unit students are able to Cognitive: Understand and describe the importance of minerals. Psychomotor : Identify the mineral deficiency	MINERALS: Classification Recommended daily allowances of food. Dietary sources Function(1 hours) Absorption, synthesis, metabolism storage and excretion. Deficiencies (1 hr) <i>Case Study(1 hr)</i>	Over consumption and toxicity. (1 hr)	-	PPT <i>Case Study</i>	Short answers Objective type
VIII (03 hours)	At the end of unit students are able to Cognitive: Understand and explain importance of water and electrolytes. Affective: Use this Cognitive in nursing practice.	WATER & ELECTROLYTES: Water : Daily requirement, regulation of water, Metabolism, distribution of body water, (1 hr) Electrolytes Types, sources, composition of body fluids Maintenance of fluid & electrolyte balance (1 hour)	Over hydration, dehydration and water intoxication, Electrolyte imbalances (1 hour)		Lecture Discussion, Explaining Using charts PPT	Short answers Objective type
IX (05 hours) Practical:15	At the end of unit students are able to Cognitive: Understand and describe rules of food keeping and preservation of nutrients. Psychomotor: Cook foods stuffs following rules. Affective: Appreciate the importance of rules to be followed while cooking.	COOKERY RULES & PRESERVATION OF NUTRIENTS: Principles, methods of cooking and serving. Preservation of nutrients (1 hour) Safe Food handling-toxicity Storage of food Food standards (1 hour)	Food preservation, food additives and its principles (1 hour)	Prevention of food adulteration Act (PFA) (1 hour)	Lecture Discussion Practice session Demonstration	Short answers Objective type, LAQ Assessment practice sessions

KIMSDU,KINS, Basic B.Sc.N. Syllabus

		Preparation of simple beverages and different types of food(1 hour) Addition 2018-19 Visit to hospital pantry (2hrs)				
X (07 hours) Practical-5	At the end of unit students are able to Cognitive: Understand and describe importance of balance diet. Psychomotor : Prepare balance diet Affective: Educate client.	BALANCE DIET: Elements,& Food groups <ul style="list-style-type: none"> • Recommended Daily Allowance of food (1 hour)& Nutritive value of foods (1 hrs) • Calculation of balanced diet of different categories of people (1 hr) • Planning menu • Budgeting of food (1 hour) 	Introduction to therapeutic diet : (1 hour) Naturopathy – Diet ((1 hour)		Explaining using charts Practice session Meal Planning	Short answers Objective type Exercise on menu planning
XI (04 hours)	At the end of unit students are able to Cognitive: Enlist National Nutritional Programmes in India and describe nurse’s rule. Affective: Contribute in implementation of national nutritional programs.	ROLE OF NURSE IN NUTRITIONAL PROGRAMMES: Role of nurse in Nutritional programmes Assessment of nutritional status Nutrition education and role of nurse. (1 hour)	1. National programmes related to nutrition (1hour) 2. Vitamin A deficiency programme 3. National iodine deficiency disorders (IDD) programme 5. Mid – day meal	NIPCCD , CARE, FAO, NIN, CETRI (Central food technology and research institute)	Explaining with Slide/film shows Demonstration of Assessment of nutritional status	Short answers Objective type LAQ

KIMSDU,KINS, Basic B.Sc.N. Syllabus

			programme Integrated child development scheme (ICDS). National and International agencies working towards food / nutrition. (1 hour)	etc. (1 hour)		
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LAB HOURS: TOTAL – 20- HOURS (Unit- X =5hrs. +Unit- IX=15 hrs.)

Sr. No	Name of Topic	Recipe	
I	Liquid Diet	Egg Flip	Barley Water
		Whey Water	Orange Juice
		Mango Juice	Sweet Line Juice
		Soup	
II	Soft Diet	Custard	Carmel custard
		Kanji	Jelly
		Porridge	
III	Semi Solid Diet	Khichadi	Smashed Potatoes
		Kheer	
IV	Balanced Diet	Planning of Menu	Budgeting of Food
		Calculation of Nutritive Values	Identification of various food groups

EVALUATION SCHEM: NUTRITION

Subject	Theory		
	Nutrition	Biochemistry	Total
Midterm	45	30	75
Pre Final	45	30	75
Total	90	60	150
Send to university	Out of 150		15
cookery practical	25(5)	-	5
Assignment(Writing journal)	-	25(5)	5
Send to university			10
Total send to university			15+10=25
External Examination	45	30	75

REFERENCE BOOKS:

1. Darshan Sohi ; A Text Book of Nutrition & Dietetics ; edited by Dr. S.S.Randhava;1st edition.
2. Dr. Shaila John, D. Jasmine Jenifer; Essential of nutrition and dietetics for nursing; WolterKlewer Publication 2013.
3. I clement ,A Text Book ofNutrition & Dietetics for Post Basic Bsc Nursing students; 2nd Edition; Jaypee brothers Publication.
4. Jacob Anthicad;Nutrition& Biochemistry for Nurses;1st Edition 2009.
5. B.Shrilakshmi , text book of Dietetics ; 5th Edition.
6. C. Gopalan ,B.V.Ramashastri&S.C.Balsubramanian , revised & updated by B.S.Narasinga Rao, Y.G. Deosthale& K.C. Pant ;Nutritive value of Indian foods; first edition 1971, revised Edition : 1989.
7. L.C. Gupta, Kusum Gupta, Abhishek Gupta; Food & Nutrition, facts & figures; 6th Edition;Jaypee brothers Publication.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-13

1st Year Basic BSc Nursing

Subject: Biochemistry

Placement: First Year

Theory – 30 hours

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

Specific objectives: at the end of the course the students will be able to

- 1) To understand normal biochemistry of human body
- 2) To understand biochemical changes occurring in illness
- 3) To assist with simple biochemical test, interpret the results and draw inference.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (3 hours)	At the end of unit students are able to Cognitive: Understand and explain importance of biochemistry. Psychomotor: Draw the structure of cell and its components.	<p>Introduction Definition and importance of Biochemistry in Nursing</p> <ul style="list-style-type: none"> • <i>Bioethics :-Organ transplantation, animal ethics, moral principles, truthful and adequate information, prudence of investigation, confidentiality, doc – patient relationship, patient rights and safety, disposal of investigation material, contamination /spillage, investigation errors. Application of theoretical aspect of Biochemistry to practice(2hr).</i> <p>Study the structure of cell and its various components. Prokaryotes and Eukaryotes Cells organization. Microscopy. (1hr)</p>			Lecture Discussion	Objective type SAQ

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>II (06 hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and describe structure and functions of cell and its components.</p>	<p>Structure and functions of cell membrane</p> <ul style="list-style-type: none"> • Fluid mosaic & Model tight junction. (1hr) • Cytoskeleton. Transport mechanism; (1hr) • diffusion, osmosis filtration, (1hr) • active channel, sodium pump. (1hr) 	<ul style="list-style-type: none"> • Acid base balance Maintenance and diagnostic test, PH buffers. –(1hr) • <i>Dehydration , Renal regulation of PH–(1hr) Newly added</i> 		<p>LECTURE DISCUSSION</p>	<p>Objective type SAQ LAQ</p> <p>Objective type SAQ , BAQ</p>
<p>III (06 hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and describe composition of metabolism of carbohydrates. Affective: Incorporate this Cognitive in nursing practice.</p>	<p>Composition and metabolism of carbohydrates Types, structure, composition and uses</p> <ol style="list-style-type: none"> 1. Monosaccharides, Disaccharides(1hr), 2. Polysaccharides. Oligosaccharides. Metabolism. (1hr) <p>Pathways of glucose:</p> <ul style="list-style-type: none"> • Glycolysis. Glycogenolysis. Regulation of blood glucose level. Investigation and their interpretations (1hr) • <i>Glucose tolerance test. (1hr) newly added</i> 	<ul style="list-style-type: none"> • Glyconeogenesis:- Cori's cycle. tricarboxylic acid (TCA) cycle. (1hr) • Pentose phosphate pathways (Hexose mono phosphate).(1hr) 		<p>Lecture Discussion</p>	

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<p>IV (04 hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and explain composition, metabolism and types of lipids. Affective: Incorporate this Cognitive in nursing practice.</p>	<p>Composition and metabolism lipids: (3 hours)</p> <ul style="list-style-type: none"> • Types, structure, composition and uses: fatty acids.Nomenclature, Rules and prostaglandins.Metabolism of fatty acids.Breakdown and synthesis. (1hr) • Metabolism Triacycloglycerol. Cholesterol metabolism.Bio synthesis and its regulation.Bile salt and bilirubin , Vit. D, Steroids and hormones.Metabolism of fatty acids.Breakdown and synthesis. (1hr) • Lipoproteins and their functions –VLDL’s, IDLS’s, LDL’s, HDL’s. Transport of lipids. Metabolism of fatty acids.Breakdown and synthesis. (1hr) 		<ul style="list-style-type: none"> • Atherosclerosis Investigations And Their Interpretations ((1hr) 	<p>Lecture Discussion</p>	<p>Objective Type SAQ</p>
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<p>V (06 hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and describe composition and metabolism of amino acids. Affective: Incorporate this Cognitive while rendering care to the patients.</p>		<p>Composition and metabolism of Amino acids and proteins: -Types, structure, composition and uses of amino acids and proteins. Metabolism of amino acids and proteins. (1hr) -Protein synthesis: Targeting and glycosylation. (1hr) Metabolism of nitrogen: -Fixation and assimilation. Urea cycle. Hems and chlorophylls. (1hr) - Enzymes and co-enzymes. (1hr) -Classifications,properties, kinetics and inhibition, control. Chromatography, Electrophoresis,Sequencing. (1hr)</p>	<ul style="list-style-type: none"> Investigation And Their Interpretation <i>Liver function test (1hr)</i> 	<p>Lecture Discussion</p>	
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VI (02 hours)	At the end of unit students are able to Cognitive: Understand and explain the importance of vitamin and minerals. Affective: Incorporate this Cognitive in day today's work.	Vitamins and minerals: (2 hours) Vitamins :-Structure, Classification, Properties, Absorption, Storage and transportation, Normal concentration. Investigation And Their Interpretation(1hr) Minerals: (1hr)	Vitamins and minerals		Lecture Discussion	
VII (03 hours)	At the end of unit students are able to Cognitive: Know the immune chemistry.	Immune response Structure and classification of immunoglobulin's Mechanism of antibody production(1hr) Antigen; HLA typing Free radical and anti oxidants (1hr)	Immunochemistry	Specialized Protein; Collagen Elastin, Keratin, Myosin, Lens Protein Electrophoretic And Quantitative Determination Of Immunoglobulin ELISA Etc, Investigation And Their Interpretation (1hr)	Lecture Discussion	

EVALUATION SCHEM: BIOCHEMISTRY

FORMATIVE				SUMMATIVE		
	MidTerm3 0M	Prefinal 30M	Total	Send to university theory	Send to university	Final University examination
Laboratory (Practicum): 25M Average Out of 25 send 5 & Nutrition out of 25 =send to university 5	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8	From biochemistry Mid Term 3 0M Prefinal 30M Total =60			MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8
Total practical 10	30	30	Nutrition 90+biochemistry 60 =150	Out of 150 theory send to university =15	25	

External Assessment:

Nutrition: 45 M, Biochemistry 30 marks

References:

1. Anthikad Jacob, Biochemistry for nurses, 2 edition, 2004, Jaypee Brothers Medical Publishers (P)Ltd.
2. Champe Pamela C., Lippincott's illustrated reviews: Biochemistry, 2 edition, 2005, Lippincott, Williams & Wilkins
3. Raju S.M. Biochemistry for nurses, edition 1, 2004. Jaypee Brothers Medical Publishers (P)Ltd.
4. Reddy K.R. Medical biochemistry for nurses, edition 1, 2001, Jaypee Brothers Medical Publishers (P)Ltd.
5. Deb A.C., Fundamentals of biochemistry. Edition 6, 1996, New Central Book Agency (P) Ltd.,
6. Satyanarayan U., Essentials of biochemistry, edition 2, Books and Allied (P) Ltd.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-14

1st Year Basic BSc Nursing

Subject: Psychology

Placement: First Year

Theory 60 hours

Course Description: This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

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

- Understand the importance of psychology in personal and professional life.
- Understands the biology of human behaviour.
- Understands cognitive and affective processes of human mind.
- Develops an understanding of self and others.
- Understand the influence of personality of human behaviour.
- Appreciates developmental psychology.
- Understands the significance of mental hygiene and mental health.
- Assist with psychological assessments and tests.

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UNIT NO & TOTAL HOURS	OBJECTIVES	CONTENT			T/L METHODS	F/S EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (04 hours)	At the end of unit students are able to Cognitive: Understand and explain scope of psychology and its relevance to nursing.	<p>Cognitive processes</p> <p>Attention -Types (1hr) Determinants, Duration and degree, alteration (1 hr) Perception-Meaning, principles, factors affecting, errors (1 hr). Learning-Nature, types, (1hr) Learner and learning, factors influencing, on learning (1hr) Laws and theories, process, transfer, study habits. (1 hr) Memory:-Meaning, types, Nature, factors, (1 hr) Thinking -Types and Levels, (1hr) Thing-Stages of development, relationship with language and communication (1hr) Intelligence;-meaning, classification, &uses,</p>	<p>Development theories Of memorization(1hr)</p> <p>Methods of memorizing and forgetting.(1hr)</p> <p>Alteration in cognitive processes. Application.(1 hr)</p>	<p>Aptitude:- Concept, types, individual differences and variability (1hr)</p> <p>Psychometric assessment of cognitive processes(1 hr)</p>	Lecture Discussion	<p>Essay type Short Answers</p> <p>Objective Types</p> <p>Clinical work</p>

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		<p>Theories of learning (1 hr) <i>Bioethics :-Ethical Principles of Psychologists and Code of Conduct("APA Ethics Codes") (APA, 2002a, 2010) and the Record Keeping Guidelines (APA, 2007). communication, behavioural issues, patient decision making, human interaction and systems, Ethical and legal standards, competency, Clinical ethics, Informal ethical discourse, respect for persons, beneficence, non maleficence and justice , ethical dilemmas, doctor–patient relationship, children 's competencies, perceptions, children 's potential vulnerability to exploitation in interaction with adults, Rights of the Child, Jeopardy, Mutual responsibilities, ethical practice, Consent from potentially vulnerable people, The Code of Practice under the Adults with Incapacity Act(4hr)</i></p>				
<p>II (6Hrs.)</p>	<p>At the end of unit students are able to Cognitive: Understand and describe biology of behavior.</p>	<ul style="list-style-type: none"> • Biology of behaviour • Body mind relationship modulation, process in health and illness.(1hr) • Psychology of sensation (1hr) 	<ul style="list-style-type: none"> • Brain and behavior & Nervous system, neurons and synapse and • Association 	<ul style="list-style-type: none"> • Genetics and behavior; Heredity and environment (1 hr) 	<p>Lecture Discussion</p>	<p>Essay type Short Answers Objective</p>

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	<p>Psychomotor: Identify types of behavior and reasons for the same.</p> <p>Affective: Appreciate various types of behavior in specific situations.</p>	<ul style="list-style-type: none"> • Muscular and glandular controls of behavior. (1hr) • Nature of behavior of an organism/integrated responses (1 hr) 	<p>cortex, Right and left hemispheres. (1 hour)</p>			<p>Types</p> <p>Clinical work</p>
<p>III (19Hrs.)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe learning memory thinking, inelegance, attention and perception.</p> <p>Affective: Incorporate this Cognitive in day today's life.</p>	<p>Cognitive processes</p> <ul style="list-style-type: none"> • Attention -Types (1hr) • Determinants, Duration and degree, alteration (1 hr) • Perception-Meaning, principles, factors affecting, errors (1 hr). • Learning-Nature, types, (1hr) • Learner and learning, factors influencing, on learning (1hr) • Laws and theories, process, transfer, study habits. (1 hr) • Memory:-Meaning, types, Nature, factors, (1 hr) • Thinking -Types and Levels, (1hr) • Thing-Stages of development, relationship with 	<p>Development theories Of memorization(1hr)</p> <p>Methods of memorizing and forgetting.(1hr)</p> <p>Alteration in cognitive processes. Application.(1 hr)</p>	<ul style="list-style-type: none"> • Aptitude:- Concept, types, individual differences and variability (1hr) • Psycho metric assesment of cognitive processes(1 hr) 	<p>Lecture Discussion</p>	<p>Essay type Short Answers</p> <p>Objective Types</p> <p>Clinical work</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>V (4Hrs.)</p>	<p>At the end of unit students are able to Cognitive: Define personality and understand and describe personality theories and assessment. Affective: Develop socially acceptable personality.</p>	<p>Personality Definition, topography, types, theories. Alteration in personality.(1hr) Application & Adjustment maladjustment of personality (1hr)</p>	<p>Psychometric assessment of personality. (1 hr)</p>	<p>-----</p>	<p>Lecture Discussion</p>	<p>Essay type Short Answers Objective Types Clinical work</p>
<p>VI (6 Hrs.)</p>	<p>At the end of unit students are able to Cognitive: Understand and describe developmental psychology. Psychomotor: Recognize psychology of vulnerable individuals.</p>	<p>Developmental psychology Psychology of people at different ages from infancy to old age. (1 hr). Grief process - Explain the process of grief.(1hr) People at high risk for Grief(1hr) Abnormal Grief process(2hrs) nursing role for caring patient with grief(1hr)</p>	<p>Psychology of vulnerable individual and Psychology of challenged women, sick, etc. (1 hr) Physiological and psychological changes during Grief(1hr)</p>	<p>Psychology of groups. (1 hr)</p>	<p>Lecture Discussion</p>	<p>Essay type Short Answers Objective Types Clinical work</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>VII (6 Hrs.)</p>	<p>At the end of unit students are able to Cognitive: Know the concept of mental hygiene and health. Enlist the characteristics of mentally healthy person. Psychomotor: Recognize the warning signs of poor mental health. Affective:Incorporate this Cognitive in professional practice.</p>	<p>Mental hygiene and mental health Concept of mental hygiene and mental health. (1 hr) Characteristics of mentally healthy person and Warning signs of poor mental health.(1hr) Personal and social adjustment and Role of nurse. (1hr) Frustration and conflict.(1Hr)</p>	<p>Ego defense mechanism and implication(1hr) Promotive and preventive mental health – strategies and services.(1hr)</p>	<p>Guidance and counseling.(1 hr)</p>	<p>Lecture Discussion</p>	<p>Essay type Short Answers Objective Types Clinical work</p>
<p>VIII 4 Hrs.</p>	<p>At the end of unit students are able to Cognitive : Know the different methods of psychological assessments Psychomotor: Recognize the warning signs of poor mental health. Affective:Incorporate this Cognitive in professional practice.</p>	<p>Psychological assessment and test Role of nurses in psychological assessment (1hr) Types, development.(1hr) characteristics, principles, uses (1 hr)</p>	<p>Interpretation of results (1 hr)</p>		<p>Lecture Discussion</p>	<p>Essay type Short Answers Objective Types Clinical work</p>

EVALUATION SCHEM: PSYCHOLOGY

Placement

<p>EVALUATION:</p> <p>Internal Assessment: Theory: 15Mar Practical : 10 Marks Assignments Total: :25 Marks</p>	<p>Internal Assessment (Theory) send to university: 25 Marks (Out of 25 Marks to be send to the University) Mid-Term: 75 Marks Prelim: 75 Marks Total: 150 Mark (150 Marks from mid-term &Prefinal(Theory) to be converted into 15 Marks and practical assignments 10marks) 15marks from theory and 10marks from assignment (15+10=25 Marks sent to be university.</p>
<p>Internal Assessment (Practical): Mid-Term Exam : 75 Marks Prefinal Exam :75 Marks Total:-150 Marks (Converted into 15 marks) Clinical Assignment: 15 Marks Theory Marks -15marks + Clinical Assignment: 10 Marks Total = 25Marks send to university</p>	

References:

1. Anthikad Jacob, Psychology for graduate nurses: general and educational psychology with question bank and MCQs,edition 3, 2004, Jaypee Brothers Medical Publishers (P)Ltd.
2. Bhatia B.D. Elements of psychology and mental hygiene for nurses in India,edition 2, 2008, Universitites Press,
3. Kaur Amarpreet, Text book of psychology,edition 1, 2010, S. Vikas & Co., Publishing House
4. Basavanna M., Psychology for nurses,edition 1, 2015, Jaypee Brothers Medical Publishers (P)Ltd.
5. Kaur Jhand Amanpreet, Behavioural science (Psychology),edition 1, 2018, S. Vikas & Company (Medical Publishers) In.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-15

1st Year Basic BSc Nursing

Subject: Microbiology

Placement: First Year

Theory 60 Hours (Theory 45+15 lab)

COURSE DESCRIPTION:

- This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

SPECIFIC OBJECTIVES:

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

- Explain concepts and principles of microbiology and their importance in nursing.
- Understand the commensal, opportunistic and pathogenic organisms of human
- Body and describe host parasite relationship.
- State the sources and modes of transmission of pathogenic and opportunistic
- Organisms including vectors and their role in transmission of diseases.
- 4. Be conversant with proper methods of collection, storage and transport of
- Clinical material for microbiological investigations.
- Understand the principles of immunology and its application in the diagnosis and
- Prevention of infectious diseases.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS			T/L METHODS	METHO DS OF EVALUA TION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (02 Hrs.)	At the end of unit students are able to Cognitive: Understand and describe the importance of study of disease causing bacteria in humans.	<p>Introduction</p> <p>Importance of microbiology to nursing.</p> <p>6. Relevance of microbiology to nursing. (1hr)</p> <p>7. Concepts and terminology(1hr)</p> <p><i>Patient rights and safety, Research Ethics, Healthy gene universal, multi – drug resistance minimization, ethical decision making, infection control measures, emerging disease, biosafety, biohazards, prudence of investigation, optimizing investigation material, environmental ethics, ethical issues in immunisation, diagnostic test counselling(2HR)</i></p>	1. Principles of microbiology (1hr)	-----	<ul style="list-style-type: none"> • Lectur es & • Discu ssion 	<ul style="list-style-type: none"> •Short answers •Objective type
II (15 Hrs)	At the end of unit students are able to Cognitive: Understand and explain basic principles of study of	<p>General characteristics of Microbes</p> <ul style="list-style-type: none"> • Structure of Microbes(1 hr) • classification of Microbes(1 hr) • Morphological types, Size of bacteria(1hr) • forms of bacteria(1hr) • Growth and nutrition of microbes 	<ul style="list-style-type: none"> • Staining techniques Gram staining(1 hr) • Acid fast staining (1 hr) • Hanging drop preparation (1 hr) 	<ul style="list-style-type: none"> • Motility, Coloniza tion(1 hr) 	<ul style="list-style-type: none"> • Lectur es & • Discu ssion • Demo nstrati on 	<ul style="list-style-type: none"> •Short answers •Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	<p>microbiology.</p> <p>Psychomotor: Collect samples correctly for microbiological studies. Prepare slides and staining.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<p>- Temperature, Moisture(1 hr)</p> <ul style="list-style-type: none"> • Growth and nutrition of microbes • Blood and body fluids(1 hr) • Laboratory methods for identification of Microorganisms (1hr) • Microbiology Department visit(2hrs) 	<ul style="list-style-type: none"> • Culture methods(1 hr) • Culture various Medias. (1 hr) 		<p><i>Microbiology Department visit</i></p>	
<p>III (12Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe methods of disinfection and sterilization.</p> <p>Psychomotor: Perform disinfection of unit and sterilization of various articles.</p>	<ul style="list-style-type: none"> • Infection control • Infection: Sources, Transmission. Of infection (1Hr) • Disinfection; Types and methods.(1 Hr) • Sterilization; Types and methods. (1 Hr) • Standard safety measures(1 Hr) • Biomedical waste management. Role of nurse. (1Hr) • Hospital acquired infections. Hospital infection control programme. (1 Hr) • CSSD & BMW Educational visit(1hr) 	<ul style="list-style-type: none"> • Chemotherapy and antibiotics. (1Hr) • Protocols, collection of samples, accountability, continuing education, etc. (1 Hr) • Portal of entry and exit (1 Hr) • Asepsis. (1 Hr) 	<ul style="list-style-type: none"> • Preparation of reports, status of rate of infection in the unit / hospital. (1 Hr) 	<p>Lecture Discussion Demonstration Clinical practice</p> <p><i>CSSD & BMW Educational visit</i></p>	<ul style="list-style-type: none"> •Short answers •Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	<p>Affective: Appreciate the importance of sterilization and disinfection in infection control.</p>					
IV (16rs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe disease producing microbes for diagnosis of various patients in outdoor and indoor settings.</p> <p>Psychomotor: Collect, preserve and send samples to laboratory in specified way.</p> <p>Affective: Appreciate this Cognitive and importance of collection of samples in diagnosis and treatment of</p>	<ul style="list-style-type: none"> • Pathogenic organisms Microorganisms Characteristics source (1 Hr) • portal of entry ,transmission of infection (1 Hr) • Identification of disease producing micro organisms(1 Hr) • Collecting, handling and transportation of various specimens. (1 Hr) • Rickettsae(1 Hr), Chlamydiae(1 Hr) • Spirochaete(1 Hr) • Bacilli- gram positive Gram negative. (1 Hr) • Preparation of models of microorganisms & presentation(2hrs) 	<p>Cocci- gram positive Gram negative(1 Hr) Mycoplasma. (1 Hr) Viruses (1 Hr) <i>Morphology of Zika virus</i>, Characteristics, Source, portal of entry, Transmission of infection, Identification of disease control of spread of infection(1HR) Fungi-Superficial, deep mycoses, Parasites. (1 Hr)</p>	<p>Rodents, Vectors. (1 hr)</p>	<p>Lecture Discussion Demonstration Clinical practice</p>	<ul style="list-style-type: none"> •Short answers •Objective type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	patients.					
V (12 Hrs)	At the end of unit students are able to Cognitive: Understand and describe the importance, types, classification of immunity. Affective: Incorporate this Cognitive in patient education.	<ul style="list-style-type: none"> • Immunity • Types of immunity (1 hr) • Classification of immunity (1 hr) • Vaccines and sera -Types & classification(1 hour) • Storage and handling, cold chain. (1 hr) • Immunization for various diseases. (1 hour) • Immunization schedule (1 hr) • Antigen and antibody reaction. (1 hr) 	<ul style="list-style-type: none"> • Serological test. (1 hour) • Immunoprophylaxis(1 hr) • Hypersensitivity - Skin test. (1 hr) • Hypersensitivity - Skin test. (1 hr) 	<ul style="list-style-type: none"> • Serological test. (1 hour) 	Lecture Discussion Demonstration Clinical practice	<ul style="list-style-type: none"> •Short answers •Objective type

EVALUATION SCHEM: MICROBIOLOGY

Placement: First Year B.BSC

Theory 60 Hours

(Theory 45+15 lab)

INTERNAL ASSESSMENT:					
Evaluation Scheme					
			Microbiology	Average out of	
	Mid term		75		
	Pre final		75		
	Total		150	15	
	Assignment		10	10	
	Grand Total		150		
	Send to university			25	
	External Examination		75		
FORMATIVE EVALUATION					
S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVE
1	Assignment	01	10	10	10
SUMMATIVE EVALUATION					
	MID-TERM 75	PRE FINAL 75	UNIVERSITY EXAMINATION 75		
	MCQ - 1X 15 = 15 MARKS	MCQ - 1X 15 = 15 MARKS	MCQ - 1X 15 = 15 MARKS		
	LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS		
	LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS	LAQ - 1X 10 = 10 MARKS		
	BAQ - 2X 10 = 20 MARKS	BAQ - 2X 10 = 20 MARKS	BAQ - 2X 10 = 20 MARKS		
	SAQ - 4X 5 = 20MARKS	SAQ - 4X 5 = 20MARKS	SAQ - 4X 5 = 20MARKS		

Reference books:

1. Alice Corrairie Smith, “ Microbiology and pathology” 9th ed., Mosby Co.
2. Bernard D. Davis, RentapDalbecco Herman N. Eisen& Harold S. Ginsberg, “ Microbiology”, 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8th ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratan Text Book of Microbiology in nursing, New central Book agency Calcutta 2002.

Self learning module by Indian Nursing Council on Biomedical waste management. Role of nurse.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-16

1st Year Basic BSc Nursing

Subject: Introduction to Computer Science

Placement:First Year Theory – 45 Hours
(Class -15 + lab 30)

Course Description:

This course is designed for students to development basic understanding of uses of computer and its applications in nursing.

Specific objectives:

After the completion of the course, students will able to:

1. Identify & define various concepts used in computer.
2. Identify & describe application of computer in nursing.
- 3 Describe & use the DOS & Windows
4. Describe & demonstrate skill in the use of MS-office.
5. Describe & demonstrate skill in using multimedia & computer aided teaching & testing.
6. Identify & demonstrate use of internet & e-mail
7. Describe & use the statistical packages
8. Describe the use of Hospital Management System.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRED TO KNOW	NICE TO KNOW		
I (03 Hours)	Identify & define Various concepts used In computer □Identify application of Computer in nursing	Introduction Concepts of of Computers	-	-	Lecture Discussion Demonstration	Short Answers Objective Type.
		Hardware and software; Trends and technology			Lecture Discussion Demonstration	
		Application of computers In nursing	-	-	Lecture Discussion	
II (06 hours)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding DOS, Windows, MS-Word, Excel, Power point. Psychomotor: Operate various operating systems. Affective: Recognizes the importance of computers in nursing.	• DOS &	-	-	Lecturer Discussion	Short Answers Objective Type Practical Exam
		• Windows (all version)	-	-	Lecturer Discussion	
		• MS-WORD	-	-	Practice Session	
		• MS-EXCEL with pictorial presentation	-	-	Practice Session	
		• MS- ACCESS	-	-	Practice Session	
		• MS- POWERPOINT	-	-	Practice Session	

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III (02 hours)	At the end of unit students are able to Cognitive: Describe the types and use of computers in teaching. Psychomotor: Apply multimedia in classroom teaching and in testing of tools. Affective: Use this Cognitive in nursing practice.	• Multimedia: types & uses.	-	-	Lecture Discussion	Short Answers Objective Type Practical Exam and Viva Voce
		• Computer aided teaching and testing.	-	-	Lecture Discussion	
IV (01 hours)	At the end of unit students are able to Cognitive: Describes use of Internet and email. Psychomotor: Utilize Internet services to improve nursing practice. Affective: Use this Cognitive in nursing practice.	• Use of internet and email	-	-	Lecture Discussion Practice Session	Short Answers Objective Type Practical Exam and Viva Voce
V (02 hours)	At the end of unit students are able to Cognitive: Understands types and features of statistical packages. Psychomotor: Apply statistical packages in analysis.	• Statistical Package.	-	-	Lecturer Discussion	
		• Types and their features	-	-	Practice Session	

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>VI (01 hour)</p>	<p>At the end of unit students are able to Cognitive: Describes types and uses of hospital management system. Psychomotor: Apply hospital management system while working in various hospital settings. Affective: Identifies the importance of hospital management system in nursing.</p>	<ul style="list-style-type: none"> • Hospital Management System; types and uses. 	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p>Lecture Discussion</p>	<p>Short answers Objective Type Practical Exam and Viva Voce</p>
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EVALUATION SCHEM:INTRODUCTION TO COMPUTER SCIENCE

Placement: First YearTheory – 45 Hours(Class -15 + lab 30)

FORMATIVE AND SUMMATIVE EVALUATION:		
INTERNAL ASSESSMENT: (Theory Exams) Maximum Marks: 25Marks.		
Midterm Examination	75Marks	
Pre final Examination	75 Marks	
Total	150 Marks	
150 Marks to be converted in to 25 Marks for Internal Assessment (Theory).		
EXTERNAL ASSESSMENT: (Theory)– collegiate examination: 75 Marks		
MIDTERM 75	PREFINAL 75	UNIVERSITY EXAMINATION
MCQ 1X15=15Marks	MCQ-1X15=15Marks	Section A-MCQ-1X15=15Marks
SAQ 6X5=30Marks	SAQ6X5=30Marks	Section B-6X5=30Marks
LAQ 3X10=20Marks	LAQ-3X10=30Marks	Section C-3X10=30Marks

References

1. Jain &saakshi (2004), computers for nurses
2. Kalicharan (2002) introduction to computer sciences
3. Nilcoll (2001) nurses guide to internet
4. Phatak m et al(2001) multimedia techniques
5. Rajaraman (1999) fundamentals of computers
6. Sanjivkumar (2002) a textbook of computer application

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-17

1stYear Basic BSc Nursing

Subject: English

Placement: First year

Theory - 60 Hours

Course description: The course is designed to enable students to enhance ability to comprehend spoken and written English (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.

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

- Develop good vocabulary skills or better communication.
- Effectively communicates with patients while rendering care.
- Understands methods of writing and drafting letters in English.
- To plan and write effective nursing process and records.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

Unit No. & Total Hrs.	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (10 hours)	At the end of unit students are able to Cognitive: Understand and use the functional aspect of language. Psychomotor: Use grammatically corrects English while speaking and writing. Affective: Appreciate the importance of language and vocabulary.	Review of Grammar (2 hrs) Remedial study of grammar (3hrs) Building Vocabulary (3 hrs)	Lexical sets <i>Interpersonal relationship, communication gap, ethical decision making, individuals attitudes, values and beliefs, professional ethics(2 hrs)</i>		Exercise on use of Grammar Practice in using appropriate expression	Objective Type Fill in the blanks Do as directed
II (04 hours)	At the end of unit students are able to Cognitive: Understand and describe importance of listening and use of teaching material. Psychomotor : Develop comprehensive listening abilities Affective : Incorporate good listening habits	Must know Listening Comprehension (2hrs) Media, audio, video, speeches etc.(1 hr)	Desirable to know Rendition of text, spoken English. (1 hour)	Nice to know Text	Exercise on: Listening to audio, video tapes and identify the key points, accent & information Pattern	Assessment of skills based on the check list

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>III (06 hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and explain the importance of conversation. Psychomotor: Able to do conversations. Affective: Inform gap and need to explicit through the language, former style of language and certain aspect s of conversation.</p>	<p>Must know Phonetics, Debate, Telephonic Conversion, Conversational Psychomotor. (3 hours) (Formal, Neutral & informal situation) (1 hour)</p>	<p>Desirable to know Public speaking, Oral report, Group Discussion (2 hours)</p>		<p>Exercise on: Debating Participating in Seminar, Panel, Symposium Telephonic Conversion Conversation in different situations, practice in public speaking</p>	<p>Assessment of the skills based on the checklist.</p>
<p>IV (30 hours)</p>	<p>At the end of unit students are able to Cognitive: Read between the lines and know various forms of composition. Psychomotor: Able to read & comprehend correctly. Affective: Develop reading habit.</p>	<p>Read and comprehend prescribed course books(8 hour) Reading in sense groups(8 hour) Reading between the lines.(8 hour)</p>	<p>Desirable to know Skimming & Scanning (3 hour)</p>	<p>Nice to know Various forms of composition. (3 hours)</p>	<p>Exercise on: Reading Summarizing Comprehension</p>	<p>Short Answers type questions. Essay type Questions</p>
<p>V (10hours)</p>	<p>At the end of unit students are able to Cognitive: Understand and recognize variety of Psychomotors and methods. Psychomotor : Develop writing Psychomotors Affective: Use writing Psychomotors in day to day activities.</p>	<p>Must know Letter writing Note making & Note takings (3 hour) Précis writings - Nurses Notes, (3 hours) Anecdotal records, Diary writing, Reports on health problem, Resume /CV, Notices,</p>			<p>Exercise on: Letter writing Note making & Note takings Précis writings Nurses Notes Anecdotal Records Diary writing Reports on health problem Resume /CV</p>	<p>Assessment of the skills based on the checklist.</p>

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		Agenda, minutes, Telegram Essay (4 hour)			Notices, Agenda, minutes, telegram, essay Discussion on written reports	
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EVALUATION SCHEM:ENGLISH

Placement: First year

Theory - 60 Hours

Evaluation Scheme:

INTERNAL ASSESSMENT :

Midterm : 75

Prefinal : 50

Total : 150

Out of 25marks(Send to University)

EXTERNAL ASSESSMENT :

College exam : 75marks

Total 100 marks

References

- ❖ Living English Grammar & Composition Tickoo M.L. & Subramaniam A.E, Oriental Longman, New Delhi.
- ❖ English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
- ❖ Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
- ❖ English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
- ❖ Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-21

2ndYear Basic BSc Nursing

Subject: Sociology

Placement: Second Year

TOTAL HRS: 60 HRS

Course Description: This course is designed to introduce the concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

Course objectives: At the end of the course, the student will be able to:

1. Describe the structure and the dynamics of the society
2. Discuss the relationship of the individual to the society.
3. Understand the social problems and its influence on social changes and the factors contributing to it.
4. Describe sociological concepts applicable to nursing.
5. Determine role of sociology in nursing as related to social institution in India
6. Develop positive attitudes towards individual, family and community

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UNIT NO. & HOURS	LEARNING OBJECTIVES	CONTENTS WITH DISTRIBUTION OF HOURS			TL ACTIVITY	ASSESSMENT METHOD
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (1 Hrs)	At the end of unit student are able to: State the importance of sociology in Nursing. Knowledge: Define sociology and understand the nature and scope of sociology. Skill: Identify social impact on health and nursing . Attitude: Incorporates concept of self discipline in nursing practice.	Introduction : <ul style="list-style-type: none"> • Definition of sociology. • Importance and application of sociology in nursing. • Nature and scope of the discipline (1 hr) TOTAL HRS=1	-	-	Lecture , Discussion	SA Short answer
II (3Hrs)	At the end of unit student are able to: Describe the inter - relationship of individual in society and community Knowledge: Understand the concept of society and community and the process of socialization and individualization. Human rights Skill: Differentiates between the society and community. Attitude: Apply the concept of society and community appropriately.	Individual and society : <ul style="list-style-type: none"> • Difference between society and community. • Process of socialization and Individualization. (1 hr) Human rights (1hrs) TOTAL=2 HRS	<ul style="list-style-type: none"> • Society and community. • Nature of society. (1 hr) TOTAL HRS=1	-	Lecture , Discussion	SA Short answer
III (3 Hrs)	At the end of unit student are able to: Describe the influence of culture and on health and disease Knowledge: Describe the influence of culture on	Culture : Diversity and uniformity of culture.	Nature of culture. Evolution of		Lecture ,	

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	<p>health and disease.</p> <p>Skill: Accustom with different cultures and renders culturally congruent care.</p> <p>Attitude: Appreciates transcultural influences on health.</p>	<p>Culture and socialization. Transcultural society. Influence on health and disease. (2 hrs)</p> <p><i>Bioethics :- Human dignity ,Culturally competent care Cultural value, Bio ethical issues concerning social groups ,Marital autonomy ,Marriage and Morals Marriage and Legal Contract, Same-Sex Marriage ,Gender Dysphoria , ethical issues concerning trans genders, protection from discrimination ,collective rights ,consensus in diversity and pluralism. (2HR)</i></p>	<p>culture. (1 hr)</p> <p>TOTAL HRS=1</p>		<p>Discussion</p> <p>Panel discussion</p>	<p>SA</p> <p>Short answer</p>
<p>IV (4 Hrs)</p>	<p>At the end of unit student are able to: Identify various social groups and their interactions</p> <p>Knowledge: Understand various categories of groups and their characteristics and purposes.</p> <p>Skill: Identify various social groups and their interactions.</p> <p>Attitude: Recognize group’s dynamics and prevents group conflicts.</p>	<p>Social groups and processes:</p> <p>-In – groups v/s out – groups, class tribes, caste</p> <p>-Economic, Political, Religious groups, Mob, Crowd, Public and audience interaction and social process.</p> <p>- Co- operation, competition, conflict.(1hr)</p> <p>-Accommodation, assimilation & isolation.</p>	<p>-The meaning and classification of groups(1 hr)</p> <p>-Primary and secondary groups. (1 hr)</p>			

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		(1 hr)				
V (6 Hrs)	<p>At the end of unit student are able to: Explain the growth of population in India and its impact on health</p> <p>Knowledge: Explain the growth of population in India and its impact on health.</p> <p>Skill: Identify the trends of demographic changes that influence the health of population.</p> <p>Attitude: Participates in family welfare programmes.</p>	<p>Population: -Malthusian theory of population. (1 hr) -Population explosion in India and its impact on health status. (1 hr) -Family welfare programmes.(1 hrs)</p>	<p>-Population distribution in India – Demographic characteristics (1hr) -Population Growth, Variation Among Nations(1Hr)</p>	<p>-Society and population (1 hr)</p>		
VI (5Hrs)	<p>At the end of unit student are able to: Describe the institutions of family and marriage in India</p> <p>Knowledge: Describe the institutions of family and marriage in India.</p> <p>Skill: Recognize the influence of family and marriage on health of masses.</p> <p>Attitude: Incorporates the knowledge of family structure and function while rendering care and health education.</p>	<p>Family and marriages:</p> <ul style="list-style-type: none"> • Family functions, • Types – Joint, Nuclear, Blended and extended family.Welfare services. (1 hr) • Marriage: forms and functions of marriage. (1 hr) • Family, marriage and their influence on health and health practices. (1 hr) 	<ul style="list-style-type: none"> • The modern family changes, problems Dowry etc., Marriage and family problems in India. (1 hr) 	<p>Changes and legislations on family and marriage in India – marriage acts (1 hr)</p>		
VII (7 Hrs)	<p>At the end of unit student are able to: Describe the class and caste system and their influence on health and health practices.</p> <p>Knowledge: Describe the class and caste system and their influence on health and health practices.</p> <p>Skill: Identify the influence of class and caste on</p>	<p>Social stratification:</p> <ul style="list-style-type: none"> • Meaning and types of social stratification. . (1 hr) • Social class system 	<ul style="list-style-type: none"> • Race as a biological concept, criteria of 	<ul style="list-style-type: none"> • The Indian caste system – origin and 		

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	<p>health and health practices. Attitude: Strive to gain more and more knowledge about castes and class in Indian Society and their impact on health practices of people.</p>	<p>and status. . (1 hr) <ul style="list-style-type: none"> • Social mobility – meaning and types. . (1 hr) • Influence of class, caste and race on health and health practices. (1 hr) </p>	<p>racial classification (1 hr) <ul style="list-style-type: none"> • Silent features of primary races – racism. (1 hrs) </p>	<p>features <ul style="list-style-type: none"> • Features of caste in India today. (1 hrs) </p>		
VIII (6 Hrs)	<p>At the end of unit student are able to: Describes the types of communities in India, their practices and the impact on health.</p> <p>Knowledge: Describe the types of communities in India, their health practices.</p> <p>Skill: Identify the impact of community practices on health of communities.</p> <p>Attitude: Incorporates knowledge of religion while rendering care to individuals, families and communities.</p>	<p>Types of communities in India (Rural, Urban, Regional):</p> <ul style="list-style-type: none"> • Features of village community and characteristics of Indian villages – Panchayat system, social dynamics.(1 hr) • Availability of health facilities in rural and its impact on health and health practices. (1 hr) • Major urban problems- Urban slums (1 hr) 	<ul style="list-style-type: none"> • Region: Problems and impact on health (1 hr) Community development project and planning. (1 hr) 	<p>Changes in Indian rural life. (1 hr)</p>		

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<p>IX (4 Hrs)</p>	<p>At the end of unit student are able to: Explain the process of Social Change</p> <p>Knowledge: Explain the process of social change.</p> <p>Skill: Identify the factors responsible for social change and their impact on health and health practices of people.</p> <p>Attitude: Adapt to the social health needs.</p>	<p>Social change:</p> <ul style="list-style-type: none"> • Nature and process of social change. (1 hr) • Factors influencing social change, cultural change, cultural lag. (1 hr) • Introduction to theories of social change: Linear, cyclical, Marxian, functional. • Role of nurse -change agents. (1 hrs) 	<ul style="list-style-type: none"> • Introduction to theories of social change: Linear, cyclical, Marxian, functional (1hr) 			
<p>X (4 Hrs)</p>	<p>At the end of unit student are able to: Describe the Social system and inter-relationship of social organizations</p> <p>Knowledge: Describe the social system and interrelationship of social organizations.</p> <p>Skill: Identify appropriate social organization in times of need.</p> <p>Attitude: Appreciates the interrelationship between the social organizations.</p>	<p>Social organization and social system:</p> <ul style="list-style-type: none"> • Social organizations: elements types. • Social system: Definition and types of social system. (1 hr) • Role and status as structural elements of social system. (1 hr) • Inter relationship of institutions. ((1 hr) 	<ul style="list-style-type: none"> • Voluntary associations. • Democratic and authoritarian modes of participation. (1 hr) 			
<p>XI (2 Hrs)</p>	<p>At the end of unit student are able to : Explain the nature and process of social control</p>	<p>Social control:</p> <ul style="list-style-type: none"> • Nature and process of 	<ul style="list-style-type: none"> • Political, legal, 			

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	<p>Knowledge: Explain the nature and process of social control. Skill: Identify the role of nurse in social control. Attitude: Participates in social control.</p>	<p>social control. Folkways and mores customs, laws and fashion.</p> <ul style="list-style-type: none"> (1 hrs) 	<p>religious, educational, economic, industrial and technological systems, norms and values –Role of nurse. -Role of information technology in environment and human health(1 hrs)</p>			
<p>XII (15 Hrs)</p>	<p>At the end of unit student are able to: Describe the role of the nurse in dealing with social problems in India</p> <ul style="list-style-type: none"> Knowledge: Describe the role of nurse in dealing with social problems in India. Social issues and environment: unsustainable to sus development Urban problems related to energy, resettlement and rehabilitation of people, its problems and concerns, wasteland reclamation, public awareness <p>Skill: Identify social disruption due to different health conditions having social stigma/implications. Attitude: Participates in social welfare programmes.</p>	<p>Social problems:</p> <ul style="list-style-type: none"> Social disorganization (2 hrs) vulnerable groups: Elderly handicapped, minority groups and other marginalized groups, (2 hrs) child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS (3 hrs) <p>Social issues and environment: unsustainable to sus development(1 hrs)</p>	<p>Control and planning: poverty, housing, illiteracy, food supplies, prostitutions, rights of women & children (4 hr)</p>	<ul style="list-style-type: none"> Social welfare programmes in India. (1 hr) wasteland reclamation, public awareness.(1 hr) 	<p>Lecture , Discussion Institutional visits</p>	<p>Assignment: project work, Group work</p>

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		<ul style="list-style-type: none"> Urban problems related to energy, resettlement and rehabilitation of people, its problems and concerns.(1 hrs) 			
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EVALUATION SCHEM: SOCIOLOGY

Second Year B.BSc (N)

TOTAL HRS: 60 HRS.

Mid term Examination	75Marks	
Pre final Examination	75 Marks	
Total	150 Marks.	
150 Marks to be converted in to 25 Marks for Internal Assessment Send to university		
EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks		
Midterm 75	Prefinal 75	University examination
MCQ-1X15=15Marks	MCQ-1X15=15Marks	Section A-1X15=15Marks
SAQ4X5=20Marks	SAQ4X5=20Marks	Section B-2X10=20Marks
BAQ-2X10=20Marks	BAQ-2X10=20Marks	Section B-4X5=20Marks
LAQ-2X10=20Marks	LAQ-2X10=20Marks	Section C-10X2=20Marks

References:

- Dr. G. Das, 'Principles of Sociology', Kings Books, Educational Publishers, Delhi.
- Dr .K. Khadase, 'Indian Sociology', Niraj Publication, Nagpur.
- Theoretical prospective in sociology.
- T. k. Indrani, 'Sociology for Nursing Students', Jaypee Brothers.
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- Sachadeva Y.V., An introduction to sociology, kithab mahal: Allahabad
- R. K. Manelkar, Sociology for Nurses, Sivosankar T.P., Vora Medical Publications
- K.P.Pothen, S.Pothen, Sociology for Nurses, 3rd Edition, N.R.Brothers, Indore. C.N.
- Shankar Rao Principals of sociology with introduction to social thoughts, S Chand Ecompany publishers.
- Ashok N.Patel, S.S.Hooda, Sociology
- Dr.N.H.Groenman, Dr.O D'aslevin, M A Bockenham, Social and Behvioural sciences for Nurses, 1st edition, Campanion Press Ltd.
- Dr.Ajithkumar Sinha, Principles of Sociology, Lakshmi Narain Agarwal educational publishers
- T.B.Bottomore, Sociology A guide to problem and literature, 2nd edition, Blockie & Sons Publishers Pvt. Lt

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-22

2ndYear Basic BSc Nursing

**Subject: Medical and Surgical Nursing– I
(ADULT INCLUDING GERIATRICS)**

Placement: Second Year

Theory: 210 Hrs. Practical: 720 Hrs

COURSE DESCRIPTION:

- The purpose of this course is to acquire knowledge and develop proficiency in caring for patients with medical surgical disorders in varieties of health care settings and at home.

SPECIFIC OBJECTIVES:

At completion of the course the student is able to

- Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions.
- Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (10Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Describe the concept of health and illness.</p> <p>Psychomotor: Render comprehensive care to the client.</p> <p>Affective: Make self aware about the trends in nursing.</p>	<p>INTRODUCTION:</p> <ul style="list-style-type: none"> • Introduction to medical surgical nursing – Evolution and trends of medical and surgical nursing. (1Hr) • Review of concepts of health and illness disease concepts, causation, classification – international classification diseases (ICD – 10 or later version.), acute illness chronic & acute, Terminal illness, stages of illness. (1 Hr) • Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process. (1Hr) <p>Role and responsibilities of a nurse in medical surgical settings:</p> <ul style="list-style-type: none"> • Out - patient department, 	<p>Wound healing, (1Hr)</p> <p>Intensive care unit. (1Hr)</p> <p>Role of nurse: patient and family in care of adult patient. (1 Hr)</p>	<p>Role and responsibilities of a nurse in medical surgical settings: Home and community settings.(1Hr)</p>	<ul style="list-style-type: none"> •Lectures & Discussion •Demonstrations •Practicesessions •Casesdiscussions •Seminars •Clinicalpractice •Drug book •Exposure to related procedures 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work

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		<ul style="list-style-type: none"> • In - patient department. (1Hr) • Introduction to medical surgical asepsis-Inflammation and infection. Immunity. (1Hr) <p>Care of surgical patients: Pre-operative. Intra operative. Post-operative. (1Hr)</p> <p><i>Bioethics :- Professional Nursing code, Culturally competent care Cultural value, personal Values, professional values, Ethics and philosophy, Issues in health care concerning patient care and ,quality of life, patient rights, Rational drug administration, cost effective treatment ,Bio medical waste management, breaking bad news ,ethical sensitivity ,privacy confidentiality , cost effective treatment, Clinical ethics(4hrs)</i></p>				
II (10Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Know and identify the common signs and symptoms of various disease conditions.</p> <p>Psychomotor: Assess the client's need and plan nursing care according to assessment.</p> <p>Affective: Develop the habit of planning need based</p>	<p>COMMON SIGNS AND SYMPTOMS AND MANAGEMENT:</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance. (1Hr) • Vomiting(1Hr) • Dyspnoea, Cough(1Hr) • Respiratory obstruction. (1Hr) • Fever, Shock.(1Hr) • Pain, Incontinence(1Hr) 	<ul style="list-style-type: none"> • Unconsciousness. (1Hr) • syncope.(1Hr) • Edema.(1Hr) 	-Age related problems: geriatric. (1 Hr)	-Lectures & Discussion •Demonstrations •Practicesessions •Casediscussions / seminar	-Essay type answers -Objective type ofquestion -Assessment of skill -Assessment with check list •Clinical

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	nursing care.					Work
III (28Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with respiratory tract problems.</p> <p>Psychomotor: Perform physical assessment of client with respiratory problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<p>NURSING MANAGEMENT OF PATIENTS (ADULTS INCLUDING ELDERLY) WITH RESPIRATORY PROBLEMS:</p> <ul style="list-style-type: none"> • Nursing Assessment - History & Physical assessment. (1 Hr) • Etiology, Pathophysiology, Clinical manifestations, (1 Hr) • diagnosis, treatment modalities including elderly with: • Upper Respiratory tract infections. (1 Hr) • Bronchitis, Bronchiolitis, Bronchiec tasis(1 Hr) • Empyema, (1 Hr) • Asthma, Emphysema. (1 Hr) • Chronic obstructive. Pulmonary Diseases (COPD) (1 Hr) • Pneumonia, (1 Hr) • Pulmonary tuberculosis.(1 Hr) • Pulmonary embolism (1 Hr) <p>Nursing Procedures(1 Hr)</p> <p>DOTS THERAPY IN TUBERCULOSIS</p> <ul style="list-style-type: none"> -DOTS(Directly Observed Treatment, short course) -Government commitment(1hr) -Diagnosis primarily by microscopy.(1hr) -Regular supply of good quality 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of respiratory system. (1 Hr) • Chest injuries. . (1 Hr) • Respiratory arrest, (1 Hr) • ARDS &insufficiency. (1 Hr) • Drugs used in treatment of respiratory disorders. (1 Hr) • Lung abscess. (1 Hr) • Pleural abscess, effusion. (1 Hr) • Cysts & Tumors. (1 Hr) 	<ul style="list-style-type: none"> • Special therapies(1 Hr) • Alternative therapies. <p>With Respiratory Problems (1 Hr)</p> <ul style="list-style-type: none"> • Atelectasis. (1 Hr) 	<ul style="list-style-type: none"> •Lectures& Discussion •Demonstrati ons •Practicesessi ons •Casediscussi ons / Seminar •ClinicalPract ice •Drug book • Exposure to procedure- Xray - MRI , Endoscopy <p>DOTS Therapy center visit 2HRS</p>	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type of questions •Assessment of skills with assessment of patients with Clinical work Management problem

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		<p>drug.(1hr) -Direct observation of treatment.(1hr) -Sputum microscopy to monitor patient's progress.(1hr) -Strategies to perform DOTS Therapy(1hr)</p>				
IV (27Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with elementary tract problems.</p> <p>Psychomotor: Perform physical assessment of client with elementary tract problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of digestive system: • Nursing Assessment –history & physical assessment. (1Hrs) • Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical-Surgical, dietetics & nursing management. • Disorders of: Oral cavity- Lips, gums, tongue, salivary glands and teeth. (1Hrs) • Esophagus- inflammation, (1Hr) • Stricture, obstruction, bleeding & esophageal tumor. (1Hr) • Stomach & Duodenum – hiatus hernia(1Hr) 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of digestive system. (1 Hr) • Drugs used in treatment of digestive system disorder. (1 Hr) • Biliary tract/ Gall bladder:Cholecystitis, cholelithiasis and tumors, Nursing Procedures. (1Hr) 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. (1 Hr) • Tumorsperforation. (1 Hr.) • Tumors and lump. (1Hr) 	<ul style="list-style-type: none"> •Lectures & Discussion Charts,graphs models, filmsand slides •Demonstrations •Practicesessions •Casediscussions •Seminars •Clinicalpractice •Drug book •Exposure torelated Procedures. • Health 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work assessment of patient management

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		<ul style="list-style-type: none"> • Gastritis, Peptic & duodenal ulcer, (1Hr) bleeding, tumor pyloric stenosis. • Small intestinal inflammation and infection -enteritis, mal absorption syndrome, Obstruction. (1 Hr) • Large Intestinal disorders - Colitis inflammations & infection (1Hr) • Obstruction, • Hernias(1Hr) • Appendix - Inflammation, mass, abscess, rupture. (1Hr) • Anal & Rectum: Fistulas, fissures, Hemorrhoids and tumor. (1Hr) • Peritonitis/ acute abdominal. (1Hr) Pancreas: inflammation, cyst abscess, tumors. (1Hr) • Liver-Jaundice, hepatitis, cirrhosis, abscess, portal hypertension, (1Hr) • Hepatic failure and tumors. (1Hr) 			<p>Education Supervised Clinical practice</p> <ul style="list-style-type: none"> • Drug Book / Presentation 	
V (22Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the signs and symptoms of client with cardio vascular problems.</p> <p>Psychomotor: Assess the client correctly and plan & implement nursing interventions.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with blood and cardio vascular problems: Nursing Assessment –history & physical assessment.(1 hr) • Etiology, patho physiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional & nursing 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system. (1Hr) • Management and counseling of blood donors, 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. (1 Hr) • Role of nurse in organ donation. Retrieval and banking. 	<ul style="list-style-type: none"> • Lectures & Discussion • Explain charts, Graphs models, films and slides 	<ul style="list-style-type: none"> • Essay type answers • Objective type • Skill assessment with checklist • Clinical

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	<p>Affective: Incorporate this Cognitive in nursing practice and provide psychological support to the client and family members.</p>	<p>management of:</p> <ul style="list-style-type: none"> • Heart: Coronary artery disease. (1 Hr) • Ischemic heart disease, Coronary atherosclerosis. (1 Hr) • Angina pectoris, Myocardial infarction. (1 Hr) • Rheumatic heart diseases, Endocarditis (1 Hr) • Pericarditis, Myocarditis, Cardio myopathies. (1 Hr) • Cardiac dysrhythmias, Heart block. (1 Hr) • Congestive cardiac failure. (1 Hr) • Cor pulmonale, pulmonary edema, Cardiogenic shock (1 Hr) • Cardiac emergencies and arrest, Cardio pulmonary resuscitation (CPR) • Blood: Anemia. Polycythemia. • Bleeding disorders, clotting factor defects and platelets defects. (1 Hr) • Leucopenia and agranulocytosis. (1 Hr) • Special therapies: Blood transfusion, safety checks. Procedure and requirements, managements of adverse transfusion reaction, records for blood transfusion. (1Hr) • Bio – safety and waste 	<p>phlebotomy procedure, and post donation management, Blood bank functioning and hospital transfusion committee. (1Hr)</p> <ul style="list-style-type: none"> • Drugs used in treatment of blood and cardio vascular disorder. (1 Hr) • Cardiac tamponade. (1 Hr) • Lymphomas. Myelomas. (1 Hr) • Thalassemia. Leukaemias. (1 Hr) • Valvular disorders of the heart: Congenital and acquired. (1 Hr) 	<p>(1Hr)</p>	<ul style="list-style-type: none"> • Demonstrations • Practisesessions • Cases discussions / Seminars • Clinical practice • Drug book • Exposure to procedure visit to blood bank participation in blood bank, counseling 	<p>work</p>
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		management in relation to blood transfusion. Nursing Procedures. (1Hr)				
VI (15Hrs)	At the end of unit students are able to Cognitive: Describe the signs and symptoms of client with genito urinary tract disorders and plan need based nursing care. Psychomotor: Acquire proficiency in planning and providing comprehensive care to the client with genitourinary disorders. Affective: Appreciate the psychological feelings of the client and relatives.	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with genito – urinary problems: Nursing Assessment –history & physical assessment. (1 Hr) • Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of: Nephritis. (1 Hr) • Nephrosis. Renal calculus. (1 Hr) • Tumors. Acute renal failure. (1 Hr) • Chronic renal failure. (1 Hr) • End stage renal disease. Dialysis, renal transplant(1 Hr) • Urinary infections benign prostate hypertrophy. (1 Hr) • Disorders of ureter(1 Hr) • Urinary bladder- urethra inflammation, infections, stricture, obstructions, tumors, prostate. Nursing Procedures. (1 Hr) 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of genito-urinary systems. (1 Hr) • Drugs used in treatment of genito – urinary disorder. (1 Hr) • Nephrotic syndrome. (1 Hr) • Kidney: Polycystic kidney. (1 Hr) • Congenital disorders(1 Hr) 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. (1 Hr) 	<ul style="list-style-type: none"> •Lectures & Discussion • Explain using charts, graphs models, films and slides • Demonstrations • Practices sessions • Case discussions/ Seminars • Supervised Clinical practice • Drug book/presentation • Exposure to procedure Health Education 	<ul style="list-style-type: none"> -Essay type • Short answers • Objective type • Skill assessment with checklist • Clinical work Assessment of Patient management problem

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<p>VII (8Hrs)</p>	<p>At the end of unit the students are able to Cognitive: Explain The Pathophysiology, signs and symptoms and medical and nursing management of patient with reproductive system. Psychomotor: Assess the client and plan and implement the nursing care. Affective: Explain the feeling of the patients with congenital anomalies and sexual dysfunction.</p>	<ul style="list-style-type: none"> • Nursing management of disorders of male (adults including elderly) with reproductive system: Nursing assessment history and physical assessment. (1 Hr) • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system. • Congenital malformations: cryptorchidism.(1 Hr) • Infections. Hypospadiasis, Epispadiasis. Infection Testis and adjacent structure. Penis.(1 Hr) • Infertility. Contraception. Breast, gynecomastia, tumor. (1 Hr) • Climacteric changes. Nursing procedures. (1 Hr) 	<ul style="list-style-type: none"> • Review of anatomy and Physiology of male reproductive system. • Drugs used in treatment of disorders of male reproductive system. (1 Hr) • Prostate: infection, inflammation, hypertrophy, tumor. Sexual Dysfunction. (1 Hr) 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. (1 Hr) 	<ul style="list-style-type: none"> • Lecture • Discussion <p>Practicesession Casediscussion / seminarHealth EducationSup ervise Clinicalpracti ce •Drug book /presentation</p>	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type <p>Assessment of skills with checklist</p> <ul style="list-style-type: none"> • Assessment of Patients management problem
<p>VIII (10 Hrs)</p>	<p>At the end of unit students are able to Cognitive: Describe clinical manifestations, pathophysiology and management of patient with endocrine disorders. Psychomotor: Identify the needs of patient with endocrine disorders.</p>	<ul style="list-style-type: none"> • Nursing management of patient (adults including elderly) with disorders of endocrine system: • Nursing assessment: history and physical assessment. (1Hr) • Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of 	<ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system. (1 Hr) • Adrenal tumor. (1Hr) • Diabetes insipidus(1Hr) 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. (1 Hr) 	<p>-Explain using Charts,graphs Models,films, slides,DemonstrationPracti cesession -Case discussion /seminar</p>	<ul style="list-style-type: none"> •Essay type Short answer Objective type <p>Assessment of skills with check list</p>

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	<p>Affective: Incorporate this Cognitive in nursing practice.</p>	<p>Disorders of Pituitary, (1Hr)</p> <ul style="list-style-type: none"> • Thyroid and parathyroid. (1Hr) • Diabetes mellitus. (1Hr) • Nursing procedures. (1Hr) • Drugs used in treatment of disorders of endocrine system. (1 Hr) 			<p>-Health education Supervised -Clinical practice Drug book/presentation</p>	<p>•Assessment of patients management problem</p>
IX (10Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain the disorders of integumentary system.</p> <p>Psychomotor: Identify the disorders of integumentary system.</p> <p>Affective: Appreciate the feelings of client suffering from integumentary system and his family members</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of Integumentary system: Nursing assessment history and physical assessment., (1Hr) • Etiology, Pathophysiology, clinicalManifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of disorders of skin and its appendages. (1Hr) • Lesions and abrasions. (1Hr) • Infection and infestations: Dermatitis. Dermatoses; infectious and noninfectious, inflammatory dermatosis(1Hr) • Acne vulgaris. Allergies and Eczema. Psoriasis. Alopecia. Leucoderma. Nursing procedures. (1Hr) • Drugs used in treatment of disorders of integumentary 	<ul style="list-style-type: none"> • Review of anatomy and physiology of skin and its appendages. (1Hr) • Care of patient with skin surgery. (1Hr) • Malignant melanoma(1Hr) 	<p>Special therapies, alternative therapies(1Hr)</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practices session • Case discussion • Seminar • Drug book/presentation 	<p>Essay type Short answer Objective type Assessment of skills with check list •Assessment of patients management problem</p>

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<p>X (15 Hrs)</p>	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain etiology, clinical manifestations, Pathophysiology, diagnostic tests and medical & nursing management of client with musculoskeletal disorders.</p> <p>Psychomotor: Render comprehensive care to the client suffering with musculoskeletal disorders.</p> <p>Affective: Appreciate the sufferings of congenital musculoskeletal anomalies and contribute effectively in rehabilitation.</p>	<p>system. (1Hr)</p> <ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with musculoskeletal problems: • Review of anatomy and physiology of musculoskeletal system. . (1Hr) • Nursing assessment history and physical assessment. • Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of Disorders of: Muscles, ligaments and joints- inflammation, infection trauma (1Hr) • Bones-inflammation, infection, dislocation, sprain, fracture. (1Hr) • Tumor& trauma. (1Hr) • Spinal column – defects, deformities tumor. (1Hr) • Prolapsed inter vertebral, disc(1Hr) • Amputation(1Hrs) • Prosthesis, transplant and replacement surgeries. (1Hrs) • Drug used in treatment of disorders of musculoskeletal system. (1Hr) 	<ul style="list-style-type: none"> • Rehabilitation.(1 Hr) • Pott’s spine.(1Hr) • Paget’s disease. Nursing procedures.(1Hr) • Osteomalacia and osteoporosis.(1Hr) • Arthritis, Congenital deformities. (1Hr) 	<ul style="list-style-type: none"> • Special Therapies, alternative therapies. (1 Hr) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs Models, films, Slide • Demonstration Practicesession Case discussion /seminar • Health edn. SupervisedClinical practice Drug book/presentation presentation. 	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skill with check list</p> <p>check list</p> <p>Assessment of patients management problem</p>
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KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>XI (15Hrs)</p>	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and management of patients (adults including elderly) with disorders of immunological systems.</p> <p>Psychomotor: Identify the patients with immunological disorders and render effective care to immunologically compromised patients.</p> <p>Affective: Be sensitive to the psychological needs related to social discriminations of immunologically compromised patients.</p>	<ul style="list-style-type: none"> • Nursing management of Patient (adults including elderly) with Immunological problems: Nursing Assessment- History and physical assessment. • Etiology, Pathophysiology, clinical manifestations, diagnosis treatment modalities and medical, surgical, dietetics and nursing management of Immunodeficiency disorder(1 Hr) • Acquired immunodeficiency syndrome (AIDS). Incidence of HIV & AIDS. Transmission-prevention of Transmission. (1 Hr) • Review of Immune system. (1 Hr). • Standard safely precautions. . (1 Hr) • Role of nurse, Health education and home care consideration. • Drugs used in treatment of disorders of immunological systems. (1 Hr) • Infection control program. . (1 Hr) • Rehabilitation. Nursing procedures (1 Hr) <ul style="list-style-type: none"> • ART therapy in HIV/AIDS patient(1HR) • Role Of Nurse In Counselling 	<ul style="list-style-type: none"> • National and international agencies. . (1 Hr) • Counseling. (1 Hr) • Secondary immune deficiencies. (1 Hr) • Phagocytic dysfunction. B-cell and T-cell deficiencies.(1 Hr) • National AIDS control program NACO various. (1 Hr) 	<ul style="list-style-type: none"> • Epidemiology, • Special therapies, alternative therapies. (1 Hr) • Primary immunodeficiency.(1 Hr) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration Practicesession Case discussion /seminar • Health education SupervisedClinical practice Drug book/presentation <i>VISIT TO ART CENTRE(3HRS)</i> 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problem</p>
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KIMSDU,KINS, Basic B.Sc.N. Syllabus

		With PLHIV(1hr)				
XII (20Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with communicable diseases.</p> <p>Psychomotor: Identify the clients with communicable diseases and renders efficient care to the clients suffering from various communicable diseases.</p> <p>Affective: Pay special attention to prevent the spread of communicable diseases.</p>	<p>Nursing management of patient (adults including elderly) with Communicable Diseases:</p> <ul style="list-style-type: none"> • Nursing Assessment- History and physical assessment. • Epidemiology, infectious process, clinical manifestations, diagnosis, treatment. Prevention and dietetics. Control and eradication of common communicable diseases: Tuberculosis(1 Hr) • Diarrheal diseases (1 Hr) • Chickenpox. Smallpox.(1 Hr) • Typhoid. Meningitis. (1 Hr) • Gas gangrene. Leprosy. (1 Hr) • Dengue. Plague. Malaria.(1 Hr) • Diphtheria. Pertussis.(1 Hr) • Poliomyelitis. Measles. (1 Hr) • Tetanus. Filariasis. (1 Hr) • HIV, AIDS.(1 Hr) • Communicable diseases. Reproductive Tract Infections. Nursing procedures. (1Hr) 	<ul style="list-style-type: none"> • Overview of infectious disease, the infectious process. (1 Hr) • Special infection control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals. (1Hr) • Yellow fever.(1 Hr) • Mumps. Influenza. (1 Hr) • Hepatitis A-E. Herpes (1 Hr) 	<ul style="list-style-type: none"> • Drugs used in treatment of Communicable diseases. (1 Hr) • Special therapies, Alternative therapies. (1 Hr) 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practice session</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> •Assessment of patients management problem
XIII	At the end of the unit students	<ul style="list-style-type: none"> • Peri Operative nursing: 	<ul style="list-style-type: none"> • Organization and 	<ul style="list-style-type: none"> • Legal Aspects 		Essay type

KIMSDU,KINS, Basic B.Sc.N. Syllabus

(20Hrs)	<p>are able to</p> <p>Cognitive: Identify and explain the uses of various instruments used in common surgeries.</p> <p>Psychomotor: Sterilize instruments, arrange operation trolley and assist minor surgeries.</p> <p>Affective: Follows aseptic technique strictly.</p>	<p>Members of the OT team. Duties and responsibility of nurse in OT. (1 Hr)</p> <ul style="list-style-type: none"> • Principles of health and operating room attire: • Classification. O.T.(1 Hr) • DESIGN. (1 Hr) • Instruments. (1 Hr) • Sutures and suture materials (1 Hr) • Equipment. (1 Hr) • O.T. tables and sets for common surgical procedure (1 Hr) • Scrubbing procedures. (1 Hr) • Gowning and gloving. Preparation of O.T. sets (1 Hr) • Monitoring the patient's .Maintenance of therapeutics environment in O.T. Biomedical waste management. (1 Hr) • Effects and stages, Equipment, Drugs (1 Hr) • Cardio pulmonary Resuscitation (CPR). (1Hr) 	<p>physical set up of the operation theatre: Staffing. (1 Hr)</p> <ul style="list-style-type: none"> • Standard safely measures (1 Hr) • Infection control: fumigation, disinfection and sterilization.(1 Hr) • Prevention of accidents and hazards in O.T. (1 Hr) • Pain management techniques.(1Hr) • Anesthesia – Types, Methods of administration.(1 Hr) 	<p>during surgical procedures.(1 Hr)</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession</p> <p>Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice</p> <p>Drug book/presentation</p>	<p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p>
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MEDICAL AND SURGICAL NURSING–I(ADULT INCLUDING GERIATRICS)

KIMSDU,KINS, Basic B.Sc.N. Syllabus

Placement: Second Year Basic B.Sc. Nursing

Theory: 210 Hrs. Practical: 720 Hrs

INTERNAL ASSESSMENT:

SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	03 ➤ Medical ward – 01 ➤ Surgical ward – 01, ➤ Ortho / any other – 01	25 Marks	75 Marks	
2.	Case Presentation	01 ➤ Medical or Surgical Ward	50 Marks	50 Marks	
3.	Case study	02 ➤ Medical Ward – 01 ➤ Surgical Ward – 01	50 Marks	100 Marks	
4.	Health Education	01 ➤ Medical or Surgical Ward	25 Marks	25 Marks	
5.	Therapeutic Diet	01	25 Marks	25 Marks	
6.	Clinical Evaluation	03	100 Marks	300 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		100 Marks	200 Marks	
			GRAND TOTAL	775Marks	100 Marks
THEORY EXAMINATION: MIDTERM: 75 Marks			GRAND TOTAL:	150 Marks	25 Marks
PREFINAL: 75 Marks					
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION:			THEORY: 75Marks	PRACTICAL: 100 Marks	
Midterm 75		Prefinal 75		University examination	
MCQ-1X15=15Marks		MCQ-1X15=15Marks		Section A-1X15=15Marks	
SAQ4X5=20Marks		SAQ4X5=20Marks		Section B-2X10=20Marks	
BAQ-2X10=20Marks		BAQ-2X10=20Marks		Section B-4X5=20Marks	
LAQ-2X10=20Marks		LAQ-2X10=20Marks		Section C-10X2=20Marks	

REFERENCE BOOKS:

- Joyce M. Black Janehokanson Hawks “Medical-Surgical Nursing” For Positive Outcomes .Volume- I, 7th Edition.
- Harrison “Principal of Internal Medicine Concept, Process &Practice”, 3rd Edition.International Edition.
- Basawanthappa Bt, Nursing Administration, Jaypee Brothers Medical Publishers (P) Ltd 2004, Edition 1st.
- Brunner & Siddhart’s, The Text Book Of Medical Surgical Nursing; 10th Edition.
- Joyce M. Black, Medical Surgical Nursing; Saunders Harcourt Pvt. Ltd.; 6th Edition.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; Balliare Tindall, 5th Edition.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-23

2ndYear Basic BSc Nursing

Subject: Pharmacology

Placement: Second Year

Theory – 45 Hours

Course Description:

This course is designed to enable students to acquire understanding of Pharmacodynamic, pharmacokinetics, principles of therapeutics and nursing implications.

Specific objectives:

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

1. Understand the basic concepts of pharmacology
2. Understand the pharmacology of common chemotherapeutics.
3. Understand common antiseptics, disinfectants and insecticides.
4. Understand drug acting on various systems of human body.
5. Appreciate alternative systems of medicines.

KIMSDU, KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I 3 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain various sources and Pharmacodynamic and pharmacokinetics of different groups of drugs.</p> <p>Psychomotor: Practice principles of therapeutics and administer different groups of drugs.</p> <p>Affective: Know the legal implications of drug management.</p>	<p>Introduction to Pharmacology: <i>Must know</i></p> <p>Introduction to Pharmacology:</p> <ul style="list-style-type: none"> • Definitions. Sources. Terminology used. Types: Classification. • Pharmacodynamic: Actions, Therapeutics. Adverse, toxic. • Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion. • Review: Routes and principles of administration of drugs. (1hr) <p><i>Role of nurse in administration of drugs .</i></p>	<ul style="list-style-type: none"> • Indian pharmacopoeia: Legal issues. Rational use of drugs. (1hr) 	<p>Principles of therapeutics (1hr)</p>	<p>Lecture Discussion -films and slides</p> <ul style="list-style-type: none"> • Drug book 	<p>Short answer Objective type BAQ</p>
II 6hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain different chemotherapeutic agents their action and effects on clients.</p> <p>Psychomotor: Administer chemotherapeutic agents correctly.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the</p>	<p>Chemotherapy:</p> <ul style="list-style-type: none"> • Pharmacology of commonly used drugs: Composition action, dosage, route, indication and contraindications, drug interactions, side effects and adverse effects, toxicity: Penicillin. (1hr) Antihelminthics. Antiscabies agents. Antiviral & antifungal agents. Antitubercular agents.(1hr) Antileprosy drugs • Anticancer drugs. (1hr) 	<ul style="list-style-type: none"> • Immunosuppressants. Role of Nurse. (1hr). Cephalosporin's. Aminoglycosides. Sulfonamides. Quinolones. Antiamoebic 	<p>Macrolide and broad spectrum antibiotics. (1hr)</p>	<p>Lecture Discussion Drug study/ Presentation Of field visits.</p>	<p>Short answer Objective type BAQ</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	chemotherapeutic agents in different disease conditions.	Role of Nurse in Administration of anticancer drugs	. Antimalarials. (1hr)			
III 2Hrs	At the end of unit student are able to Cognitive: Understand and explain the actions of commonly used antiseptics, insecticides and disinfectants. Psychomotor: Use disinfectants, insecticides and antiseptics judiciously. Affective: Prevent misuse of these agents in clinical set up.	Pharmacology of commonly used antiseptics, disinfectants, and insecticides: <ul style="list-style-type: none"> • Antiseptics: Composition action, dosage, route indication, contraindications, drug interactions, side effects, adverse effects, toxicity. • Role of nurse Disinfectants. Insecticides. (1hr) 	Uses of commonly used antiseptics, disinfections, and insecticides (1hr)		Lecture Discussion Drug study/ Presentation	Objective type, Short answer BAQ
IV 2 Hrs	At the end of unit student are able to Cognitive: Understand and explain various drugs used in the treatment of G. I. disorders. Psychomotor: Administer drugs for all G. I. disorders accurately. Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used for G. I. disorders.	Drugs acting on G. I. system: <ul style="list-style-type: none"> • Pharmacology of commonly used drugs: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: Antiemetic. Emetics. Purgatives Antacids.. (1hr) • 	<ul style="list-style-type: none"> • Cholinergic. Anticholinergics. Fluid and electrolyte therapy. Anti diarrheal. Histamines. Role of Nurse. (1hr). 		Lecture Discussion Drug study/ Presentation	Objective type, Short answer BAQ

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<p>V 2 Hrs</p>	<p>At the end of unit student are able to Cognitive: Understand and explain the drugs used in the treatment of disorders of respiratory tract. Psychomotor: Administer drugs in all conditions of respiratory tract. Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in the treatment of disorders of respiratory tract.</p>	<p>Drugs used on respiratory systems:</p> <ul style="list-style-type: none"> • Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: Antiasthmatics. Mucolytic. Decongestants. (1hr) Expectorants. Antitussives. Bronchodilators. Broncho constrictors. Antihistamine. • Role of Nurse (1hr) 			<p>Lecture Discussion Drug study/ Presentation</p>	<p>Objective type, LAQ, Short answer BAQ</p>
<p>VI 2 Hrs</p>	<p>At the end of unit student are able to Cognitive: Understand and explain different therapeutic agents used in the treatment of urinary tract disorders. Psychomotor: Administer all categories of therapeutic agents correctly to the patients of urinary tract disorders. Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in the treatment of urinary disorders.</p>	<p>Drugs used in urinary systems:</p> <ul style="list-style-type: none"> • Pharmacology of commonly used: Composition action, dosage, route, indication, contraindications, drug interactions, side effects,,: Diuretics and antidiuretic. Urinary antiseptic. Cholinergic and anticholinergics. Role of Nurse (1hr) 	<ul style="list-style-type: none"> • Acidifiers and alkalinizers. & its Adverse effects, toxicity. (1 hr) 			
<p>VII 4 Hrs</p>	<p>At the end of unit student are able to Cognitive: Understand and explain different categories of</p>	<p>Miscellaneous: Drugs used in de – addiction. Drugs used in CPR and emergency. (1hr) Vitamins and minerals (1hr).</p>	<p><i>Role of nurse in administration of</i></p>		<p>Lecture Discussion</p>	<p>Objective type, Short answer</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	<p>drugs used in de-addiction, emergency resuscitation and as supplements and antisera.</p> <p>Psychomotor: Administer all these categories of drugs correctly.</p> <p>Affective: Participate in the immunization programme and educate people about immunization.</p>	<p>Immunosuppressants. Antidotes. Antivenom. (1hr)</p>	<p><i>Vaccines and sera. (1hr)</i></p>			<p>BAQ</p>
<p>VIII 1 Hrs</p>	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain various agents used on skin and mucous membrane.</p> <p>Psychomotor: Administer medication correctly on skin and mucous membrane.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the skin and mucous membrane application.</p>	<p>Drugs used on skin and mucous membranes:</p> <ul style="list-style-type: none"> • Topical applications for skin, eye, ear, nose and buccal cavity antipruritics: Composition action, dosage, route, indication, contraindications, drug interactions, side effects, adverse effects, toxicity. • Role of nurse (1hr) 			<p>Lecture Discussion</p>	<p>Objective type, Short answer BAQ</p>
<p>IX 4 Hrs</p>	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain different agents used for the treatment of nervous system disorders.</p> <p>Psychomotor: Administer medications in neurological conditions correctly.</p> <p>Affective: Observe the clients</p>	<p>Drugs used on Nervous system:</p> <p>-Basic & applied pharmacology of commonly used drugs: Composition action, dosage, route, indication, contraindications, Analgesics and anesthetics: Analgesics: Non steroidal anti inflammatory (NASIDS) Drugs. Antipyretics. Hypnotics and sedatives:</p>	<p>Acetylcholine. (1hr) Stimulants. (1hr)</p>	<p>drug interactions, side effects, adverse effects, toxicity: (1hr)</p>	<p>Lecture Discussion Drug study/ Presentation one minute preceptorship</p>	<p>LAQBAQ</p>

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	for adverse effects and therapeutic effects of the drugs used in the neurological disorders.	<p>Opioids, Non – Opioids, Tranquilizers, General and local anesthesia, Gases: oxygen and nitrogen oxide, carbon dioxide.</p> <p>11. Cholinergic and anti cholinergic: Muscle relaxants. Major tranquilizers. Anti-psychotics. Antidepressants. Anticonvulsants. Adrenergic Noradrenics. Mood stabilizers.</p> <p>12. Role of Nurse. (2hr)</p> <p><i>Bioethics:- Rational drug administration, drug wastage minimization ,involving patient in during care, giving information about the drug ,human dignity, primacy of patient's interest, safe practice, privacy and confidentiality, considering patient rights during drug administration , cost effective treatment(4HRS)</i></p>				
X 5 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain therapeutic agents used in cardiovascular disorders.</p> <p>Psychomotor: Administer cardiovascular drugs correctly.</p> <p>Affective: Observe the clients for adverse effects and</p>	<p>Cardiovascular drugs: Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects ,toxicity:</p> <ul style="list-style-type: none"> • Haemantimics. . • Cardiotonics.(1hr). • Anti anginals. • Anti-hypertensive.(1hr). • Vasodilators.Anti-arrhythmics. 	-Plasma expanders. Coagulants& anticoagulants / thrombolytic . Hypolipidemics.antiplatelets (1hr).	Therapeutic effects of the cardiovascular drugs in different disease conditions (1hr).	Lecture Discussion	Objective type, Short answer Drug book Objective type,

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	therapeutic effects of the cardiovascular drugs in different disease conditions.	Role of Nurse. .(1hr).				
XI 4 Hrs	At the end of unit student are able to Cognitive: Understand and explain drugs used in hormonal disorders. Psychomotor: Administer different hormonal therapies. Affective: Observe the clients for adverse effects and therapeutic effects of the hormonal therapies.	Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy: Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: <ul style="list-style-type: none"> • Insulin and oral hypoglycemic.(1hr). • Thyroid supplements and suppressants. • Steroids, anabolic. Uterine stimulants and relaxants. Oral contraceptives. Role of Nurse (1hr).	Other estrogen progesterone preparations Corticotrophins and Gonadotropins Adrenaline Prostaglandins Calcitonin Calcium salts Calcium regulators. (1hr).	Adverse effects and therapeutic effects of the <i>hormonal therapies</i> (1hr).	Lecture Discussion	Objective type, Short answer
XII 6 Hrs	At the end of unit student are able to Cognitive: Understand and explain drugs used in alternative system of medicine. Psychomotor: Administer prescribed drugs from alternative system of medicine. Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in alternative systems of medicine.	Introduction to drugs used in alternative system of medicine: <ul style="list-style-type: none"> • Ayurveda (2hr) • role of nurse in alternative system of medicine(1 hr) 	<ul style="list-style-type: none"> • Homeopathy (2hr) 	Yantra and Siddha etc. (2hr)	Lecture Discussion Observational visits	Objective type, Short answer <i>BAQ</i>

EVALUATION SCHEM: PHARMACOLOGY

SCHEME OF INTERNAL ASSESSMENT

Subject	Theory			
	Pharmacology	Pathology	Genetics	Total
Midterm	40	25	10	75
Pre Final	40	25	10	75
Total				150
Send to university	Out of 150			15
Writing Drug book	25(5)	-	-	5
Preparation of patient for diagnostic tests	-	25(5)		5
Send to university				10
Total send to university				15+10=25
University Examination	40	25	10	75

SUMMATIVE

SUMMATIVE		
<p>MID-TERM</p> <p>Pharmacology 40 M MCQ – 8X 1 = 8 Marks Section B – SAQ – 3 X 4 = 12 Section B – BAQ- 5 X 2= 10 Section C – LAQ – 1 X 10= 10</p>	<p>PRE-FINAL</p> <p>Pharmacology40 M MCQ – 8X 1 = 8 Marks Section B – SAQ – 3 X 4 = 12 Section B – BAQ- 5 X 2= 10 Section C – LAQ – 1 X 10= 10</p>	<p>University Examination</p> <p>MCQ – 8X 1 = 8 Marks Section B – SAQ – 3 X 4 = 12 Section B – BAQ- 5 X 2= 10 Section C – LAQ – 1 X 10= 10</p> <p>Pharmacology40 M</p>

References:

- Goodman and Gilman's the Pharmacological Basis of Therapeutics: 11th edition
- Drugs: Synonyms and Properties: 2nd ed.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; BalliareTindall, 5th Edition
- Harrison “Principal Of Internal Medicine Concept, Process & Practise”, 3rd Edition.InternationalEdition

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-23

2ndYear Basic BSc Nursing

Subject: Pathology

Placement: Second Year

Theory: 30 hrs

Course Description

This course is design to enable student to acquire knowledge of pathology of various diseases condition and apply this knowledge in practice of nursing.

Specific Objectives:

At the end of the course students are able to:

1. Understand the basic concepts of pathology.
2. Understand the pathophysiological changes in different system disorders.
3. Assist for various pathological tests conducted in the clinical field.
4. Collect and send the pathological tests and infer their results with patient conditions.

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UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (3 Hrs)	At the end of unit student are able to Cognitive: Describe the normal and abnormal cell structure and function. Psychomotor: Differentiate between normal and cancer cells and benign and malignant growth. Affective: Recognize fluid and electrolyte imbalance.	Introduction: -Importance of the study of pathology, definition of the terms, Methods & techniques, cellular and tissue changes, infiltration and regeneration, inflammations and infections, wound healing, vascular changes. . <i>Bioethics :- Privacy, confidentiality , disposal of investigative material ,ethical decision making, infection control measures, emerging disease, biosafety, biohazards, prudence of investigation, optimizing investigation material, environmental ethics, diagnostic test counseling,(1hr)</i>	Cellular growth, Neoplasm: Normal and cancer cell. Benign and malignant growths. . In - situ carcinoma. .	Disturbances of fluid and electrolyte imbalance.	Lecture Discussion	Short answer, BAQ
II 10Hrs Practical 5 Hrs	At the end of unit student are able to Cognitive: Understand and explain pathological changes in various systemic diseases. Psychomotor: Identify the pathological changes in special diseases.	Special Pathology: <ul style="list-style-type: none"> • Pathological changes in disease conditions of various systems: • Respiratory tract: Tuberculosis, Bronchitis, Pleural effuses and pneumonia, lung abscess, emphysema, bronchiectasis, Bronchial asthma, chronic obstructive pulmonary disease and tumours. . • Cardio – vascular system: 	Male genital system: <ul style="list-style-type: none"> • Cryptorchidism, testicular atrophy. . • Prostatic hyperplasia, carcinoma penis and prostate. . Female genital system: <ul style="list-style-type: none"> • Fibroids. • Carcinoma cervix and endometritis. . 		Lecture Discussion	

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	<p>Affective: Recognize implications of pathological changes in diseases for nursing care practices.</p>	<p>Pericardial effusion. Rheumatic heart disease. Ineffective endocarditis, atherosclerosis. Ischemia, infarction, aneurysm. .</p> <ul style="list-style-type: none"> • Gastro Intestinal tract: Peptic ulcer, typhoid. Carcinoma of GI tract – buccal, Esophageal. Gastric and intestinal. . • Liver, gall bladder and pancreas: Hepatitis, chronic liver abscess, cirrhosis. Tumours of liver, gall bladder and pancreas. Cholecystitis. . • Kidneys and urinary tract: Glomerulonephritis, pyelonephritis. Calculi, renal failure, renal carcinoma and cystitis. • Cancer breast. . • Central nervous system: Hydrocephalus, meningitis, encephalitis..Vascular disorders, thrombosis, embolism. Stroke, paraplegia, quadriplegia. Tumors, meningiomas – gliomas. Metastatic tumors. . • Skeletal system: Bone healing,.osteoporosis, .osteomyelitis, .Arthritis&tumors.. 	<ul style="list-style-type: none"> • Vesicular mole, choriocarcinoma. . • Ectopic gestation • Ovarian cyst and tumors. . 			
<p>III-4hours Practical 3hrs.</p>	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain the procedures for various diagnostic investigations.</p>	<p>Clinical pathology:</p> <ul style="list-style-type: none"> • Various blood and bone marrow tests in assessment and monitoring of disease conditions: Hemoglobin. . RBC, WBC & Platelets counts. Bleeding time, clotting time and 	<p>Examination of bone marrow.</p>	<p>-</p>	<p>Lecture Discussion</p>	<p>Short answer, BAQ</p>

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	<p>Psychomotor: Collects blood samples and assists in bone marrow sample. Carries out blood grouping, and other cytological investigations.</p> <p>Affective: Take interest in conducting various investigations and analyzes the results of various tests.</p>	<p>prothrombine time. . Blood grouping. and cross matching. . Blood chemistry. . Blood culture. . Serological and immunological tests. .Other blood tests. .</p> <ul style="list-style-type: none"> • Methods of collection of blood specimens for various clinical pathology, .biochemistry, microbiology tests, inference and normal values. . 				
IV-2 hrs Practical 1hr	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain various laboratory tests performed on body cavity fluids, transudates and exudates.</p> <p>Psychomotor: Assists in collecting samples. Affective: Interpret results of tests performed.</p>	<p>Examination of body cavity fluids, transudates and exudates:</p> <ul style="list-style-type: none"> • The lab tests used in CSF analysis. Methods of collection of CSF and other cavity fluids, . specimens for various clinical pathology, .biochemistry, microbiological tests, inference And normal values. 	<p>Examination of other body fluids, transudates and exudates –sputum, wound dischargeetc. -Analysis of gastric and duodenal contents</p>	<p>Analysis of semen sperm count, motility, morphology and its importance in infertility treatment. .</p>	<p>Lecture Discussion</p>	<p>Short answer, BAQ</p>
V- 1 hr Practical 1hr	<p>At the end of unit student are able to</p> <p>Cognitive: Describe laboratory tests for examination of urine and faeces.</p> <p>Psychomotor: Perform naked eye and microscopic examination of urine and feces.</p> <p>Affective: Collects and educates to collect the urine</p>	<p>Urine & Faeces:</p> <ul style="list-style-type: none"> • Urine: Physical characteristics. Analysis. Culture and sensitivity.. • Faeces: Characteristics. Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.. <p>Methods for collection of various tests., inference and normal values. .</p>			<p>Lecture Discussion</p>	<p>Short answer, BAQ, Objective type</p>

and feces sample correctly.			
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EVALUATION SCHEM: PATHOLOGY

Placement: Second Year

Theory: 30 hrs

FORMATIVE/SUMMATIVE EVALUATION:

FORMATIVE: investigation book writing out of 25 we are sending 5 marks

Summative evaluation:

MIDTERM EXAMINATION	PREFINAL	UNIVERSITY EXAMINATION
		External assessment: University Examination (Theory)
Section A-MCQ- 1M X 3= 3	MCQ – 1M X 3= 3	MCQ – 1M X 3= 3
Section B BAQ 2M X 2= 4	Section B BAQ2M X 2= 4	Section B BAQ2M X 2= 4
Section B – SAQ – 4M X 2= 8	Section B – SAQ 4M X 2= 8	Section B – 4M X 2= 8
Section C– LAQ – 10M X	Section C – LAQ – 10M X 1=10	

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1=10		Section C – LAQ 10M X 1=10
Eternal assessment ::		Pathology =25 mark

References:

1. Pathology and genetics for nurses ; K. Swaminathan ; 2nd edition ; Jaypee Publication.
- 2.A text book of Pathology and Genetics for nurses ;Sonal Sharma; Geetika K Bhattacharya; Suresh D. Gangane

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-23

2ndYear Basic BSc Nursing

Subject: Genetics

Placement: Second year

Time: Theory 15 hours

Course description

This course is designed to enable student to acquire understanding of genetics and its role in causation and management of defects and diseases.

Specific objectives:

At the end of the course students are able to:

1. Understand the basic concepts of genetics
2. Understand maternal, prenatal and genetic influences on development of defects and diseases
3. Understand the significance of genetic testing.
4. Understand genetic disorders in various age groups.
5. Appreciate services related to genetics.

KIMSDU, KINS, Basic B.Sc.N. Syllabus

Unit No. & Total Hrs.	Objectives	Contents			T/L Method	Method Of Evaluation
		Must Know:	Desirable To Know	Nice To Know		
I (3 Hrs) (4 Hrs)	At the end of unit students are able to Cognitive: Understand and describe the cellular division, chromosomes and sex determination. Psychomotor: Analyze the genetic impact for different disease conditions in clinical practice. Affective: Incorporate the Cognitive of chromosomes in identifying genetic impact for various disease conditions.	Introduction: <ul style="list-style-type: none"> • Practical application of genetics in nursing. • Impact of genetic condition on family. (1Hr) • Chromosomes – sex determination. • Chromosomal aberrations, patterns of inheritance: • Multiple allots and blood groups. • Sex linked inheritance. • Mechanism of inheritance. (1Hr) • Characteristics and structure of genes. • Mendalian theory of inheritance • Errors in transmission.(mutation).(1 Hr) 	<ul style="list-style-type: none"> • - Review of cellular division: mitosis and meiosis. (1Hr) 	-	<ul style="list-style-type: none"> • Lectures & Discussion • Explain using charts, slides 	Objective Type
II (3 Hrs) (4 Hrs)	At the end of unit students are able to Cognitive: Describe the mode of transmission of genetic diseases.	Maternal, prenatal and genetic influences on development of defects and diseases: Must know:	<ul style="list-style-type: none"> • Prenatal testing and diagnosis. • Spontaneous abortion. (1hr) 		<ul style="list-style-type: none"> Lecture Discussion Explain 	Objective Type

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	<p>Psychomotor: Counsels regarding role of consanguineous marriages in inheritance of diseases.</p> <p>Affective: Motivates individuals for genetic testing and thereby contribute in preventing hereditary diseases.</p>	<ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections. • Consanguinity atrophy. .(1Hr) • Prenatal nutrition and food allergies. • Maternal age. .(1Hr) • Effect of radiation, drugs and chemicals. • Maternal drug therapy. • Infertility. • Neural tube defects and the role of folic acid in lowering the risks. • <i>Down syndrome.</i> (Trisomy 21) .(1hr) 			using charts, slides	
III (2 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain congenital abnormalities.</p> <p>Psychomotor: Identify congenital abnormalities.</p> <p>Affective: Provide comprehensive nursing care to client having congenital abnormalities.</p>	<p>Genetic testing in neonates and children:</p> <p>Screening for:</p> <p>Congenital abnormalities, .(1hr)</p>	Developmental delay, Dysmorphism. (1hr)		Lecture Discussion Explain using charts, slides	Short answers Objective Type
IV (2 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain the genetic abnormalities, their causes and</p>	<p>Genetic conditions of adolescents and adults:</p> <ul style="list-style-type: none"> • Cancer genetics – Familial cancer. • Inborn errors of 	<ul style="list-style-type: none"> • Blood group alleles and haematological disorder • Genetic 		Lecture Discussion	Short Answers Objective Type

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	signs & symptoms. Psychomotor: Identify the client with genetic disorders. Affective: Provide effective nursing care to such clients.	metabolism. <ul style="list-style-type: none"> • Huntington’s disease. • Mental illness. .(1hr) 	haemochromatosis. (1hr)			
V (3 Hrs)	At the end of unit students are able to Cognitive: Understand the Gene therapy. Psychomotor: Provide genetic counseling for genetic testing and assist in gene therapy. Affective: Perform nurses’ role effectively.	<i>Bioethics:-Drug testing ,fetal therapy ,gender determination , prenatal testing ,gene therapy ,ethical and legal issues , congenital abnormality screening . (1hr)</i>	<ul style="list-style-type: none"> • The eugenics movement. • Legal and ethical issues. .(1hr) 	<ul style="list-style-type: none"> • Human genome project. Gene therapy. .(1hr) 	Lecture Discussion Explain using charts, slides	Short Answers

EVALUATION SCHEM: GENETICS

Placement: Second year Basic B.Sc. Nursing

Time: Theory 15 hours

Internal assessment evaluation scheme

A. Theory

Midterm	Pre-final	Final
Section A MCQ= 1M X 4= 4	Section A MCQ= 1M X 4= 4	Section A MCQ= 1M X 4= 4
Section B=BAQ = 2M X 3= 6	Section B=BAQ = 2M X 3= 6	Section B=BAQ = 2M X 3= 6
TOTAL= 10	TOTAL= 10	TOTAL= 10

References:

1. A text book of genetics; S.S.Randhava; Jaypee publication.
- 2.Pathology and genetics for nurses ; K. Swaminathan ; 2nd edition ; Jaypee Publication.
- 3.A text book of Pathology and Genetics for nurses ;Sonal Sharma; Geetika K Bhattacharya; Suresh D. Gangane

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Basic BSc Nursing Program code: 4101 Course code: 4101-24

2ndYear Basic BSc Nursing

Subject: Community Health Nursing-I

**Placement: Second Year Time: Theory- 90 hours
Practical - 135 hours**

Course Description: This course is designed for Students to appreciate the principles of promotion and maintenance of health.

Specific Objectives:

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

1. Understand the concepts of community health and community health nursing
2. Appreciate the various factors influencing health in the community
3. Appreciate the concept, scope, uses and methods of epidemiology
4. Understand the epidemiology and nursing management of common communicable diseases.
5. Appreciate the concept and scope of demography
6. Understand the impact of population explosion and population control.
7. Understand about concept and functions of ecosystem.
8. Appreciate the genetics, species and ecosystem diversity.

KIMSDU,KINS, Basic B.Sc.N. Syllabus

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	A/V AIDS	F/S EVALUATION	METHOD OF EVALUATION
		Must know Introduction	Desirable to know	Nice to know				
I (6 Hrs)	At the end of unit students are able to: Cognitive: Define, understand and discuss the dimensions and determinants of health. Psychomotor: Contribute as a health team member in improving health indicators. Affective: Incorporate this Cognitive in nursing practice.	INTRODUCTION <ul style="list-style-type: none"> • Community health nursing, Definition, concept and (1Hrs) • Dimensions of health (1Hrs) • Determinants of health. (1Hrs) <p style="text-align: center;">Total Hrs -3</p>	<p style="text-align: center;">Promotion of health (1Hrs)</p> <ul style="list-style-type: none"> • Indicators of health. (2Hrs) <p style="text-align: center;">Total Hrs -2</p>	Maintenance of health. (1 hr) Total Hrs -1	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice : 100 Marks	Short answers Essay type Short answers Objective type
II (18Hrs)	At the end of unit students are able to: Cognitive: Enumerate health determinants and discuss the relationship with health. Understand about concept and functions of ecosystem. Appreciate the genetics, species and ecosystem diversity.	Determinants of Health Multidisciplinary nature of environmental studies: Definition, scope and importance, need for public awareness . Environment and human health <ul style="list-style-type: none"> • Eugenics (1Hrs) Environmental pollution : Definition , cause, effects	<ul style="list-style-type: none"> • Natural Resources and associated problems: Renewable and non-renewable resources : b) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams 	<ul style="list-style-type: none"> • Acts regulating environment : Environment protection Act: • Air • Prevention and control 	Lecture discussion	Explain using Charts, Graphs, Models, films slides Visits to water supply, sewage	ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25	

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	<p>Psychomotor: Use this Cognitive in nursing practice and contribute as a efficient health team member in achieving National Goals.</p> <p>Affective: Educate and Motivate people in promoting their own health.</p>	<p>and control measures of pollution :- physical: Air, water, soil, Housing, Noise, light, ventilation Marine, Thermal and Nuclear pollution Role of an individual in prevention of pollution. (2hr)</p> <ul style="list-style-type: none"> • Disposal of dead bodies, Forestation, (1Hrs) - Climate: • Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.(2hr) - Bacterial & viral : Agents, host carriers and immunity - Arthropods and Rodents. (1Hrs) • Food hygiene : Production, Preservation, Purchase, Preparation, consumption(1Hrs) <p>BIODIVERSITY AND ITS CONSERVATION</p> <ol style="list-style-type: none"> 1. Introduction- Definition: genetic, species and ecosystem diversity. 2. Bio-geographycal 	<p>and their effects on forest and tribal people. (1Hrs)</p> <p>c) Water resources: Use and over-utilizationof surface and ground water, Floods, drought, conflicts over water, dams-benefits and problems. Water conservation, rain water harvesting , watershed management (1Hrs)</p> <p>Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies</p> <p>d)Land resources: Land as a resource, land-degradatation, man-induced land slides, soil erosion and desertification (1Hrs)</p> <p>Ecosystem :</p> <ul style="list-style-type: none"> • Concepts; Structure and function of an ecosystem; • Producers, consumers 	<p>of pollution Act;</p> <ul style="list-style-type: none"> • Water (Prevention and control of pollution) Act; • Wild life protection Act; • Forest Conservatio n Act. • Issues involved in enforcement of environmental legislation • Environmen tal ethics , issues and possible solutions • Role of individual in conservation of natural resources • Life style: equitable use of 		<p>disposal, milk plants, slaughter house etc.</p>	<p>Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practic um</p> <p>SUMMATIVE Mid-term Examination: 75</p>	
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	<p>classification of India. (1HR)</p> <p>2. Energy flow in the ecosystem Ecological succession Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. Biodiversity at Global, National and local levels. India as a mega diversity Nation. Hot spots of Biodiversity (2 Hr)</p> <p>a)</p> <ul style="list-style-type: none"> • Socio-cultural <ul style="list-style-type: none"> - Customs, taboos - Marriage system - Family structure - Status of special groups: Females, Children, Elderly, Challenged groups and Sick persons - Life Style - Hygiene - Physical activity - Recreation and sleep - Sexual life - Spiritual life philosophy - Self reliance - Dietary Problem 	<p>and decomposers</p> <ul style="list-style-type: none"> • Energy flow in the ecosystem • Ecological succession <p>Introduction, types, characteristics features, structure and function of the various ecosystems:-</p> <ol style="list-style-type: none"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) <p>Communication: infrastructure facilities and Linkages (1 Hr).</p> <p>3. Involvement of governmental and non-governmental organizations in environmental health. Communication; Infrastructure facilities and Linkage.</p> <ul style="list-style-type: none"> • Financial Management, Income, Budget • Purchasing power, security. <p>(1Hr) Total Hrs -5</p>	<p>resources for sustainable life-style</p> <p>Acts regulating food hygiene- Prevention of food adulteration act, Drugs and cosmetic act Act Regulation the environment: National Pollution Control board, Public health Laws related to environment & health. (1Hrs)</p> <p style="text-align: center;">Total Hrs -1</p>			<p>Marks ii) Pre-final: 75 Marks Total: 150 Marks External assessment University examination: Theory 75 Marks</p> <p>Assignments: Field work report, project work and group work, arra</p>
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		<ul style="list-style-type: none"> - Education - Occupation (1hrs) 					ngement of exhibition in the community.	
III (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Define epidemiology; enumerate uses and state aims and terminologies used in epidemiology. Understand and explain epidemiological triad. Discuss the levels of prevention.</p> <p>Psychomotor: Contribute in epidemiological investigations.</p> <p>Affective: Incorporate and use this Cognitive in nursing practice.</p>	<p>Epidemology</p> <ul style="list-style-type: none"> *Defination, concept, aims, scope, uses and terminology used in epidemiology(2Hr) *Dynamics of disease transmission epidemiological triad(2Hr) *Levels of prevention(2Hr) 	<p>Method of epidemiology of</p> <ul style="list-style-type: none"> #Descriptive #Anaytical Epidemic investigation #Experimental (2Hr) <p>Morbidity and mortality measurements (1Hr)</p>	<p>Epidemic investigation (1Hr)</p> <p style="text-align: center;">Total Hrs -1</p>	Lecturer discussion	<p>Explain using Charts, graphs, Models, films, slides</p>		<p>Essay type</p> <p>Short answers</p>
IV (20 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe the epidemiology of communicable diseases.</p> <p>Psychomotor: Contribute in research work.</p> <p>Affective: Incorporate Cognitive of epidemiology in nursing practice.</p>	<p>Epidemiology and nursing management of common communicable diseases, Respiratory infections:</p> <ul style="list-style-type: none"> • Small Pox, Chicken Pox, Measles, Influenza, Rubella, (1 Hrs) • ARIs & Pneumonia, Mumps, Diphtheria, • Whooping cough, Meningococcal, meningitis, Tuberculosis. (1 Hrs) • Intestinal Infections: Poliomyelitis, 	<ul style="list-style-type: none"> • Parasitic zoonoses: Taeniasis, Hydatid disease, Leishmaniasis(3 Hr) • Respiratory infections: SARS. Intestinal Infections: Viral Hepatitis, Dracunculiasis. (3 hrs) 	<p>Bacterial: Brucellosis, Plague, Human Salmonellosis, Anthrax, Leptospirosis. (Kyasnur Forest Diseases. (2Hrs)</p> <p>Total hrs- 2</p>	Lecturer discussion	<p>Explain using Charts, Graphs Models, films, slides Seminar Supervised field Practice-health centers,</p>		<p>Essay type</p> <p>Short answers</p> <p>Objective Type</p>

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		<ul style="list-style-type: none"> • Cholera, Diarrhoeal diseases, (1 Hrs) • Typhoid Fever, (1 Hrs) • Food poisoning, Amoebiasis. (1Hrs) • Arthropod infections: Dengue, Malaria, Filariasis, (3 Hrs) • Zoonoses Viral: Rabies, Yellow fever, Japanese encephalitis. (1 Hrs) • Rickettsial diseases: Rickettsial Zoonoses, Scrub typhus, Murine typhus, Tick typhus fever, Surface infection, Trachoma, Tetanus, (1Hrs) • Leprosy, STD & RTI, Yaws, HIV. Any other. (2 Hrs) . 				clinics and homes Group projects/ Health Education		
V (10 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the epidemiology of non communicable diseases.</p> <p>Psychomotor: Contribute in research work.</p> <p>Affective: Incorporate Cognitive Of epidemiology in nursing practice.</p>	<p>Epidemiology and nursing management of non – communicable diseases:</p> <p>Malnutrition: under nutrition, over nutrition nutritional deficiencies, Anemia, (2 hours)</p> <p>Hypertension, Stroke, (1 hours)</p> <p>Rheumatic Heart Diseases, (1 hrs)</p> <ul style="list-style-type: none"> • Coronary Heart Diseases, Cancer, (1 hrs) Diabetes mellitus, (1 hr) 	<p>Blindness, Accidents, Mental illness (2 hours)</p> <p>- Obesity, Iodine Deficiency (1 hours)</p>	<p>- Fluorosis, Epilepsy, Asthma, Arthritis. (1 hours)</p>	Lecture discussion	<p>Explain using Charts, graphs, Models, films, slides, Seminar Supervised field Practice-health centers, clinics</p>	<p>Essay type Short answers Objective Type</p>	

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						and homes Group projects / Health Education		
VI (6 Hrs)	At the end of unit students are able to Cognitive: Define and understand the concept and scope of demography. Psychomotor: Maintain vital statistics and calculate various rates and ratios. Affective: Incorporate this Cognitive in improving quality of health services.	Demography: • Definition ,concept and scope • Demography cycle. (2 hrs) Demographic rates and ratios (1 hrs)	• Methods of data collection (2 hrs)	analysis and interpretation of demographic data (1 hrs)	Lecture discussion			Essay type Short answers Objective type Assessment of survey report
VII (10 Hrs)	At the end of unit students are able to Cognitive: Define and understand the Population explosion and its impact on social economic development of individual society. Psychomotor: Contribute in Family Welfare Programme & Population control Overall development	POPULATION & ITS CONTROL Population explosion and its impact on social economic development of individual society and country. (2hours) Limiting Family Size: Promotion of small family norm (1 hours) Methods of contraceptions: spacing- (natural , chemical, mechanical)etc Terminal surgical method	Population control: Population control : Overall development of Men and Women empowerment, social economic and educational development (3hr)	Emergency contraception (1 hours)	Lecture discussion	Explain using Charts, graphs, Models,	Formative Community Visit Observation report: 25 Marks Summative	Short answers •Objective type

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	<p>Affective: Educate and motivate the people for limiting family size and promotion of small family norm</p>	(3 hours)					<p>Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 150 Mark External assessment University examination: Theory 75 Mark</p>	
VIII 10 HRS	<p>At the end of unit students are able to</p> <p>Cognitive: Describe concepts and scope of community health service.understand the health assessment of individual & family while providing family oriented care.</p> <p>Psychomotor:</p>	<p>Introduction to community health nursing service Concept, definition& scope of community health nursing services. Introduction to family oriented health care(assessment of individual & family) (3 hr) Home visits: concepts, steps,</p>	<p>Ethics in community health nursing practice. (2 hr) Functions of urban & rural health centre including health team member (1 hr)</p>	<p>Consumers Protection Act (1 hr)</p>				

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	<p>understand the functions of urban and rural health centers including health team members. Affective: understand ethics in community health nursing practice.</p>	<p>principles., advantages (3 hr)</p> <p><i>Bioethics :- Client rights and professional responsibilities in community health care , public health ethics , nurse patient relationship , clinical ethics , benefit and harm ,epidemiological aspects , justice and health resource allocation ,accessibility to health care ,national health programmes , research ethics , sensitivity to socio-economic status ,stigma and discrimination , focus on vulnerable groups ,family and community , implementing health policies .</i></p> <p>(4 hr)</p>						
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EVALUATION SCHEM:COMMUNITY HEALTH NURSING

INTERNAL ASSESSMENT

- **Maximum Marks : 25**
- **Theory**

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Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	50	
2.	Pre-final examination	75	
	TOTAL	125	15

B. Practical

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
1.	Family care study - 1	50	50	
2.	Community Visit Observation report	25	25	
3.	Health Teaching : 2	2x 25	50	
4.	Clinical Evaluation Community health Nursing Practice	100	100	
	Internal assessment marks sent to	University = A + B = 15	+10 = 25	
	TOTAL		225	10

References:

- ‘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.
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- ‘Hand book of Preventive and Social Medicine’, Vidya Ratan, Jaypee Brothers.
- ‘Pocket Manuel of Community Health Nursing’, Maheshwari Jaikumar, Jaypee Brothers.
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KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-25

2ndYear Basic BSc Nursing

Subject: Communication & Education Technology

Placement: Second Year Theory: 90 Hrs.

(Theory 60 Hrs + Lab 30 Hrs)

Course Description:

This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal and human relations, develop basic skills in guidance and counseling, principles of education, teaching individuals and groups in clinical community and health educational settings.

Specific objectives:

On completion of this course, the graduate nurse will be able to:

1. Understand the effective communication process using various communication techniques with individuals groups and health team members.
2. Establishes effective interpersonal and human relations with patients, families and health team members.
3. Acquires knowledge on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.
4. Understand the philosophy, principles of education and teaching learning process.
5. Demonstrate teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
6. Demonstrate skill in preparing different types of assessment tools for knowledge attitude and skill.

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UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (5 Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and describe process, elements and channels of communication.</p> <p>Psychomotor: Identify barriers of communication.</p> <p>Affective: Recognizes the effective techniques of communication.</p>	<p>Review of communication process:</p> <ul style="list-style-type: none"> • Review of communication process. • Process elements • Channels. • Facilitators. Barriers • Methods of overcoming. Techniques. <p><i>Bioethics:- Update information on different technology , Nurse -patient relationship , interpersonal relationship ,confidentiality of information ,ethical</i></p>	<p><i>Importance of communication skills for nurses. (2Hrs).</i></p>		Lecture/ Discussions	LECTURE DISCUSSION

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		<i>responsibilities in communication , social-app driven behaviour change, social isolation ,internet induced social isolation(2hr)</i>				
II (5Hrs)	At the end of unit student are able to Cognitive: Describe purpose & types of interpersonal relationship. Psychomotor: Identify barriers of IPR. Affective: Tries to maintain IPR.	Interpersonal relations: <ul style="list-style-type: none"> • Purpose and types. • Phases of Interpersonal relationship. • Johari Window. 	<ul style="list-style-type: none"> • Barriers to interpersonal relations. • Methods of overcoming barriers. 	Interpersonal Relationship in Context of Nursing. (2 Hrs).	Lecture /discussions Sociometry Group Games	Psychometric exercises followed by discussions
III (5Hrs)	At the end of unit student are able to Cognitive: Understand and explain social behavior & Affective of individual and groups. Psychomotor: Promotes positive group formation. Affective: Apply this Cognitive in nursing.	Human Relations: <ul style="list-style-type: none"> • Understanding self, social behavior, Social Affectives of individual and Group • Groups and Individual. 	<ul style="list-style-type: none"> • Team Work. • Human relations in context of nursing. 	Group Dynamics	Lecture / discussions Group Games	Psychometric exercises followed by discussions
IV (10 Hrs)	At the end of unit student are able to Cognitive: Understand and describe purpose, need and scope of counseling. Know and explain the principles and areas of counseling Psychomotor: Counsel the individuals. Affective: Identify the	Guidance and Counseling: <ul style="list-style-type: none"> • Definition, meaning, purpose, scope & need. • Basic Principles, Areas of counseling. • Types of Approaches to counseling. • Role and preparation of counselor • Issues for counseling in 	<ul style="list-style-type: none"> • Organization of counseling services. Attributes and Psychomotors of counselor. • Tools for collecting information • Problem solving approaches. 	Management of crisis and referral.	Lecture / discussions <i>Newer Teaching learning methods in nursing like one minute preceptorship, Flipped</i>	Role play on counseling in different situations followed by discussions

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	individuals who need counseling and either counsel them or refer them to professional counselor	nursing: students and nursing practitioners <ul style="list-style-type: none"> • Counseling process steps & techniques 			<i>classroom, E- learning (webinar, Swayam courses)</i> 2hrs	
V (5Hrs)	At the end of unit student are able to: Cognitive: Know the philosophy and aim of education. Understand and describe the functions, principles of education. Explains principles of learning. Understand and describe domains of learning objectives. Psychomotor: Write lesson plan stating the learning objectives correctly. Affective: Appreciate the importance of teaching learning process in the field of nursing.	Must know Principles of education & teaching learning process: Principles and maxims of learning <ul style="list-style-type: none"> • Domains of objectives & formulation of general and specific objective. • Lesson planning. 	<ul style="list-style-type: none"> • Meaning philosophy, aims, functions, & principles • Nature & characteristics of learning. 	Classroom management .	Lecture /discussion	Exercise on writing objectives Prepare lessons plan Micro Teaching
VI (10Hr)	At the end of unit student are able to Cognitive: Understand and discuss various methods of teaching. Psychomotor: Select and use appropriate teaching method in professional practice. Affective: Change teaching method as per need of individual or /and situation.	Must know Methods of teaching: <ul style="list-style-type: none"> • Lecture • demonstration, • Group discussions, Seminar, Symposium, panel discussion, • Role play, Project method, field trip, workshop, exhibition, • Computer assisted learning, programmed instructions, 	<ul style="list-style-type: none"> • Conferences: Individual & group.(1 Hrs) 	Process recording. (1 Hrs)	Lecture discussions	Conduct 5 teaching sessions using different methods and media

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		<p>Micro- teaching,</p> <ul style="list-style-type: none"> • Problem based learning, Self instructional module, simulation etc. • Clinical teaching methods: Bedside Clinics, Case Method, Nursing rounds Morning & afternoon reports, Field visits. 				
VII (10Hr)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and describe various types of teaching aids.</p> <p>Psychomotor: Prepare and/or choose appropriate teaching material/ aid.</p> <p>Affective: Recognize the importance of teaching aids in learning process.</p>	<p>Educational Media:</p> <ul style="list-style-type: none"> • Purposes and types of A.V Aids, • principles and sources etc • Graphic aids • Chalk board, chart, graph, poster, flash card, • Flannel graph, bulletin, and cartoon. • Printed aids: pamphlets & leaflets. • Projected aids: Slides, over head projector, films, T.V, V.C.R/V.C.D • Camera, microscope, LCD, Computer. Audio aids: tape recorder. 	<ul style="list-style-type: none"> • Three dimensional aids: objects, specimens, models, puppets. 	Public address system.	Lecture discussion	<p>Demonstration</p> <p>Prepare different teaching aids projected and non - projected</p> <p>Prepare a programme for the given topic</p> <p>Visit to dept of communication, & educational technology</p>
VIII (5Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Know and understand the purpose and scope of evaluation.</p> <p>Understand and describe various method of assessment.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Purpose and scope of evaluation & assessment. • Criteria for selection of assessment techniques and methods 	<p>Assessment of Cognitive: Essay type questions, short answers (SAQ), multiple choice questions (MCQ)</p> <p>Assessment of</p>	Assessment of Affectives: Affective scales. (1Hr)	Lecture discussion	<p>Exercise on writing different types of assessment tools</p>

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	<p>Psychomotor: Develop various assessment tools correctly. Affective: Use various assessment tools effectively.</p>		<p>Psychomotors: Observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE).</p>			
IX (5Hrs)	<p>At the end of unit student are able to Cognitive: Understand and explain the concept of education and communication for health. Psychomotor: Acquire proficiency in using various teaching methods for giving health education to individuals and communities Affective: Accept the behavior of people while planning and giving health education.</p>	<p>Information, Education & communication for health (IEC):</p> <ul style="list-style-type: none"> • Health behavior • Health education • Planning for health education. <p><i>Essential values for professional nurses ,professional accountability and responsibility , decision making ,patients rights , common laws in nursing ,legal roles of nurses ,legal aspects in nursing practice ,legal protection in nursing practice ,code of ethics in nursing .(2hr)</i></p>	<ul style="list-style-type: none"> • Health education with individuals, groups and communities. • Communicating health messages. • Methods and media for communicating health messages 	<ul style="list-style-type: none"> • Using mass media 	Lecture discussion	<p>Plan and conduct Health education sessions for individual group and communities</p>

EVALUATION SCHEM: COMMUNICATION & EDUCATION TECHNOLOGY

Placement: Second Year Theory: 90 Hrs.

(Theory 60 Hrs + Lab 30 Hrs)

INTERNAL ASSESSMENT:		
Mid term Examination	75Marks	
Pre final Examination	75 Marks	
Total	150 Marks.	
150 Marks to be converted in to 15 Marks for Internal Assessment Send to university		
Assignment 10 Marks Total IA marks to sent to University 15+10 = 25 Marks		
Anecdotal Record		
Total 3 =10 M ark each = 30 Marks		
Evaluating Teaching Plan		
Total 4 =25 Mark Each = 100 Marks		
A.V Aids	50 Marks	
Assessment of tool	15 marks	
Question Paper	15 marks	
Check List	15 marks	
Attitude Scale	15 marks	
EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks		
Midterm 75	Prefinal 75	University examination
MCQ-1X15=15Marks	MCQ-1X15=15Marks	Section A-1X15=15Marks
SAQ4X5=20Marks	SAQ4X5=20Marks	Section B-2X10=20Marks
BAQ-2X10=20Marks	BAQ-2X10=20Marks	Section B-4X5=20Marks
LAQ-2X10=20Marks	LAQ-2X10=20Marks	Section C-10X2=20Marks

References :

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- Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
- Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
- Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
- Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

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Basic BSc Nursing Program code: 4101 Course code: 4101-31

3rdYear Basic BSc Nursing

Subject: Medical Surgical Nursing

(ADULT INCLUDING GERIATRICS) –II

Placement: Third Year Theory –120 hours

Practical- 270 hours

Course Description:

The purpose of this course is to acquire knowledge and proficiency in caring for patients with medical and surgical disorders in varieties of health care settings and at home.

Specific objectives:

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

1. Provide care for patients with disorders of ear nose and throat.
2. Take care of patients with disorders of eye.
3. Plan, implement and evaluate nursing management of patients with neurological disorders.
4. Develop abilities to take care of female patients with reproductive disorders.
5. Provide care of patients with burns, reconstructive and cosmetic surgery.
6. Manage patients with oncological conditions
7. Develop skill in providing care during emergency and disaster situations
8. Plan, implement and evaluate care of elderly
9. Develop ability to manage patients in critical care units.

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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I 15 Hrs	<p>At The End O Unit Students Are Able To:</p> <p>Cognitive: Describe The Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Management Of Patients With Disorders Of Ear, Nose And Throat.</p> <p>Psychomotor: Identify The Clients With Diseases Of Ear, Nose And Throat And Render Need Based Care To Them.</p> <p>Affective: Takes Initiative To Prevent Complications And</p>	<p>Nursing Management Of Patient With Disorders Of Ear, Nose And Throat:</p> <p>Review Of Anatomy And Physiology Of Ear, Nose And Throat.</p> <ul style="list-style-type: none"> • Nursing Assessment – History And Physical Assessment. (1hr) • Etiology, Clinical Manifestations, Diagnosis,(1hr) • Treatment Modalities And Medical And Surgical Nursing Management Of Ear, Nose And Throat Disorders. • Ear: External Ear: Deformities, Otaglia, Foreign Bodies And Traumas. (1hr) • Middle Ear: Impacted Wax, Tympanic Membrane Perforation, Otitis Media, Ostosclerosis, Mastoiditis, Tumors.(1hr) 	<p>–</p> <ul style="list-style-type: none"> • Deafness: Prevention, Control And Rehabilitation . • Communicating With Hearing Impaired And Muteness. (1 Hr.) <p>-Internal Ear:Miener's Disease, Labryrinitis, Ototoxicity, Tumors. (2hr)</p> <p>-Pathophysiology of ear, Nose and throat</p>	<p><i>Hearing Aids</i></p> <p><i>Implanted Hearing Devices. (1 Hr)</i></p> <p><i>•Special Therapies. Speech Defects And Speech Therapy.(1 hr)</i></p>	<p>Lecture</p> <ul style="list-style-type: none"> •Discussion •Explain Using Charts, Graphs Models, Videos 	<p>Short Answers</p> <p>Essay Type</p> <p>Short Answers</p> <p>Objective Type</p>

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	Disabilities Related To Diseases Of Ear, Nose And Throat.	<ul style="list-style-type: none"> • Upper Air Way Infections: Common Cold, Sinusitis, Ethinitis, Rhinitis, Pharyngitis, Tonsillitis And Adenitis, Peritonsillar Abscess, Laryngitis. (1 Hr) • Upper Respiratory Airway: Epistaxis. Nasal Obstruction, Laryngeal Obstruction, (1hr) • Cancer Of The Larynx.(1hr) • Nursing Procedures,(1hr) • Drugs Used In Treatment Of Disorders Of Ear, Nose And Throat. (1 Hr) 	disorders.(1hr) -Cancer Of The Oral Cavity(1hr)			
II 15 Hrs	At The End O Unit Students Are Able To: Cognitive: Describe The Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Management Of Patients With Disorders Of Eye. Psychomotor: Identify The Eye Disorders Among Clients And Take Appropriate Measures To Treat Them Promptly.	Nursing Management Of Patient With Disorders Of Eye: <ul style="list-style-type: none"> • Review Of Anatomy And Physiology Of Eye. (1hr) • Nursing Assessment, History And Physical Assessment. • Etiology, Pathophysiology(1hr) • Clinical Manifestations, Diagnosis, Treatment Modalities, Medical And Surgical Nursing Management Of Disorders Of Eye. (1hrs) • Refractive Errors. Eyelids: Infections, Tumors And Deformities. Conjunctiva: Inflammation And Infection, Bleeding. (1 Hr) 	– -Blindness, National Blindness Control Programme. -Eye Banking. -Eye Prostheses And Rehabilitation. (1 Hr) -Drugs Used In Treatment Of Disorders Of Eye(1hr)	Communi cation With Visually Impaired Patient, Eye Camps. (1 Hr)	Lecture • Discussion • Explain Using Charts, Models, Films. Slides •Demonstrati on Practice Session • Case Discussions/ Short	Short Answers Essay Type Short Answers Objective Type

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	<p>Affective: Participate In The Programmes For Prevention Of Blindness And Educate People About Care Of Eye</p>	<ul style="list-style-type: none"> • Cornea: Inflammation And Infection. Lens: (1hr) • Cataracts. (1hr) • Glaucoma. (1 Hr) • Disorders Of Posterior Chamber And Retina: • Retinal And Vitreous Problems. (1hr) • Retinal Detachment. (1hr) 	<p><i>Disorders Of Uveal Tract. Ocular Tumors. (1 Hr) Ocular Emergencies And Their Prevention (1hr) Special Therapies And Nursing Procedures. (1h)</i></p>		<p>Answers Essay Type Short Answers Objective Typeseminar • Health Education •Supervised Clinical Practice • Drug Book Presentation • Visit To Eye Bank • Participation In Eye-Camps</p>	
Iii 16hrs	<p>At The End O Unit Students Are Able To: Cognitive: Explain The Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Nursing Management Of Patients With Neurological</p>	<p>Nursing Management Of Patient With Neurological Disorders:</p> <ul style="list-style-type: none"> • Review Of Anatomy And Physiology Of The Nervous System. Nursing Assessment, History And Physical & Neurological Assessment, Glasgow Coma Scale (1 Hr) • Etiology,Pathophysiology,Clinical 	<p>-Special Therapies, Nursing Procedures. -Drugs Used In Treatment Of Neurological Disorders. -Role Of Nurse In Long Stay</p>	<p>- Intracranial And Cerebral Aneurysm Degenerative Diseases: Delirium, Dementia,</p>		

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	<p>Disorders. Psychomotor: Recognize Clients With Neurological Disorders And Render Prompt Comprehensive Care To Clients In All Clinical Settings And Rehabilitation Homes. Affective: Participate In Health Awareness Campaigns E.G. Road Safety To Prevent Accidents And Head Injury And Spinal Cord Injuries, Etc.</p>	<p>Manifestations, Diagnosis, Treatment Modalities, Medical And Surgical Nursing Management Of Neurological Disorders. (1 Hr)</p> <ul style="list-style-type: none"> • Congenital Malformations. Headache. (1 Hr) • Head Injury. Spinal Injuries: Paraplegia, Hemiplegic, Quadriplegia, (1 Hr) • Tumors Of The Brain And Spinal Cord. (1 Hr) <p>Infections: Meningitis, Encephalitis, Brain</p> <ul style="list-style-type: none"> • Abscess, Neurocysticercosis. (1 Hr) • Movement Disorders: Chorea, Seizures, Epilepsies.(1 Hr) • Cerebro Vascular Accidents (Cva). (1 Hr) • Management Of Unconscious Patient And Patient With Stroke. (1 Hr) • Role Of Nurse In Communicating With Patients Having Neurological Deficit. (1 Hr) 	<p>Facility (Institution) And At Home. Rehabilitation Of Patient With Neurological Deficit. (2Hr) <i>Spinal Cord Compression(1hr),Herniation Of Intervertebral Disc. (1 Hr) Cranial / Spinal Neuropathies: Bells Palsy Trigeminal Neuralgia. Peripheral Neuropathies, (1 Hr) Gillian Barrie Syndrome. Myasthenia Gravis. Multiple Sclerosis. (1hr)</i></p>	<p>Alzheimer's Disease, Parkinson's Disease. (1Hr)</p>		
<p>Iv 16</p>	<p>At The End O Unit Students Are Able To: Cognitive: Describe The</p>	<p>Nursing Management Of Patient With Disorders Of Female Reproductive Disorders:</p>	<ul style="list-style-type: none"> • Sexuality And Reproductive 	<p>- Contraception:</p>	<p>Lecture Discussion • Explain</p>	

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<p>Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Nursing Management Of Patients With Disorders Of Female Reproductive System. Describe Concepts Of Reproductive Health And welfare programme.</p> <p>Psychomotor: Identify The Clinical Manifestations Of Reproductive System Disorders In Women And Render Comprehensive Care Effectively.</p> <p>Affective: Participate In Family Welfare Programme And Create Awareness About Reproductive Health, Small Family Norms, Etc.</p>	<ul style="list-style-type: none"> • Review Of Anatomy And Physiology Of Female Reproductive System. Nursing Assessment, History And Physical Assessment. Breast Self Examination. (1 Hr) • Etiology, Pathophysiology, Clinical Manifestation, Diagnosis (1 Hr) • Treatment Modalities And Medical And Surgical Nursing Management Of Disorders Of Female Reproductive System. (1hrs) • Congenital Abnormalities Of Female Reproductive System. Menstrual Disorders: Dysmenorrhea, Amenorrhea, (1 Hr) • Premenstrual Syndrome. (1 Hr) • Abnormal Uterine Bleeding, Menorrhagia, Metrorrhagia. Pelvic Inflammatory Diseases. (1hr) Ovarian And Fallopian Tube Disorders: Infections, Cysts And Tumors. (1 Hr) -Uterine And Cervical Disorders: Endometriosis, Polyps, Fibroids, Cervical And Uterine Tumors, Uterine Displacement. • Vaginal Disorders: Infections And Discharges, Fistulas. Vulvar Disorders: Infections, Cysts And Tumors. Diseases Of Breasts: 	<p>Health. Sexual Health Assessment.</p> <ul style="list-style-type: none"> • Injures And Trauma, Sexual Violence, Special Therapies (1 Hr) • National Family Welfare Programme (1 Hr) <p><i>Intrauterine Devices, Hormonal, Postconceptual Methods, Etc. (1 Hr)</i></p> <p><i>-Terminal Methods: Sterilization -Emergency Contraception Methods.</i></p>	<p>Types, Methods, Risks And Effectiveness(1hr)</p> <p>- Spacing Method: Barrier Method, <i>Abortion: Natural, Medical And Surgical Abortion, Mtpact, Toxic Shock Syndrome. (1 Hr)</i></p>	<p>Using Charts, Graphs Models, Films, Slides</p>	
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		<p>Deformities, Infections, Cysts And Tumors. (1 Hr)</p> <ul style="list-style-type: none"> • Menopause And Hormonal Replacement Therapy. • Drugs Used In Treatment Of Gynecological Disorders. (1 Hr) <p>Nursing Procedures.</p>	<p>(1 Hr)</p> <p><i>Infertility. (1 Hr)</i></p>			
V 10 Hrs	<p>At The End O Unit Students Are Able To:</p> <p>Cognitive: Describe The Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Nursing Management Of Patients With Disorders Of Female Reproductive System. Describe Concepts Of Reproductive Health And Welfare Programme.</p> <p>Psychomotor: Identify The Clinical Manifestations Of Reproductive System Disorders In Women And Render</p>	<p>Nursing Management Of Patients With Burns, Reconstructive And Cosmetic Surgery:</p> <ul style="list-style-type: none"> • Review Of Anatomy And Physiology Of Skin, Connective Tissues And Various Deformities. Nursing Assessment, History And Physical Assessment. Assessment Of Fluid And Electrolyte Loss. (1 Hr) • Etiology, Classification, Burn(1 Hr) • Pathophysiology, Clinical Manifestations, Diagnosis, (1 Hr) • Treatment Modalities And Medical & Surgical Nursing Management Of Patient With Burns, (1 Hr) • Reconstructive And Cosmetic Surgery (1hrs) • Nursing Procedures. (1 Hr) • Role Of Nurse. Rehabilitation. Special Therapies. (1hr) 	<ul style="list-style-type: none"> • Psychosocial Aspects. (1 Hr) <p>Drugs Used In Treatment Of Burns, Reconstructive And Cosmetic Surgeries. (1 Hr)</p> <ul style="list-style-type: none"> • Types Of Reconstructive And Cosmetic Surgery For Burns. (1 Hr) 	<p>Congenital Deformities, Injuries And Cosmetic Purposes.(1hr)</p>	<p>Discussion</p> <p>Explain Using Charts, Graphs Models, Films, Slides</p> <ul style="list-style-type: none"> • Demonstration • Actice Session • Case Discussion/ Seminar • Health Education • Supervised Clinical Practice • Drug Book / Presentation 	

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	<p>Comprehensive Care Effectively.</p> <p>Affective: Participate In Family Welfare Programme And Create Awareness About Reproductive Health, Small Family Norms, Etc</p>					
VI 10 Hrs	<p>At The End O Unit Students Are Able To:</p> <p>Cognitive: Describe The Etiology, Pathophysiology, Clinical Manifestations, Diagnostic Measures And Nursing Management Of Patients With Cancer.</p> <p>Psychomotor: Identify And Intervene Cancer In Early Stages And Provide Comprehensive Care To The Clients Suffering From Cancer.</p> <p>Affective: Create Awareness About Early Detection And Treatment Of Various Cancers Among Masses.</p>	<p>Nursing Management Of Patients With Ontological Conditions:</p> <ul style="list-style-type: none"> • Structure & Characteristics Of Normal Cancer Cells. Nursing Assessment, History And Physical Assessment. Prevention, Screening, Early Diagnosis, Warning Signs Of Cancer (1 Hr) • Epidemiology, Etiology, Classification, • Pathophysiology, Staging, Clinical Manifestations, Diagnosis, . (1 Hr) • Treatment Modalities And Medical & Surgical Nursing Management Of Oncological Conditions. (1hrs) • Common Malignancies Of Various Body System, Oral, Larynx, Lung, Stomach And Colon, Liver, • Breast, Cervix, Ovary, Uterus, 	<ul style="list-style-type: none"> • Psychological Aspects Of Cancer. Rehabilitation. • Stoma Therapy. • Special Therapies. (1 Hr) • Home Care, Hospice Care. (1hr) Leukemia And Lymphomas, Sarcoma, Brain, Renal, Bladder, Prostate, Etc. (1 hr) 	<p><i>Surgical Interventions, Stem Cell And Bone Marrow Transplants., Gene Therapy, (1hr)</i></p>	<p>Lecture Discussion</p> <ul style="list-style-type: none"> • Explain Using • Charts, Graphs Models, Film slides • Demonstration • Practice Session • Case Discussion/ Seminar • Health Education • Supervised Clinical Practice 	

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	Educate People About Healthy Habits And Life Styles.	Oncological Emergencies. (1 Hr) Modalities Of Treatment: Immunotherapy, Chemotherapy, Radiotherapy, .(1 Hr) Other Forms Of Treatment. Palliative Care: Symptoms And Pain Management, Nutritional Support. Nursing Procedures. Psycho Social Aspects. (1hr)			• Drug Book /Presentation	
VII (10 Hrs)	At the end o unit students are able to: Cognitive: Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with cancer. Psychomotor: Identify and intervene cancer in early stages and provide comprehensive care to the clients suffering from cancer. Affective: Create awareness about early detection and treatment of various cancers among masses. Educate people about healthy habits and life styles.	Nursing Management Patient in Emergency and Disaster Situations: <ul style="list-style-type: none"> • Disaster Nursing: Concepts and Principles of Disaster nursing. Causes and types of Disaster -man made & natural. Natural – Earthquakes, Floods, Epidemics, Cyclones. Manmade- Fire, Explosion, Accidents, violence, Terrorism, Biochemical Terrorism, War. Disaster Preparedness: Team, Guidelines, Protocols, Equipments, Resources. Role of Nurse. Legal Aspects of disaster nursing. (1 hrs) • Impact on health and after effects, post traumatic stress disorders. Emergency Nursing: Concepts,priorities, principles and steps of emergency nursing. (1 hr) • Etiology, Pathophysiology, Clinical manifestations, • diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergency. (1Hrs) <ul style="list-style-type: none"> • Principles of emergency management: Common emergencies. Respiratory 	<ul style="list-style-type: none"> • Coordination and Involvement of: Community, Various Govt. Agencies, Non Govt. and International agencies • Organization of emergency services: Physical setup, staffing, equipments and supplies, Protocols. <p>(1 hr) <i>-Rehabilitation: Physical, psychological, financial and</i></p>	Policies related to emergencies/disaster management: International, National, State, district and Institutional.(1hr)	Lecture discussion <ul style="list-style-type: none"> • Explain using Charts, graphs models, films, slides • Demonstration Practice session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book /presentation 	

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		<p>emergencies. Cardiac emergencies. Shock and hemorrhage. (1 hr)</p> <ul style="list-style-type: none"> • Pain. Poly traumas, road-side accidents, crush injuries, wounds. Bites and stings. (1 hr) • Poisoning: Food, Chemical, Gas, Drugs. Seizures. Thermal emergencies: Heat Stroke and cold injuries. Pediatric emergencies. • Psychiatric emergencies. Obstetric emergencies. Violence, Abuse, Sexual assault. Cardiopulmonary Resuscitation Crisisintervention. Role of nurse: Communication and interpersonal relations. Medico legal aspects. (1hrs) 	<p><i>Reloation.(1Hr)</i> <i>-Concept of triage and role of triage nurse. Coordination and involvement of different departments and facilities.</i> <i>-Nursing assessment– History and Physical assessment.(1 hr)</i></p>			
VIII (10 Hrs)	<p>At the end o unit students are able to: Cognitive: Explain the concept and problems of aging. Psychomotor: Identify the problems of elderly and intervene promptly to prevent deterioration and discomfort. Affective: Volunteer to serve the elderly.</p>	<p>Nursing Care of the Elderly: Must know</p> <ul style="list-style-type: none"> • Nursing Assessment – history taking and physical assessment. Aging. Cognitive aspects of aging. Normal biological aging. Age related body system changes. Medication and elderly .(1hr) • Common health problems and nursing management of Cardiovascular, Respiratory, .(1hr) • musculoskeletal, Endocrine, .(1hr) • Genito urinary , Gastro intestinal.Neurological .(1hr), • skin and other sensory organs, psycho social and • sexual, abuse in elderly. • Role of nurse for care of elderly: .(1hr) • ambulation, nutritional, communicational, psychological and spiritual. (1hrs) 	<ul style="list-style-type: none"> • Demography : Myths and realities • Concepts and theories of aging. (1 hr) <p>Use of aids and prosthesis. (Hearing aids, dentures).(1hr)</p> <p><i>Psychological aspect of aging. Stress and coping in older adults. (1hr)</i></p>	<ul style="list-style-type: none"> • Role of family, formal and non formal agencies or care givers <p>Legal and ethical issues. Provisions and programmes for elderly, privileges, community programmes and</p>	<p>Lecture discussion</p> <ul style="list-style-type: none"> • Explain using Charts, graphs • Models, films, Slides <p>- Demonstration</p> <ul style="list-style-type: none"> -Practice session -Case discussion/Seminar <p>Health education</p> <ul style="list-style-type: none"> - Supervised 	

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				health services. Home and institutional care. .(1hr)	clinical practice -Drug book /presentation Visit to old age Home	
IX (10 Hrs)	At the end o unit students are able to: Cognitive: Describe the role of nurse in management of patients in critical care units. Psychomotor: Be self poised to render effective critical care and demonstrate competence to work under stress for considerable period of time. Affective: Understand the difference in communication with relatives and families of critically ill patients.	Nursing Management of Patient in Critical care Unit: <ul style="list-style-type: none"> • Nursing Assessment- history and physical assessment. .(1hr) • Classification. –principles of critical care nursing . • Resuscitation equipments. Nursing management of critically ill patients. .(1hr) • Monitoring critically ill patients. CPR- Advance Cardiac Life Support. .(1hr) • Treatment and procedures. Transitional care. Intensive care records. • Crisis intervention. .(1hr) • Drugs used in critical care unit. .(1hr) • <i>Special equipments, ventilators, cardiac monitors, defibrillators. .(1hr)</i> 	<ul style="list-style-type: none"> • Organization : Physical setup, policies, staffing norms. • Ethical and legal aspects (1 Hr) • <i>Communication with patient and family.</i> • <i>Death and dying: Coping with</i> (1 hr) • Infection control protocols. (1hr) 	<i>-protocol equipment and supplies .(1hr)</i>	Lecture discussion Explain using Charts, graphs •Models, films, slides •Demonstration • Role plays • counseling •Practice session • Case discussion/ Seminar	
X (8Hrs)	At the end o unit students are able to: Cognitive: Describe etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients	Nursing management of patients adult including elderly with Occupational and Industrial disorders: <ul style="list-style-type: none"> • Nursing Assessment – History and physical assessment. .(1hr) • Etiology, pathophysiology, clinical manifestations, .(1hr) • diagnosis and treatment modalities and medical and surgical management .(1hr) • management of occupational and 	Desire to know – <ul style="list-style-type: none"> • Special therapies, alternative therapies, nursing procedures. (1 Hr) 	<i>Drugs used in treatment of occupational ,industrial disorders. (1Hrs)</i>	<ul style="list-style-type: none"> • Health education • Supervised clinical practice • Drug book /presentation 	

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	<p>with occupational and industrial health disorders.</p> <p>Psychomotor: Identify various industrial disorders among employees of different vocations and render effective care to them.</p> <p>Affective: Participate in safety awareness. .</p>	<p>industrial health disorders.(2hr)</p> <ul style="list-style-type: none">• Role of nurse. (1 Hr)				
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EVALUATION SCHEME: MEDICAL SURGICAL NURSING

(ADULT INCLUDING GERIATRICS) –II

Theory –120 hours

Practical- 270 hour

Formative/summative evaluation:					
Internal Assessment		Formative evaluation			
SN	Requirement	Prescribed no.	Marks for each	Total marks	Sent to university
1.	Nursing care plan	05 ➤ ENT ➤ OPHTHALMOLOGY ➤ GYNAEC ➤ BURNS ➤ ONCOLOGY	25 marks	125 marks	
2.	Case Presentation / Case study	01 Neurology	50 Marks	50Marks	
3.	Health teahing	01 Medical surgical ward	25 marks	25 marks	
4.	Clinical evulation	02 Neurology , Critical care unit	100 marks	200 marks	
5.	Practical examinations (midterm &prefinal exam)		100 marks	200 marks	
			GRAND TOTAL	600 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 75		PREFINAL 75		University Examination 75	
Section A-MCQ- 1x15=15Marks		Section A-MCQ- 1x15=15Marks		Section A-MCQ- 1x15=15Marks	
Section B-BAQ- 2x10= 20Marks		Section B- BAQ- 2x10= 20Marks		Section B- BAQ- 2x10= 20Marks	
Section B- SAQ-4x5=20 Marks		Section B- SAQ-4x5=20 Marks		Section B- SAQ-4x5=20 Marks	
Section C- LAQ-2x10=20 Marks		Section C- LAQ-2x10=20 Marks		Section C- LAQ-2x10=20 Marks	
MIDTERM 75		PREFINAL 75		University Examination 75	
THEORY EXAMINATION: MIDTERM: 75 Marks PREFINAL: 75 Marks				GRAND TOTAL: 150 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75Marks			PRACTICAL: 100 Marks		

REFERENCE BOOKS:

- Joyce M. Black Janehokanson Hawks “ Medical-Surgical Nursing” For Positive Outcomes .Volume- I ,7th Edition.
- Harrison “Principal Of Internal Medicine Concept, Process &Practise”, 3rd Edition.InternationalEdition.
- BasawanthappaBt, Nursing Administration, Jaypee Brothers Medical Publishers (P) Ltd 2004, Edition 1st .
- Brunner &Siddhart’s, The Text Book Of Medical Surgical Nursing; 10th Edition.
- Joyce M. Black, Medical Surgical Nursing; Saunders Harcourt Pvt. Ltd.; 6th Edition.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; BalliareTindall, 5th Edition.

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-32

3rdYear Basic BSc Nursing

Subject: Child Health Nursing

Placement: Third Year.

Time: Theory-90 Hrs.

Course Description: this course is designed for developing an understanding of the modern approach to child-care, identification, prevention and nursing management of common health problems of neonates and children.

Specific objectives : at the end of the course, the students will be able to:

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

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Unit No. & Total Hrs.	Objectives	Contents With Distributed Hours			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (15 Hrs)	<p>At The End O F Unit Students Are Able To:</p> <p>Cognitive:</p> <ul style="list-style-type: none"> Describe National Policy Programmes & Legislations In Relation To Child Health & Welfare. List Major Causes Of Death During Infancy, Early & Late Childhood. <p>Psychomotor:</p> <ul style="list-style-type: none"> Render Comprehensive Care To A Hospitalized Child. <p>Affective</p> <ul style="list-style-type: none"> Make Self Aware About The Changing Role Of 	<p>Introduction : Modern Concept Of Child Care.</p> <ul style="list-style-type: none"> Internationally Accepted Rights Of The Children (1hr) Child National Policy & Legislations In Relation To Child Health & Welfare. (1hr) <i>Bioethics in child health, rights & safety , <u>cultural values</u> , <u>Nursing ethics codes</u> , <u>ethical principles</u> , <u>Informed consent</u> , <u>decision making in assent</u> , <u>the patient's right to self-determination</u> , <u>autonomy</u> , <u>includes the right to refuse</u> ,</i> 	<p>-National Programmes Related To Child Health & Welfare.(1hr)</p> <p>-Agencies Related To Welfare Services To The Children.(1hr)</p> <p>-Introduction To Modern Concept Of Child</p> <p>-Care & History, Principles & Scope Of</p> <p>-Child Health Nursing. (1hr)</p> <ul style="list-style-type: none"> Child Morbidity & Mortality 	<ul style="list-style-type: none"> Changing Trends In Hospital Care, .(1hr) Preventive, Promotive & Curative Aspects Of Child Health.(1hr) <p><i>Nutrition/Rehabilitation Center-1hr</i></p>	<ul style="list-style-type: none"> Lectures & Discussion Charts , Graphs Models, Films And Slides Seminars 	<ul style="list-style-type: none"> Short Answers Objective Type

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	<p>Paediatric nurse ,Modern Concept Of Child Care & Principles Changing Trends In Child Health Nursing.</p>	<p><i>The therapeutic boundary with children and adolescents , Confidentiality as a responsibility , The need for parental involvement in treatment ,Withdrawal of life support ,Harvesting of fetal organs or tissue(1hr)</i></p> <ul style="list-style-type: none"> • Differences Between An Adult & Child. (1hr) • Hospital Environment For A Sick Child. (1hr) • Impact Of Hospitalization On The Child & Family. (1hr) • Grief & Bereavement.(1hr) • The Role Of A Child Health Nurse In Caring For A Hospitalized Child. (1hr) <p>Principles Of Pre & Post- Operative Care Of Infants & Children.(2hr)</p> <ul style="list-style-type: none"> • <i>Peditric safety</i> 	<p>Rates.(1hr)</p>			
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KIMSDU,KINS, Basic B.Sc.N. Syllabus

		<i>programme-1 hr</i>					
II (20 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive:</p> <ul style="list-style-type: none"> Describe The Normal Growth & Development Of Children At Different Ages. <p>Psychomotor:</p> <ul style="list-style-type: none"> Assess Physical,Nutritional Growth & Development Of Children At Different Ages. Develop Need Based Nursing Care Plan And Implement Nursing Care To Normal & Sick Children. <p>Affective:</p> <ul style="list-style-type: none"> Appreciate The Role Of Play For Normal & Sick Children. Appreciate The Preventive Measures & Need Of Parental Guidance. 	<p>The Healthy Child.</p> <ul style="list-style-type: none"> Principles Of Growth & Development.(1hr) Factors Affecting Growth & Development. (2hr) Growth & Development From Birth To Adolescence. Infant.(1hr) Toddler.(1hr) Preschooler.(1hr) Schooler.(1hr) Adolescent.(1hr) The Needs Of Normal Children Through The Stages Of Developmental & Parental Guidance. (2hr) <p>Preventive Immunization, Immunization Programme.(1hr) & Cold Chain(1hr)</p>	<ul style="list-style-type: none"> Baby Friendly Hospital Concept.(1hr) Accidents: Causes & Prevention.(1hr) Preventive Pediatrics. (2hr) Nutritional Needs Of Children & Infants: Breastfeeding, Supplement ary& Artificial Feeding & Weaning. (2hr) 	<ul style="list-style-type: none"> Value Of Play & Selection Of Play material. (1hr) Care Of Under Five & Under Five Clinics/ Well Baby Clinic(1hr) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • C H A Rt S , Graphs Models, Films And Slides • Demonstration • Practice Sessions • Case Discussions / Seminar 		
		-Nursing Care Of A	-Organization Of	-Nursing	Lectures	Essay Type	

KIMSDU,KINS, Basic B.Sc.N. Syllabus

<p>III (15 Hrs)</p>	<p>Cognitive: -Explain Kangaroo Mother Care. Psychomotor: -Provide Care To Normal & High Risk Neonates. -Develop Skill Of Neonatal Resuscitation. -Recognize & Manage Common Neonatal Problems. Affective: -Appreciate The Feeling Of The Parents With Congenital Anomalies.</p>	<p>Neonate. Nursing Care Of A Normal Newborn/ Essential Newborn Care. (2hr) -Neonatal Resuscitation. (2hr) -Nursing Management Of A Low Birth Weight Baby & High Risk Babies.(2hr) -Kangaroo Mother Care.(1hr) Control & Prevention Of Infection In N.I.C.U.(2hr) - Human Milk Bank-1hr</p>	<p>Neonatal Care Unit. (2hr) -Identification & Nursing Management Of Common Neonatal Problems. (2hr) -Nursing Management Of Babies With Common Congenital Malformations.(1hr)</p>	<p>Management Of Babies With Common Congenital Malformations. (1hr)</p>	<p>& Discussion • C H A R T S , Graphs Models, Films And Slides • Demonstration • Practice Sessions • Case Discussions / Seminar</p>	<p>• Short Answers • Objective Type Of Question Assessment Of Skill- Assessment With Check List • Clinical Work</p>
<p>IV (10 Hrs)</p>	<p>Cognitive: • Explain The Concept Of Imnci & Other Health Strategies Initiated By National Population Policy 2000 Psychomotor: -Develop Need Based Nursing Care Plan And Implement District Newborn Care And Home</p>	<p>Integrated Management Of Neonatal & Childhood Illnesses (IMNCI). - Integrated Management Of Infants & Children With Illnesses Like Diarrhea, A.R.I., Malaria, Measles & Malnutrition.(2hr) -Nurses' Role: IMNCI.(2hr)</p>	<p>-Rch Camps & Rch Outreach Schemes. (2hr) -Border District Cluster Strategy.(1hr)</p>	<p>-Health Strategies: National Population Policy-(1hr)</p>	<p>Lectures & Discussion • C H A R T S , Graphs Models, Films And Slides • Demonstration • Practice Sessions • Case Discussions / Seminar</p>	<p>• Short Answers Assessment Of Skill- Assessment With Check List • Clinical Work</p>

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	Based Neonatal Care Affective: -Appreciate The Role Of Nurses In IMNCI.	-Operationalization Of District Newborn Care, Home Based Neonatal Care. (2hr) PALS –Paediatric Advance Life Support(1hr Theory + 3hr Practical)				
V (20hrs)	Cognitive: - Explain The Pathophysiology, Signs And Symptoms And Medical, Surgical And Nursing Management Of Child With Care In Common childhood diseases. Psychomotor: - Assess The Child And Plan Andimplement The Comprehensive Nursing Care In Common Childhood Diseases. Affective: - Appreciate The Feeling Of The Parents And Role Of Pediatric Nurse. Identify Measures To Prevent Common Childhood Diseases	Nursing Management In Common Childhood Diseases- -Respirator disorders & Infections. (2hr) -Gastro-Intestinal Infections, Infestations, &(2hr) -Cardio-Vascular Problems: Congenital Defects & Rheumatic Fever, Rheumatic Heart Disease. (2hr) -Genito-Urinary Disorders: Acute Glomerulo Nephritis, Nephritic Syndrome, Disorders. (2hr) -Neurological Infections& Disorders convulsions, Meningitis, Hydrocephalus, Head Injury. (2hr) -Hematological Disorders : Anemia's, Thalassemia,	-Nutritional Deficiency Disorders.(1hr) -SAM & MAM -GI -Congenital Disorders.(1hr) -Wilm's Tumor, Infections, Calculi, & Congenital Defect(1hr) -Orthopedic Disorders : Club Feet, Hip Dislocation & Fracture.(1hr) -Nursing Care Of Infant And Children With HIV / AIDs (1hr) -Disorders Of Skin, Eye & Ears. (1hr)	-Common Communicable Diseases In Children, Their Identification, Nursing Care In Hospital & Home & Prevention. (1hr) -Juvenile Diabetes Mellitus & Endocrine- Other Disorders : (1hr)	Lectures & Discussion • C H A R T S , Graphs Models, Films And Slides • Demonstration • Practice Sessions • Case Discussions / Seminar	Essay Type • Short Answers Assessment Of Skill- Assessment With Check List • Clinical Work

KIMSDU,KINS, Basic B.Sc.N. Syllabus

	Including Immunization.	Itp,Leukemia,Hemophi liaItp(1hr). Child Health Emergencies : Poisoning,Hemorrhage , Burns & Drowning.(1hr)				
VI (10hrs)	<p>Cognitive: --Explain The Signs And Symptoms And Medical, And Nursing -- Management Of Child With Behavioral & Social Problems</p> <p>Psychomotor: --Assess The Child And Plan And Implement The Comprehensive Nursing Care To The Child Withbehavioral & Social Problems.</p> <p>Affective: -Appreciate The Feeling Of The Parents And Role Of Pediatric Nurse. - Identify Measures To Prevent And Manage Common Behavioral & Social Problems In Children.</p>	<p>Management Of Behavioral & Social Problems In Children. -Management Of Common Behavioral Disorders.(2hr) -Management Of Challenged Children: Mentally, Physically, & Socially Challenged. (2hr) -Child Guidance Clinics. (2hr)</p>	<p>-Welfare Services For Challenged Children In India. (2hr) -Management Of Common Psychiatric Problems.(1hr)</p>	<p>-Management Of Common Psychiatric Problems.(1hr)</p>	<p>Lectures & Discussion • Charts , Graphs Models, Films And Slides •Case Discussions / Seminar</p>	<p>Essay Type •Short Answers • Field Trip/Visits •Clinical Work <i>Integrated teaching Programme (1hr) (Inter-departmental-Horizontal Integration)</i></p>

EVALUATION SCHEME: CHILD HEALTH NURSING SYLLABUS

Placement: Third Year.

Time: Theory-90 Hrs.

Formative Evaluation

Sr No	Requirement	Prescribed No.	Marks For Each	Total Marks	Send To University
1.	Case Presentation	Total-1 ➤ Paed Medical / Surgical 01 (Paediatric Medical / Paediatric Surgical Ward)	50	50	
2.	Case Study	Total-1 ➤ Paed Medical / Surgical 01 (Paediatric Medical / Paediatric Surgical Ward)	50	50	
3.	Nursing Care Plan	Total-3 ➤ Paedmedical – 01 (Paedmedical Ward) ➤ Paedsurgical – 01, (Paedsurgical Ward) ➤ Nicu– 01(Nicu)	25	75	
4	Clinical Evaluation Of Comprehensive.	Total-3 ➤ Paedmedical – 01 (Paedmedical Ward) ➤ Paedsurgical – 01, (Paedsurgical Ward) ➤ Nicu– 01 (Paed. Medical / Surgical / P.I.C.U./ N.I.C.U.)	100	300	
5.	Health Education	Total-1	25	25	

KIMSDU,KINS, Basic B.Sc.N. Syllabus

		(Paedmedical Ward/Paedsurgical Ward/Nicu/Paed.Opd)			
6.	Assessment Of Growth & Development Reports.	Total-5 (Neonate, Infant, Toddler, Preschooler, & School Age) (Paediatric Medical / Paediatric Surgical Ward)	20	100	
7.	Observation Report Of Nicu /Paed Surgery/Paed. Medical	Total-1 (Nicu /Paedmedical Ward/Paedsurgical Ward/)	25	25	
8.	Practical Examinations (Midterm & Prefinal Exam)	➤ . Midterm Exam ➤ Preterm Exam	50 50	100	
			Grand Total:	725	100
Theory Examination: Midterm: 75marks Prefinal: 75 Marks			Grand Total:	150	25
External Assessment : Theory Final Exam : Practical Final Exam :			75 50		

References-

1. Ghaio.P. Et Al. (2000) Ghai's Essentials Of Paediatrics. 1stedn. Mehta Offset Works. New Delhi.
2. Marlow Dorothy& Redding. (2001) Textbook Ofpaed. Nsg. 6thedn. Harbarcourtindia Ltd. New Delhi.
3. Parthasarathy Et Al. (2000) Iap Textbook Of Paediatricnsg. Jaypee Bros., 2 Nd Ed. New Delhi.
4. Vishwanathan& Desai. (1999) Achar's Textbook Of Paediatrics. 3rd Ed. Orient Longman.Chennai.
5. Wong Dona Et Al. Whaley & Wong's Nursing Care Of Infants & Children.6thedn. Mosby Co., Philadelphia.
6. Dr. C.S. Waghale, Principles And Practice Of Clinical Pediatrics, Vora Publication 1996

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-33

3rdYear Basic BSc Nursing

Subject: Mental Health Nursing

Placement: Third Year.

Practical-270 Hrs.

Time: Theory-90 Hrs.

Course Description:

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.

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

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

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HRS.	OBJECTIVE	MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW	T/L METHOD	METHODS OF EVALUATION
1 (5 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand historical development & current trend in mental health nursing. Understand the Act of mental health</p> <p>Psychomotor: Provide comprehensive care to mentally ill clients in various settings.</p> <p>Affective: Work effectively as a member of mental health team.</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Mental Health Act. National Mental Health Policy vis a vis National Health Policy. National Mental health Programme. • <i>Bioethics ; - The Mental Healthcare Act 2017, rights of patients with mental illness (PWMI) , ethical and legal responsibilities of mental health professionals and the government ,ethics of psychiatric care , Confidentiality and disclosure ,legal issues in psychiatric care , Absconding behaviour in patients with mental illness , disability benefit of persons with mental illness(1hr)</i> • Mental health team. Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice. 	<p>Perspectives of Mental Health and Mental Health Nursing. Evaluation of Mental Health services, treatment and nursing practice. Prevalence and incidence of mental health problems and disorders.</p>	<ul style="list-style-type: none"> • Nature and Scope of mental health nursing. 	<p>Lecture Discussion</p>	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •BAQ •Clinical work

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		<ul style="list-style-type: none"> • Concepts of normal and abnormal behavior. 				
2 (5 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe definition, terminology, psychopathology & classification of psychiatric disorders.</p> <p>Psychomotor: Identify crisis conditions and deal efficiently and effectively in crisis conditions.</p> <p>Affective: Apply the principles of psychiatric nursing in clinical practice.</p>	<p>Principles and Concepts of Mental Health Nursing:</p> <ul style="list-style-type: none"> • Definition of Mental Health Nursing and terminology used in Mental Health Nursing. ICD Classification of mental disorders. • Review of personality development, defence mechanism. Review of structures and functions of brain, limbic system and abnormal neurotransmission. Principles of mental health nursing. • Standards of mental health nursing practice. 	<ul style="list-style-type: none"> • Maladaptive behavior of individuals and groups, stress, crisis and disaster(s). Psychopathology of mental health disorders. 	<p>Conceptual models and role of nurse: Existential Model, Psychoanalytical Model, Behavioral Model, Interpersonal Model.</p>	<p>Explain using Charts. Lecture discussion Review of personality development.</p>	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Clinical Work •BAQ
3 (8Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain mental status examination.</p> <p>Psychomotor: Conduct mental status examination correctly.</p> <p>Affective: Incorporate this knowledge in</p>	<p>Assessment of Mental Health Status:</p> <ul style="list-style-type: none"> • History taking. Mental Status Examination. • Mini Mental Status Examination. • Mini Mental Status Examination. • Mini Mental Status Examination. • Neurological Examination. Role of Nurse. 	<ul style="list-style-type: none"> • Investigations: Related Blood Chemistry, EEG, CT scan and MRI, Psychological tests. 		<p>Lecture Discussion Demonstration Practice session Clinical practice</p>	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •BAQ

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	clinical practice.	1. Interview Skills (2 Hr) 2. Process Recording: Describe nature, purpose and process of Process recording (2Hrs)				
4 (6 Hrs)	At the end of unit students are able to: Cognitive: Understand the therapeutic communication. Psychomotor: Communicate effectively. Affective: Recognizes importance of effective therapeutic communication.	Therapeutic Communication and Nurse patient Relationship: <ul style="list-style-type: none"> • Therapeutic communication: types, techniques and characteristics. Types of relationship. • Elements of nurse patient contracts. • Goals, phases, tasks, therapeutic techniques. 	Review of techniques of OPR – Johari Window Therapeutic impasse and its intervention.	Ethics and responsibilities.	Lecture discussion Demonstration Role play Process recording	
5 (14 Hrs)	At the end of unit students are able to: Cognitive: Understand and explain different treatment modalities in mental health disorders. Know and use pharmacotherapy effectively. Psychomotor: Observe, report and record actions and adverse actions of drugs used in mental	Treatment Modalities and Therapies used in Mental Disorders: <ul style="list-style-type: none"> • Psycho pharmacology. • Psychological therapies • Therapeutic community. • Psychotherapy- Individual: • psycho analytical • cognitive and supportive, • family, group, behavioral, play, psycho drama(• Music, dance, recreational and 	Geriatric considerations.	Relaxation therapies: Yoga, meditation, biofeedback. 3 <i>Aroma therapy (1Hrs)</i> <i>Unit-VII</i> 4. <i>Promoting Self-Esteem Concept Components of Self- (1Hr)</i> <i>The Development of Self-</i>	Lecture Discussion Demonstration Group work. Practice session Clinical practice.	Essay type •BAQ

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	health nursing practice. Affective: Appreciate importance and use of AYUSH in mental health nursing practice.	light therapy. • Occupational therapy. • Physical therapy: • Electro convulsive therapy. • Alternative system of medicine Role of nurse in above therapies.		<i>Esteem(1Hr)</i> <i>The Manifestations of Low-Self-Esteem (1Hr)</i> <i>Role of The Nurse (1Hr)</i>		
6 (5 Hrs)	At the end of unit students are able to: Cognitive: Understand and describe Schizophrenia and its management. Psychomotor: Provide comprehensive nursing care to schizophrenic client. Affective: Motivate family members for participation in treatment and rehabilitation of schizophrenic client.	Nursing Management of patient with Schizophrenia and other psychotic disorders: • Classification: ICD Etiology, psycho pathophysiology (1HR) • types, clinical manifestation. Nursing Assessment – History, physical and mental assessment. (1HR) • Treatment modalities and nursing management of patient with schizophrenia and other psychotic disorders. (1HR)	• Geriatric considerations. • Follow up, home care and rehabilitation.	Diagnosis of Schizophrenia and other psychotic disorders. (1 Hr)	Lecture discussion Case presentation Clinical practice	Essay type •Short answers •Objective type •Clinical Work •BAQ
7 (5 Hrs)	At the end of unit students are able to: Cognitive:: Understand and explain various types	Nursing Management of Patient with Mood Disorders: • Mood Disorders: Bipolar affective disorder, Mania,	• Treatment modalities, Follow up, home care and rehabilitation.	Geriatric considerations.	Lecture discussion Case discussion	Essay type •Short answers •Objective

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	<p>of mood disorders.</p> <p>Psychomotor: Identify client with mood disorder and deal effectively with such client.</p> <p>Affective: Incorporate this knowledge in day to day activities.</p>	<p>Depression and Dysphasia, etc.</p> <ul style="list-style-type: none"> • Etiology, Psycho pathophysiology, clinical manifestations and diagnosis. • Nursing Assessment- History, physical and mental assessment. Nursing management of patient with mood disorders. 				<p>type</p> <ul style="list-style-type: none"> •Skill assessment with check list •Clinical work
8 (8 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the neurotic, stress related disorders.</p> <p>Psychomotor: Provide comprehensive nursing care to neurotic and stress related disorders.</p> <p>Affective: Develops considerate affective towards client with neurotic and stress related disorder and his family members.</p>	<p>Nursing management of patients with neurotic, stress related and somatization disorders:</p> <ul style="list-style-type: none"> • Anxiety disorders, Phobias, Dissociation and Conversion disorder • Obsessive Compulsive disorder, Somatoform • Disorder, Post traumatic stress disorder. • Etiology, Psycho pathophysiology, clinical manifestations and diagnosis. • Nursing Assessment- History, physical and mental assessment. • Nursing management of patients with neurotic, stress related and somatization disorders. 	Follow up, home care			<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ <p>Lecture discussion Case presentation</p>
				<ul style="list-style-type: none"> • Treatment modalities. 		

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<p>9 (5 Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Know and understand the medical and nursing management of client with substance abuse.</p> <p>Psychomotor: Identify the problems of the client and provide effective nursing care to such clients'</p> <p>Affective: Understand the importance of team approach in management of substance abuse client. Motivates family members and community to participate in management of substance abuse clients.</p>	<p>Nursing Management of patient with Substance use disorders:</p> <ul style="list-style-type: none"> • Commonly used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal. • Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis. • Nursing Assessment- History, physical and mental assessment and drug assay. Nursing management of patient with substance use disorders. 	<p>Geriatric considerations.</p> <p>Follow up, home care and rehabilitation.</p>	<p>Treatment: (Detoxification Antabuse and narcotic antagonist therapy and harm reduction) (1 Hr)</p>	<p>Lecture discussion Case presentation Case discussion</p>	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Clinical Work •BAQ
<p>10 (4 Hrs)</p>	<p>At the end of unit students are able to:</p> <p>Cognitive:: Understand and describe the sexual, personality and eating disorders.</p> <p>Psychomotor: Provide</p>	<p>Nursing Management of Patient with Personality, Sexual and Eating Disorders:</p> <ul style="list-style-type: none"> • Classification of disorders. Etiology, psycho pathology, characteristics and diagnosis. • Nursing Assessment- History, mental and physical assessment 		<ul style="list-style-type: none"> • <i>Nice to know:-</i> Treatment Modalities 	<p>Lecture discussion Case discussion</p>	<ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list

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	comprehensive care to client with such disorders.	<ul style="list-style-type: none"> • Nursing management of patient with personality, Sexuality and Eating disorders. Geriatric Considerations 				•Clinical work
11 (6Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive:: Understand and describe the childhood mental health problems.</p> <p>Psychomotor: Provide comprehensive care to children having mental health problems.</p> <p>Affective: Help parents to learn about such children.</p>	<p>Nursing management of childhood and adolescent disorders including mental deficiency:</p> <ul style="list-style-type: none"> • Classification, Psycho - pathophysiology, characteristics and diagnosis. • Nursing Assessment- History, physical, nursing management of Childhood disorders including mental deficiency. 	<p>Mental and IQ assessment.</p> <ul style="list-style-type: none"> • Follow up, home care and rehabilitation. 	Treatment Modalities.	<p>Lecture discussion Case discussion Case presentation Clinical practice</p>	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical work
12 (6 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe organic brain disorders.</p> <p>Psychomotor: Provide comprehensive nursing care to client having organic brain disorders.</p> <p>Affective: Incorporate this knowledge in</p>	<p>Nursing Management of Organic Brain Disorders:</p> <ul style="list-style-type: none"> • Classification: ICD • Etiology, psychopathology, clinical features, Nursing Assessment- History, physical, mental and • Neurological assessment. • Treatment modalities and nursing management of organic brain disorders. 	<ul style="list-style-type: none"> • <i>Desirable to know:-</i> Geriatric Considerations. • Follow up, home care and rehabilitation. 	<p><i>Nice to know:-</i> Diagnosis and differential diagnosis (Parkinson's and Alzheimer's).</p>	<p>Lecture discussion Case discussion Care presentation Clinical practice</p>	<ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ

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	nursing practice.					
13 (6 Hrs)	At the end of unit students are able to: Cognitive: Understand and discuss psychiatric emergencies. Psychomotor: Handle psychiatric emergencies efficiently. Affective: Work as efficient team member in handling psychiatric emergencies.	Psychiatric Emergencies and Crisis Interventions: <ul style="list-style-type: none"> • Types of psychiatric emergencies and their management. • Principles, techniques of counselling. Types of crisis • Crisis intervention: Principles, technique and process. • Role and responsibilities of nurse. 	<ul style="list-style-type: none"> • Desirable to know:- Stress adaptation model: Stress and stressors, coping, resources and mechanism. • Geriatric consideration. 	<ul style="list-style-type: none"> • Nice to know:- Grief: Theories of grieving process. 	Lecture discussion Demonstration Practice session Clinical practice	<ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ
14 (4 Hrs)	At the end of unit students are able to: Cognitive: Know the Mental health laws and follow admission and discharge procedures. Affective: Follow laws and contribute in controlling illegal drug trafficking.	Legal Issues in Mental Health Nursing: <ul style="list-style-type: none"> • The Mental Health Act 1987: The Act, Sections, Articles and their implications, etc. • Indian Lunacy Act 1912. Admission and Discharge procedures. 	<ul style="list-style-type: none"> • Rights of mentally ill clients. <p>Forensic psychiatry. Role and responsibilities of nurse. (2 Hrs</p>	Acts related to narcotic and psychotropic substances and illegal drug trafficking.	Lecture discussion Case discussion	<ul style="list-style-type: none"> Essay type •Short answers •Objective type •Clinical work

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<p>15 (4 Hrs)</p>	<p>At the end of unit students are able to:</p> <p>Cognitive: Know the importance of community mental health nursing.</p> <p>Psychomotor: Create awareness among individuals and community about prevention of mental health problems.</p> <p>Affective: Contribute effectively in mental health problem prevention drive.</p>	<p>Community Mental Health Nursing:</p> <ul style="list-style-type: none"> • National Mental health programme. • Institutionalization Vs Deinstitutionalization. • Model of preventive psychiatry: Levels of prevention. Mental Health Services- Availability at primary, secondary and tertiary levels including rehabilitation. 	<ul style="list-style-type: none"> • :- Development of community mental health services. Mental Health Agencies: Government and voluntary, National and International. Role of nurse. 	<p>Mental Health Nursing Issues for: Children, Adolescence, women, Elderly, Victims of violence and abuse, handicapped, HIV and AIDS, etc.</p> <p>Promoting Self-Esteem</p> <p>Concept</p> <p>Components of Self. The Development of Self-Esteem</p> <p>The Manifestations of Low-Self-Esteem</p> <p>Role of The Nurse</p>	<p>Lecture discussion</p> <p>Clinical/field practice</p> <p>Field visits to mental Health service agencies.</p>	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type • Skill assessment with check list • Clinical Work • BAQ
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EVALUATION SCHEME: MENTAL HEALTH NURSING

Theory send to university Maximum marks 25

Midterm 75
Pre-final 75

Total 150

Final Theory Exam:-75 marks

Practical send to university Maximum marks 50

ASSIGNMENT	NUMBER	MARKS
Nursing care plan	2 x25	50
Case presentation	1x 50	50
Case study	1x 50	50
Health teaching	1 x 25	25
History taking	2x20	40
Mental status examination	2 x 20	40
Process recording	2 x 10	20
Observation report of Various therapies in psychiatry	1x 25	25
Clinical Evaluation	2 x 100	200
Total marks: - 500		

Practical examination

Mid term 100

Prefinal 100

Total mark 200

500 CLINICAL ASSIGNMENT + 200 PRACTICAL MARKS TOTAL= 700)

Out of 700 send to university:-50 internal practical marks

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KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-34

3rdYear Basic BSc Nursing

Subject: Nursing Research and Statistics

Placement: Third Year

Total Hours: Theory – 45 Hours

Practical – 45 Hours

Course description:

The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

Total marks – 100

Specific objectives: At the end of the course, the students will be able to:

1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Define research problems.
4. Locate and list sources of literature review including operational definitions and conceptual framework.
5. Describe different approaches and research designs in nursing research.
6. Describe sample and sampling technique.
7. Develop tool for data collection.
8. Conduct pilot study to confirm reliability and validity of tool before data collection
9. To enumerate steps of data analysis and present data summary
10. Use descriptive and co- relational statistics in data analysis.
11. Conduct group project and write report.

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UNIT NO & TOTAL HRS	OBJECTIVES	SUBJECT CONTENT WITH DISTRIBUTED HOURS			T/L METHOD	A/V AIDS	F/S EVALUATION	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW				
I (6 Hrs)	At the end of unit students are able to: Cognitive: Discuss meaning, purpose, importance and ethical aspect of research in nursing. Psychomotor : Use appropriate terminologies Affective: Contributes in ongoing research activities while working.	Must know Introduction: Research and research process • Definition, Meaning, Purpose, Importance and need of nursing research (1Hr) • Steps of scientific method, characteristics of research (1Hr) • Steps of Research Process- Overview(1Hr) • Research Terminology(1Hr) <i>Bioethics</i> <i>Informed consent ,</i>	-Respect for cultural diversity and pluralism -Vulnerable populations, protection and gender disparity related to Bio ethics (1Hr) -Research ethics and scientific misconduct benefit and harm (Bio ethics) (1Hr)	-	Lecture Discussion.	Narrate steps of research processes followed from examples of published studies	FORMATIVE Project: Maximum marks 50 Assignment : Group project 50 SUMMATIVE Midterm - 75 Prefinal-75	MCQ BAQ SAQ LAQ

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		<p><i>voluntary participation , confidentiality of data , right to equal participation , patients rights , mutual respect, patient protection ,bio centrism, identification of the population , norms for conduct ,ethical disputes , evidence based practice ,plagiarism ,accountability to the society , human subject protection and animal care ,moral and social values.(2hr)</i></p>						
<p>II (3 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Discuss the Problem Statement, objectives of the research problem & Scope of</p>	<p>Research problem question Problem/ question Problem Statement, Stating objectives of the research problem(1Hr)</p>	<p>- Identification of problem area and scope of nursing research (1Hr)</p>	<p><i>-Problem solving.(1 Hr)</i></p>	<p>Lecture Discussion. Exercise on writing statement of problem and objectives Each student selects a research</p>	<p>POW ER POIN T</p>		<p>MCQ BAQ SAQ LAQ</p>

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	nursing research Psychomotor : Use the problem solving approach in nursing practice. Affective: Develops positive attitude towards use of scientific approach in nursing practice.				problem			
III (3Hrs)	At the end of unit students are able to: Cognitive: Elaborate the uses of Review of Literature in nursing research. Psychomotor : Find and read appropriate literature for	Must know Review of Literature, • Review of Literature, Steps and writing the Review of Literature (1Hrs) • Keeping record and writing of Bibliography (1Hrs)	• Identificat ion of publicatio n (1Hr)	–	Lecture Discussion Exercise on reviewing one research report/ article for a selected research Problem. Prepare annotated bibliography (5)	Power Point		MCQ BAQ SAQ LAQ

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	research. Affective: Does the research work in which contributes in writing Review of Literature							
V (7Hrs)	At the end of unit students are able to Cognitive: Understand and explain the methods of data presentation. Psychomotor : Present research data effectively. Affective: Develop research Affective for improving the quality of nursing care.	Must know • Sampling and Data Collection: Definition of Population, sample, sampling criteria (1Hr) Factors influencing sampling process, types of sampling techniques. (1Hr) • Data collection Methods (1Hrs) • Validity and reliability and Pilot study. (1Hr)	• Preparation of data collection tools/instruments. (2Hrs)	• <i>Types of tools/instruments.</i> (1Hrs)	· Lecture, discussion · Practice of preparations of tool in respect to the selected research problem · Practice of Calculations of sample Size	POWER POINT		MCQ BAQ SAQ LAQ
VI	At the end of	Must know Introduction	• Inferential	• Statistica	• Lecture,	POWER		MCQ

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(15 Hrs)	<p>unit students are able to</p> <p>Cognitive: Understand and explain importance of communicating research findings.</p> <p>Psychomotor : Communicate research findings effectively.</p> <p>Affective: Conduct research studies and/or contribute effectively in other's research studies.</p>	<p>to statistics</p> <ul style="list-style-type: none"> • Definition, use of statistics , scales of measurement (2Hrs) • Frequency distribution and graphical presentation of data(2Hrs) • Mean, Median, mode, standard deviation (3Hrs) • Normal probability and test of significance(2Hrs) 	<p>statistics and types. (3Hrs)</p> <ul style="list-style-type: none"> • Coefficient of correlation(1Hrs) 	<p>l packages and its application (2Hrs)</p>	<p>discussion</p> <ul style="list-style-type: none"> • Practice on graphical presentations • Mathematical Calculations • Practice on computation of measures of central tendency, variability & correlation 	<p>ER POINT</p>		<p>BAQ SAQ LAQ</p>
<p>VII (4 Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain importance of compilation and</p>	<p>Analysis of Data</p> <ul style="list-style-type: none"> • Compilation of Data, Tabulation of Data(1Hr) • Classification, summarization of Data(1Hr) 	<ul style="list-style-type: none"> • presentation of Data(1Hr) 	<ul style="list-style-type: none"> • interpretation of Data(1Hr) 	<p>Lecture, discussion</p> <ul style="list-style-type: none"> • Practice on compilation, Tabulation • Practice on interpretation of Data 	<p>POWER POINT</p>		<p>MCQ BAQ SAQ LAQ</p>

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	<p>tabulations of data</p> <p>Psychomotor : Communicate research findings effectively.</p> <p>Affective: Conduct research studies and/or contribute effectively in other's research studies.</p>							
VIII (4 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain importance of communicating research findings.</p> <p>Psychomotor : Communicate research findings effectively.</p>	<p>Communication utilization of research</p> <ul style="list-style-type: none"> • Communication of research findings. (1Hrs) • Verbal report. • Writing Research Report and Utilization of research findings (1Hrs) 	<ul style="list-style-type: none"> • Writing scientific article/paper Writing scientific article/paper (1Hrs) 	<ul style="list-style-type: none"> • Critical review of published research. (1Hrs) 	<p>Lecture, discussion</p> <ul style="list-style-type: none"> · Practice on Writing Research Report · Practice on Writing scientific article/paper 	<p>POWER POINT</p>		<p>MCQ BAQ SAQ LAQ</p>

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Affective: Conduct research studies and/or contribute effectively in other's research studies.							
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EVALUATION SCHEME: NURSING RESEARCH AND STATISTICS

Formative And Summative Evaluation:		
Internal Assessment: (Theory Exams) Maximum Marks: 25marks.		
Midterm Examination	75marks	
Pre Final Examination	75 Marks	
Total	150 Marks.	
(150 Marks To Be Converted In To 15 Marks For Internal Assessment (Theory)).		
Group Project	100marks	
(100 Marks To Be Converted In To 10 Marks For Internal Assessment)		
External Assessment: (Theory) -University Examination: 75 Marks		

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Midterm 75	Prefinal 75	University Examination
MCQ-1X15=15MARKS	MCQ-1X15=15MARKS	MCQ-1X15=15MARKS
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	SECTION C-10X2=20MARKS
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	
BAQ-2X10=20MARKS	BAQ-2X10=20MARKS	SECTION B-2X10=20MARKS
SAQ4X5=20MARKS	SAQ4X5=20MARKS	SECTION B-4X5=20MARKS

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KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-41

Subject: Community Health Nursing – II

Placement: Fourth Year **Time: Theory – 90 hours**

Practical – 135 hours

Course description

This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural setting by using concept and principles of health and community health nursing

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

1. Understand the concepts, scope, principles and historical development of community health and community health nursing.
2. Appreciate the national health planning, policies, problems.
3. Describe the system of delivery of community health services in rural and urban area.
4. Develop understanding about community health nursing approaches, concepts and roles and responsibilities of nursing personnel.
5. Participate in assisting individuals and groups to promote and maintain their health.
6. Appreciate the national health and family welfare programme and the role of the nurse.
7. Understand the health agencies at the international and national level.

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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENT	MUST KNOW (60%) 54 HRS	DESIRE TO KNOW (30%) 27 HRS	NICE TO KNOW (10%) 9 HRS	T/L METHOD	METHOD OF EVALUATION
UNIT-I 4hrs.	At the end of unit student are able to Cognitive : Define Community Health and community health Nursing. Explain concepts, scope & principles of CHN. Describe historical development of Community Health and community health Nursing. Psychomotor: Practice community health Nursing in different setting. Affective: differentiates Pre & Post independence health status & concept of health.	Introduction Definition, concept & scope of Community Health and Community Health Nursing • Historical development of Community health, Community health Nursing. - Pre-independence - Post-independence Professional responsibility in community health care Client's rights-CPA (1 Hr) Ethical principles Application of ethics in Community health practice Govt & legal influence on community health nursing practice Law in community health nursing	Definition, concept & scope of Community Health and Community Health Nursing Professional responsibility in community health care (1 Hr) Client's rights-CPA (1 Hr) Ethical principles Application of ethics in Community health practice Govt & legal influence on community health nursing practice Law in community health nursing (1 Hr) <i>Bioethics :- Client rights and responsibilities in community health care</i>	Historical development of Community health, Community health Nursing. - Pre-independence - Post-independence (1 Hr) TOTAL-1	--	Lectures & Discussion • films and slides • Seminars • Clinical practice	Essay type • Short answers • Objective type

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			<p><i>, public health ethics , nurse patient relationship , clinical ethics , benefit and harm , justice and health resource allocation ,accessibility to health care ,national health programmes , research ethics , sensitivity to socio-economic status ,stigma and discrimination , focus on vulnerable groups ,family and community , implementing health policies .(2hr)</i></p>				
<p>Unit II 6hrs</p>	<p>At the end of unit student are able to</p> <p>Cognitive :</p> <p>Describe health plans, policies, various health committees and health problems in India</p> <p>Psychomotor:</p> <p>Identify the changing pattern in</p>	<p>Health planning and policies and problems</p> <p>National health planning in India- Five Year Plans , Various committees and commissions on health and family welfare</p> <p>Central council for health and family welfare (CCH and FW)</p> <p>• National health policies (1983, 2002)</p>	<p>National health planning in India - five year plans(1 Hr)</p> <p>Central council for health and family welfare (CCH and FW) (1 Hr)</p> <p>National health policies (1983, 2002)</p> <p>• National population policy</p>	<p>Women & Child Welfare</p> <p>(1 Hr)</p> <p>Rural health mission (1 hrs)</p> <p>TOTAL-2</p>	<p>Various committees and commissions on health and family welfare</p> <p>(1Hr)</p> <p>TOTAL-1</p>	<p>Lectures & Discussion</p> <p>• Chart s , graphs models, films and slides</p> <p>• seminar</p> <p>•Clinical</p>	

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	health problems Affective: participates in implementing health plans, policies effectively.	National population policy Rural health mission Health problems in India	• Health problems in India(1 hrs) TOTAL-3			practice	
Unit-III 15hr	At the end of unit student are able to Cognitive : understands & Describe health care delivery system of India. List the functions of various levels and their staffing pattern Describe the chain of referral system Psychomotor: Contributes in improving health status of the community. Affective: appreciates the utility & acceptance of Alternative health care systems of medicine.	Delivery of community health services Planning, budgeting and material management of SCs , PHC and, CHC Rural: Organization, staffing and functions of rural health services provided by government at: Village , Sub centre , Primary health centre Community health center / sub divisional Hospitals , District, State, Center • Urban: Organization, staffing and functions of urban health services provided by government at: Slums, Dispensaries Maternal and child health centers, Special Clinics, Hospitals Corporation / Municipality / Board	Rural: Organization, staffing and functions of rural health services provided by government at: • Village • Sub centre • Primary health centre • Community health center / sub divisional Hospitals , District, State, Center (2hrs) Urban: Organization, staffing and functions of urban health services provided by government at: Slums, Dispensaries • Maternal and child health centers • Special Clinics Hospitals Corporation / Municipality / Board (2 hrs) Components of health services ----	National health programmes, • School health services • Occupational health • Defences services • Institutional services (2 hrs) Systems of medicine and health care • Allopathy • Indian System of Medicine and Homeopathy Alternative health care systems like yoga, meditation, social and spiritual healing etc	Planning, budgeting and material management of SCs, PHC and, CHC. (2 hrs) TOTAL-2	Lectures & Discussion • Chart s , graphs models, films and slides • seminar • Clinical practice • debate • problem based learning	• Essay type • Short answers • Objective type Skill assessment with check list

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		<p>Components of health services</p> <p>Environmental sanitation ,</p> <p>Health education ,</p> <p>Vital statistics</p> <p>M.C.H.-antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act , Family Welfare</p> <p>National health programmes</p> <p>School health services</p> <p>Occupational health</p> <p>Defense services</p> <p>Institutional services</p> <p>Systems of medicine and health care</p> <p>Allopathy</p> <p>Indian System of Medicine and Homeopathy,</p> <p>Alternative health care systems like yoga, meditation, social and spiritual healing etc</p> <p>Referral system</p>	<ul style="list-style-type: none"> • Environmental sanitation • Health education • Vital statistics <p>(2 hrs)</p> <p>TOTAL-4</p> <ul style="list-style-type: none"> • M.C.H.-antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act <p>Family Welfare</p> <p>(2 hrs)</p> <ul style="list-style-type: none"> •Referral system <p>(1 hrs)</p> <p>TOTAL-9</p>				
Unit-IV 25 Hrs.	At the end of unit student are able to Cognitive : Describe	Community health nursing approaches, concepts and roles and responsibilities of nursing personnel	Approaches • Nursing theories And Nursing process • Epidemiological approach (1 hrs)	National Health Programmes: Environmental sanitation	• Training and supervision of various	Lectures & Discussion • Chart s	<ul style="list-style-type: none"> • Essay type •Short answers •

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<p>Community health Nursing approaches and concepts Describe the roles and responsibilities of Community health nursing personnel</p> <p>Psychomotor: Planning & organizing in-service education programme for personnel in health care system.</p> <p>Affective: Apply principles of adult learning in planning & implementing in-service education programme.</p>	<ul style="list-style-type: none"> • Approaches • Nursing theories And Nursing process • Epidemiological approach • Problem solving approach • Evidence based approach • Empowering people to care for themselves • Concepts of Primary Health Care: • Equitable distribution • Community participation • Focus on prevention • Use of appropriate technology • Multi-sectoral approach • Roles and responsibilities of Community health nursing personnel in • Family health services • Information Education Communication (IEC) • Management Information System (Mis): Maintenance of Records & reports • Training and 	<ul style="list-style-type: none"> • Problem solving approach • Evidence based approach (1 hrs) • Empowering people to care for themselves (1 hrs) • Concepts of Primary Health Care: • Equitable distribution • Community participation • Focus on prevention • Use of appropriate technology • Multi-sectoral approach (1hrs) • Roles and responsibilities of Community health nursing personnel in • Family health services (1 hrs) • Information Education Communication (IEC) (1 hrs) • Management Information System (Mis): Maintenance of Records & reports 	<p>Environmental Ethics. Bio Sphere & Bio Safety Moral development & moral theory Role of Information Technology In Environment & Human Health. (2 hrs)</p> <p>Mahatma Phule Jeevendai Yojana, (1hrs)</p> <p>.Pradhanmantri SurakskhitMatrav Vandan Yojana, Adolescent Empowerment Programme such as Balika Shatkti Yojana, etc. (2hrs)</p> <p>5.Adolescents reproductive sexual health</p>	<p>categories of health workers (1hrs)</p> <p>Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation (1hrs)</p> <p>TOTAL-2</p>	<p>, graphs models, films and slides</p> <ul style="list-style-type: none"> • seminar •Clinical practice • debate <p>problem based learning , group discussion Demonstration</p> <ul style="list-style-type: none"> •Practice sessions <p>Health Education Supervised clinical practice</p>	<p>Objective type Skill assessment with check list Clinical work Assessment</p>
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		<p>supervision of various categories of health workers</p> <ul style="list-style-type: none"> • National Health Programmes • Environmental sanitation <p>Environmental Ethics. Bio Sphere & Bio Safety Moral development & moral theory</p> <p>Role of Information Technology In Environment & Human Health.</p> <p>3 Mahatma Phule Jeevendai Yojana,</p> <p>4.Pradhanmantri Surakskhit MatrravVandan Yojana,</p> <p>5.Adolescents reproductive sexual health programme (ARSH), Adolescent Empowerment Programme such as Balika Shatkti Yojana, etc.</p> <p>6. Pradhanmantri Ayushman Yojana, Adolescent Empowerment Programme such as</p>	<p>(1hrs)</p> <p>Home visit: Concept, Principles, Process, Techniques: Bag technique home visit. (1 hrs)</p> <p>Qualities of Community Health Nurse (1 hrs)</p> <p>Maternal and child health and Family welfare (1 hrs)</p> <ul style="list-style-type: none"> • Treatment of Minor ailments (1 hrs) • School Health Services (1 hrs) • Occupational Health (1 hrs) <p>Waste management in the center, clinics etc. (1hrs)</p> <p>Job Description of Community health nursing personnel (1hrs)</p>	<p>programme (ARSH), (2 hrs)</p> <p>6. Pradhanmantri Ayushman Yojana, (1 hrs)</p> <p>TOTAL-8</p>			
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		<p>Balika Shakti Yojana, etc.</p> <ul style="list-style-type: none">• Maternal and child health and Family welfare• Treatment of Minor ailments• School Health Services• Occupational Health• Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation• Waste management in the center, clinics etc. <p>Home visit: Concept, Principles, Process, Techniques: Bag technique home visit.</p> <p>Qualities of Community Health Nurse</p> <p>Job Description of Community health nursing personnel</p>					
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<p>Unit-V 15 Hrs.</p>	<p>At the end of unit student are able to</p> <p>Cognitive : -assess & interpret health status of individuals, family & community.</p> <p>Psychomotor: -organize & provide need based health services</p> <p>Affective: appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</p>	<p>Assisting individuals and groups to promote and maintain their health</p> <p>Empowerment for self care of individuals, families and groups in</p> <p>A. Assessment of self and family</p> <ul style="list-style-type: none"> • Monitoring growth and development Mile stones Weight measurement Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self examination and testicles • Warning Signs of various diseases • Tests : Urine for sugar and albumin, blood sugar <p>B. Seek health services for</p> <ul style="list-style-type: none"> • Routine checkup • Immunization • Counseling • Diagnosis • Treatment • Follow up 	<p>Empowerment for self care of individuals, families and groups in ---</p> <p>Assessment of self and family</p> <p>Monitoring growth and development</p> <p>Mile stones</p> <p>Weight measurement</p> <p>Social development (1hrs)</p> <p>Temperature and Blood pressure monitoring (1hrs)</p> <p>Menstrual cycle, (1hrs)</p> <p>Breast self examination and testicles, Warning Signs of various diseases (1hrs)</p> <p>Tests : Urine for sugar and albumin, blood sugar (1hrs)</p> <p>Seek health services for</p> <ul style="list-style-type: none"> • Routine checkup • Immunization • Counseling • Diagnosis • Treatment • Follow up (1hrs) 	<p>Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> • Women Empowerment Value Education(1hrs) • Women and child abuse • Abuse of elders Substance abuse (1hrs) • Female Foeticide • Commercial sex workers(1hr) • Food adulteration (1hrs) <p>TOTAL-4</p>	<p>Utilize community resources for self and family</p> <p>Trauma services</p> <ul style="list-style-type: none"> • Old age homes • Orphanage • Homes for physically and mentally challenged individuals • Homes for destitute <p style="text-align: center;">(2 hrs)</p> <p>TOTAL-2</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Chart s , graphs models, films and slides • seminar •Clinical practice • debate • problem based learning , group discussion Demonstration •Practice sessions Health Education Supervised clinical 	<ul style="list-style-type: none"> • Essay type •Short answers • Objective type Skill assessment with check list Clinical work Assessment
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		<p>C. Value Education</p> <p>D. Maintenance of health records for self and family</p> <p>D. Continue medical care and follow up in community for various diseases and disabilities</p> <p>E. Carryout therapeutic procedures as prescribed! required for self and family</p> <p>F. Waste Management</p> <ul style="list-style-type: none"> • Collection and disposable of waste at home and community <p>G. <i>Disaster Management: floods, earth quakes cyclone & landslide.</i></p> <p>H. Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> • Women Empowerment • Women and child abuse • Abuse of elders • Female Foeticide • Commercial sex workers • Food adulteration • Substance abuse 	<p>Maintenance of health records for self and family</p> <p>Continue medical care and follow up in community for various diseases and disabilities (1hrs)</p> <p>Carryout therapeutic procedures as prescribed! required for self and family</p> <p>Waste Management</p> <ul style="list-style-type: none"> • Collection and disposable of waste at home and community (1hrs) <p><i>Disaster Management: floods, earth quakes cyclone & landslide. (1hrs)</i></p>			practice	
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		<p>I. Utilize community resources for self and family</p> <p>Trauma services</p> <ul style="list-style-type: none"> • Old age homes • Orphanage • Homes for physically and mentally challenged individuals • Homes for destitute 					
<p>UNIT- VI 20 hrs.</p>	<p>At the end of unit student are able to</p> <p>Cognitive : Discuss National Health and Family Welfare Programmes and Role of Nurse</p> <p>Psychomotor: Motivate health team members to achieve the targets</p> <p>Affective: appreciates the importance of effective contribution of community health</p>	<p>National Health & Family Welfare Programmes and the Role of Nurse</p> <p>National ARI Programme</p> <p>Revised National Tuberculosis Control Programme (RNTCP)</p> <p>National Anti-Malaria Programme</p> <p>National Filaria control Programme</p> <p>National Guinea worm eradication Programme</p> <p>National Leprosy Eradication Programme</p> <p>National AIDS Control Programme</p> <p>STD Control Programme</p>	<p>National ARI Programme</p> <p>Revised National Tuberculosis Control Programme (RNTCP) (1hrs)</p> <p>National AIDS Control Programme</p> <p>STD Control Programme (1hrs)</p> <p>National Programme for Control of Blindness (1hrs)</p> <p>Expanded Programme on Immunization (1hrs)</p> <p>Minimum need programme (1hrs)</p> <p>National Leprosy Eradication Programme (1hrs)</p>	<p>National Anti-Malaria Programme</p> <p>National Filaria control Programme (1hrs)</p> <p>Iodine Deficiency Disorder Programme (1hrs)</p> <p>National Diabetics Control Programme (1hrs)</p> <p>Polio Eradication: Pulse Polio Programme</p>	<p>Yaws eradication programme (1hrs)</p> <p>National Guinea worm eradication Programme (1hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts • graphs models, films and slides • seminar group discussion 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Clinical work • Assessment

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	<p>nurse in achieving national health goals.</p>	<p>National Programme for Control of Blindness Iodine Deficiency Disorder Programme Expanded Programme on Immunization National Family Welfare Programme – RCH Programme Historical Development, Organization, Administration, Research, Constraints. National Water Supply & Sanitation Programme Minimum need programme National Diabetics Control Programme Polio Eradication: Pulse Polio Programme National Cancer Control Programme Yaws eradication programme National Nutritional Anemia Prophylaxis Programme 20 Point Programme ICDS Programme Mid-day Meal Applied Nutritional Programme</p>	<p>National Family Welfare Programme – RCH Programme Historical Development, Organization, Administration, Research, Constraints (1hrs) National Water Supply & Sanitation Programme (1hrs) National Nutritional Anemia Prophylaxis Programme (1hrs) 20 Point Programme (1hrs) ICDS Programme Mid-day Meal Applied Nutritional Programme (1hrs) National Mental Health Programme (1hrs)</p>	<p>(1hrs) National Cancer Control Programme (1hrs)</p>			
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		National Mental Health Programme Health Schemes -ESI ,CGHS -Health Insurance					
Unit-VII 5 hrs.	At the end of unit student are able to Cognitive : -Enlist the various national and International health Agencies & their roles & functions. Psychomotor: - Utilizes assistance of national & international health agencies in improving health status of the community. Affective: seeks assistance of national & international health agencies whenever needed.	Health Agencies International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (BC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc.	WHO, UNFPA, UNDP, World Bank, UNICEF, Red cross, ILO, CARE etc. (1hrs) National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), (1hrs) Tuberculosis Association India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc.(1 hr)	DANIDA, European Commission (EC), FAO, Central Social Welfare Board (1hrs) USAID, UNESCO, Colombo Plan (1hrs)		Lectures & Discussion • Chart s , graphs models, films and slides • seminar group discussion	Essay type •Short answers • Objective type

EVALUATION SCHEME: COMMUNITY HEALTH NURSING – II

C. Theory

SN	Examination	Marks(maximum)	Total theory marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	15

D. ASSIGNMENT

Sr. No.	Assignment	Marks (maximum)	Total theory marks sent to University [B]
1.	Seminar	50	
	TOTAL	50	10

Internal assessment marks sent to University = A + B = 15 + 10 = 25

A. Practical

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [A]
1.	Family care study – 1	50	50	
2.	Health Teaching : 1	100	100	
3.	Procedure evaluation	50	50	
4.	Family Folders	5X10	50	
5.	Clinical Evaluation Community health Nursing Practice-	2X100	200	
TOTAL				450

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Sr.No.	Examination	Marks	Total marks	Total practical marks sent to University [B]
1.	Viva voce	25	25	
2.	Midterm	50	50	
3.	Prefinal	50	50	
			TOTAL	125

B. Practical examination

$\text{Internal assessment marks sent to University} = A + B = 450 + 125 = 50$
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Student References:

1. Jayawanti, TNAI Nursing Manual, TNAI publication
2. K.Park, 'Text Book Of Preventive & Social Medicine'
3. K.Park, Essentials Of Community Health Nursing,
4. Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
5. Freeman Ruth, 'Community Health Nursing Practice'
6. Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
7. Basvantappa B.T, 'Community Health Nursing'

Bibliography

- 1) Anderson, 'Community as Partner, Theory & Practice'.
- 2) Allender, 'Community Health Nursing' B.I. Publications

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- 3) Harpson, 'Hand Book of Community Health Nursing'
- 4) Shastr , 'Preventive & Social Medicine', National Publications
- 5) Sathe , 'Epidemiology & management of Health Care', Popular Publications
- 6) Vasundhara & Basvantappa , 'Community Health Nursing', Jaypee Publication
- 7) Mc. Evens M. 'Community based Nursing', Sanmdess publication
- 8) Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.
- 9) Cookfair Joan, 'Nursing Care in Community', Moby Publications
- 10) Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- 11) Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- 12) K.Park , 'Text Book of Preventive & Social Medicine'
- 13) Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
- 14) Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
- 15) Walton, 'Community Concepts & Practice', Scuzt Foresmen Publications
- 16) Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- 17) Babu Sheshu, 'Review in Community Medicine', Paras Publication
- 18) Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- 19) Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- 20) Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- 21) Clarke, 'Preventive & Community Medicine', Boston Little Brown Company

KIMSDU.KINS.

Basic BSc Nursing Program code: 4101 Course code: 4101-42

4thYear Basic BSc Nursing

Subject: Midwifery and Obstetrical Nursing

Placement: Fourth Year

Time: Theory-90 Hours

Practical-180 Hours

Course Description:

This course is designed for students to appreciate the concepts and principles of Midwifery and obstetrical nursing. It helps them to acquire knowledge and skills in rendering nursing care to normal and high risk pregnant woman during antenatal, natal and post natal periods in hospitals and community settings. It also helps to develop skills in managing normal and high-risk neonates and participate in family welfare programme.

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

1. Describe the normal pregnancy, labour and puerperium and demonstrate the application of knowledge and skill in giving need –based care.
2. Demonstrate safe management of all stages of labour.
3. Identify the high risk factor during pregnancy, labour and puerperium as well as neonates and take appropriate interventions.
4. Motivate the mother for care of the baby and adapting family planning methods to maintain small family norms.
5. Prepare the mothers for self care during the pregnancy, labour and puerperium.

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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
Unit I (3 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe regarding trends in midwifery & obstetric nursing. Know the legal and ethical aspects.</p> <p>Psychomotor: Educate the couple regarding preparation of parenthood.</p> <p>Affective: Discuss expanded role of midwife in Maternity and obstetric nursing practice.</p>	<p>Introduction to Midwifery and Obstetrical Nursing:</p> <ul style="list-style-type: none"> Trends in midwifery and obstetrical nursing. Role of nurse in midwifery and obstetrical care. Maternal morbidity, mortality and fertility rates. Perinatal morbidity and mortality rates. Pre conception care and preparing for parenthood (1 Hr) 	<ul style="list-style-type: none"> Introduction to concepts of midwifery and obstetrical nursing. <p>National policy and legislation in relation to maternal health and welfare.(1Hr)</p>	<ul style="list-style-type: none"> Historical perspectives and current trends. <p>Legal and ethical aspects. . (1 Hr)</p>	* Lecture discussion	<p><u>MCQ</u></p> <p><u>BAQ</u></p> <p><u>SAQ</u></p>
Unit II (8 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain the anatomy of female reproductive system and explain fertilization, fetal growth and development.</p> <p>Affective: Explain the features of female pelvis and examine the placenta correctly.</p>	<p>Review of Anatomy and Physiology of Female Reproductive System and Fetal Development:</p> <ul style="list-style-type: none"> Female pelvis: General description of the bones, joints. Ligaments, planes of pelvis, diameters of the true pelvis, (1Hr) important landmarks, variations in the pelvis 		Review of Genetics.(1 Hr)		<p><u>MCQ</u></p> <p><u>BAQ</u></p> <p><u>SAQ</u></p> <p><u>LAQ</u></p>

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	<p>Psychomotor: Recognize placenta, liquor amni and umbilical cord.</p>	<p>shape.(1 Hr)</p> <ul style="list-style-type: none"> • Female organs of reproduction: External genitalia, internal genital organs and their anatomical relations, musculature, blood supply, nerve supply lymphatics, pelvic cellular tissue, pelvic peritonium. (1Hr) • Physiology of menstrual cycle. (1 Hrs) • Human sexuality. Foetal development: Conception, Review of fertilization, implantation (embedding of the ovum), (1Hr) • development of the embryo and placenta at term, functions, abnormalities, the foetal sac, (1Hr) amniotic fluid, the umbilical cord, foetal circulation, foetal skull, bones, sutures and measurements. (1Hr) 			
<p>III (7 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and describe physiological changes during pregnancy and diagnose the pregnancy. Know the adaptation procedure. Psychomotor: Demonstrate</p>	<p>Must know Assessment and Management of Pregnancy: (Antenatal)</p> <ul style="list-style-type: none"> • Normal pregnancy. Physiological changes during pregnancy: Reproductive system, Cardio vascular system.(1 	<ul style="list-style-type: none"> • Adjustment to pregnancy, unwed mothers, single parents, Teenage pregnancy, Sexual violence.(1Hr) 	<p>Nice to Know</p> <ul style="list-style-type: none"> • Adoption. 	

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	<p>mechanism of labour. Identify physiological changes during pregnancy and detect minor disorders of pregnancy and provide appropriate care.</p> <p>Affective: Perform antenatal assessment of pregnant women and fetus.</p> <p>Provide nursing care to unwed, teenage mothers and child</p>	<p>Hr),</p> <ul style="list-style-type: none"> • Respiratory system, Urinary system, Gastro Intestinal system, metabolic system, skeletal system, Skin changes, Endocrine system, Psychological changes, Discomforts of pregnancy.(1 Hr) • Diagnosis of pregnancy: Signs, differential diagnosis, confirmatory tests.(1 Hr) • Antenatal Care: Objectives. Assessment: History and physical examination, Antenatal examination, signs of previous child birth, relationship of fetus to uterus and pelvis, lie, Affective, presentation, position, per vaginal examination.(1 Hr) • History and physical examination • Antenatal Preparation: Antenatal Counseling, Antenatal Exercises, Diet, Substance abuse, Education for child birth, Husband and family, preparation for safe confinement, prevention from 			
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		<p>radiation.(1 Hr)</p> <ul style="list-style-type: none"> • Psychosocial and cultural aspect of pregnancy(1Hr) • 				
IV (13 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and analyze partograph. Describe the stages of labour and manage the labour.</p> <p>Psychomotor: Record partograph. Identify and differentiate stages of labour and manage the labour effectively. Assess the new born and perform new born resuscitation.</p> <p>Affective: Implement and utilize partograph labour process.</p>	<p>Assessment and Management of Intra natal Period:</p> <ul style="list-style-type: none"> • Physiology and Mechanism of labour.(1 Hr) • Management of Labour: <ul style="list-style-type: none"> • First Stage: Signs of onset of labour: normal and abnormal Duration. . (1 Hr) • Preparation of labour room, women. .(1 Hr) • Assessment and observation of women in labour . (1 Hr) • Partogram- maternal and fetal monitoring. Active management of labour. (1 Hr) • Pain relief and comfort in labour shifted from DK to MK • Non pharmacological pain relief methods: <ul style="list-style-type: none"> • Birthing ball • Patterned breathing • Movement and position changes • Superficial heat and cold 	<ul style="list-style-type: none"> • <i>Hypo birthing</i> • <i>Aromatherapy Acupuncture(These topics were added In DK)</i> 	<p><i>Water birth (with fourth stage of labour)</i></p> <ul style="list-style-type: none"> • <i>The role water of in facilitating normal birth</i> • <i>Benefits of labour and birth in water</i> <p><i>Water birth risks (1Hr)</i></p> <p><i>These topics were added in NK</i></p>		

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		<ul style="list-style-type: none"> • Counter pressure • Touch and massage • Aroma therapy • Focus and distraction • Audio analgesia • Various positions for birth • Acupressure(1Hr)These topics were added in MKSecond Stage: Signs and symptoms- normal and abnormal Duration. Conduct of delivery: principles and techniques. (1 Hr) • Episiotomy: Definition, Indications, types, procedure and after care.(1 Hr) • Receiving the new born: Neonatal resuscitation- Initial steps and subsequent resuscitation. Care of umbilical cord. Immediate assessment including screening for congenital abnormalities. Identification, bonding, initiates feeding, screening and transporting new born. (1 Hr) • Third stage: Signs and symptoms- normal and abnormal, Duration. (1Hr) 			
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		<p>Placental expulsion- Management- principles and methods. Examination of placenta. Examination of perineum. Maintaining record and reports (1Hr) Fourth stage.(1Hr)</p>			
V (5 Hrs)	<p>At the end of unit students are able to: Cognitive: Understand and discuss the physiology of puerperium and its management. Psychomotor: Provide effective care to new born. Affective: Motivate mother and family to adopt small family norms.</p>	<p>Assessment and Management of Women during Post Natal Period:</p> <ul style="list-style-type: none"> • Normal puerperium-physiology, duration. (1 Hr) • Postnatal assessment and management: promoting physical and emotional well being, Immunization. (1 Hr) • Family welfare methods, counseling and services. Record and reports.(1Hr) • Communication between parent and infant • Parental role after child birth (case based learning) (1Hr) • Paternal adjustment during postnatal period • Management at home(1Hr) • Anticipatory guidance regarding new born. Shifted from DK to MK (1Hr) 	<ul style="list-style-type: none"> • Follow up. (1Hr) • <i>Family dynamics</i> after child birth shifted from NK to DK.(1Hr) Anticipatory guidance regarding new born(These topics added in DK) 		<p>case based learning.(1 Hr)</p>

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<p>VI (6 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and describe normal physiology of normal new born. Affective: Display confidence while caring new born. Motivate mother for exclusive breast feeding. Psychomotor: Assess neonate correctly.</p>	<p>Assessment and Management of Normal Neonates:</p> <ul style="list-style-type: none"> • Normal Neonate-Physiological adaptation, Initial and daily assessment, essential new born care, (1 Hr) • Thermo regulation, Breastfeeding, (1 Hr) • prevention of infections, immunization. (1 Hr) • Reports and records. (1 Hr) • 	<ul style="list-style-type: none"> • Minor disorders of new born and its management. (1 Hr) • 	<ul style="list-style-type: none"> • Levels of neonatal care (Level I, II and III) at primary, secondary and tertiary levels.(1 Hr) 	
<p>VII (12 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and describe methods of identifying high risk pregnancy. Psychomotor: Differentiate high risk pregnancy. Affective: Provide effective nursing care to high risk pregnant client</p>	<p>High Risk Pregnancy:</p> <ul style="list-style-type: none"> • Assessment and Management - Screening and assessment - USG, CT scan, NST, CST, non invasive and invasive, newer modalities of diagnosis. High risk approach.(1 Hr) • Disorders of pregnancy: Hyper emesis gravidarum, bleeding in pregnancy, abortion, ectopic pregnancy. (1 Hr) • vesicular mole, antepartum hemorrhage. Uterine abnormalities and displacement. (1 Hr) • Diseases complicating pregnancy: Medical and 	<ul style="list-style-type: none"> • Levels of care- Primary, secondary and tertiary levels. Multiple pregnancies. .(1Hr) • Abnormalities of pregnancy & cord.(1Hr) <p><i>Bioethics :- In vitro fertilization ,Abortion ,prenatal care Maternal rights versus fetal rights ,Extraordinary medical treatment for pregnancy complications , Surrogacy , Drug testing in pregnancy</i></p>	<p>Assessment and Management - USG, CT scan, NST, CST, non invasive and invasive, newer modalities of diagnosis.(1 Hr)</p>	<p><i>(Problem based learning) (1 Hr) Newly Added</i></p>

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		<p>Surgical conditions, infections, RTI (STD), HIV, TORCH. (1 Hr)</p> <ul style="list-style-type: none"> Gynecological conditions complicating pregnancy. Pregnancy induced hypertension and diabetes, Toxemia of pregnancy, hydraminosis, Rh incompatibility. Mental disorders.(1 Hr) Adolescent pregnancy, early primi and grand multipara. Intra uterine growth retardation.(1 Hr) Nursing management of mothers with high risk pregnancy. Maintenance of records and reports. (1 Hr) <i>Perinatal loss and management of bereavement (Problem based learning)</i> <i>(1Hr)Newly Added in MK</i> 	<p><i>,substance abuse in pregnancy , Fetal therapy , gender determination ,ethical and legal issues, mothers rights, investigations during antenatal , intranatal and postnatal period,(2hr)</i></p>			
VIII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain abnormal labour and provide effective care to the client with abnormal labour.</p> <p>Psychomotor: Identify mal presentation by palpation.</p> <p>Affective: Incorporate this</p>	<p>Abnormal Labour – Assessment and Management:</p> <ul style="list-style-type: none"> Disorders in labour- CPD and contracted pelvis,(1 Hr) mal positions and mal presentations, (1 Hr) premature labour, disorders of uterine actions-precipitate labour, 	<ul style="list-style-type: none"> Obstetrical emergencies and their management: Presentation and prolapsed of cord, Vasa previa, (1Hr) amniotic fluid embolism, rupture 	<ul style="list-style-type: none"> Complications of third stage of labour- (1Hr) injuries to birth canal(1Hr) 		

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	Cognitive in nursing practice.	<p>prolonged labour. (1 Hr)</p> <ul style="list-style-type: none"> • Obstetrical procedures and operations: induction of labour, forceps, vacuum version, (1 Hr) • manual removal of placenta, caesarean section, destructive operations. (1 Hr) • Nursing management of women undergoing Obstetrical operations and procedures.(1 Hr) <p><i>Other obstetrical operations:</i></p> <ul style="list-style-type: none"> • <i>Dilatation and curettage</i> • <i>Dilatation and evacuation</i> • <i>Suction and evacuation</i> • <i>Cervical cerclage Newly Added in MK</i> 	<p>of uterus, shoulder dystocia, obstetrical shock (1Hr)</p> <ul style="list-style-type: none"> • <i>Emergency obstetrical hysterectomy ,(1 Hr) Newly added</i> 			
IX (4 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand abnormalities during post natal period, its causes and management.</p> <p>Psychomotor: Assess the involution of uterus.</p> <p>Affective: Provide nursing care effectively to client having abnormal labour.</p>	<p>Abnormalities during Post Natal Periods:</p> <ul style="list-style-type: none"> • Assessment and Management of women with post natal complications: Puerperial infections, (1 Hr) • breast engorgement & infections. (1 Hr) • UTI, Thrombo embolic disorders, post partum hemorrhage, Eclampsia and sub involution. (1 Hr) 	<ul style="list-style-type: none"> • Psychological complications- Post partum blues, depression and psychosis. for this topic Role Play T/L Method added in DK) (1 Hr) 		<p>Role Play T/L Method added in DK) (1 Hr)</p>	

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<p>X (10 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and describe the assessment of high risk new born. Psychomotor: Develop proficiency in caring high risk new born. Affective: Incorporate this Cognitive while caring high risk new born.</p>	<p>Assessment and Management Of High Risk New Born:</p> <ul style="list-style-type: none"> • Admission of neonates in the neonatal intensive care units, .(1 Hr) • its protocols.(1 Hr) • Nursing management of low birth weight babies, infections, .(1Hr) • respiratory problems, hemolytic disorders, .(1Hr) • birth injuries, malformations.(1Hr) • Reports and record. (1 Hr) • 	<ul style="list-style-type: none"> • Infection control in neonatal intensive care unit.(1 Hrs) • 	<p>Monitoring of high risk neonates, (1 Hr) feeding of high risk neonates, (1 Hr) • management and organization of neonatal intensive care unit. (1 Hr)</p>		
<p>XI (4 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and describe the pharmaco therapies in obstetrical nursing. Psychomotor: Use the pharmaco therapy effectively while rendering nursing care. Affective: Remains responsible and accountable while administering drugs.</p>	<p>Pharmaco Therapies in Obstetrics: Indications, dosages, action, contraindications, interactions and side effects of drugs. (1 Hr) Nursing responsibilities in the administration of drugs in obstetrics – Oxytocins, antihypertensive, diuretics, tocolytic agents, anticonvulsants. Analgesia and an aesthesia in obstetrics.(1 Hr)</p>	<ul style="list-style-type: none"> • Effects of drugs on pregnancy, labour and puerperium. (1 Hr) 	<p>Effects of maternal medication on fetus and neonate (1 Hr)</p>		
<p>XII (8 Hrs)</p>	<p>At the end of unit students are able to: Cognitive: Understand and explain family welfare</p>	<p>Family Welfare Programme:</p> <ul style="list-style-type: none"> • Concepts, aims, importance and history of family welfare programme.(1Hr) 	<ul style="list-style-type: none"> • Population trends and problems in India. • National 	<ul style="list-style-type: none"> • Latest research in contraception. 		

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	<p>programme at National and International level and contribution of voluntary organizations in it.</p> <p>Psychomotor: Acquire Psychomotor in Cu T insertion.</p> <p>Affective: Contribute effectively in National Family Welfare programme.</p>	<ul style="list-style-type: none"> • Concepts, aims, importance and history of family welfare programme.(1Hr) • National family welfare programme: RCH, ICDS, MCH and safe motherhood. .(1Hr) • Methods of contraception: spacing, temporary and permanent, emergency contraception.(1Hr) • Infertility and its management.(1Hr) • Counseling for family welfare. Role of nurse in family welfare programme. Training, supervision, Collaboration with other functionaries in community like ANM's, MPHW's, LHV's, Health Assistants, Anganwadi workers and Trained birth attendants.(1Hr) 	<p>population-dynamics, policy and education.(1Hr)</p> <ul style="list-style-type: none"> • Organization and administration at national, state, district, block and village level.(1Hr) 	<ul style="list-style-type: none"> • Maintenance of vital statistics. .(1Hr) <p>Role of national, international and voluntary organizations.(1 Hr)</p>		
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EVALUATION SCHEME: MIDWIFERY AND OBSTETRICAL NURSING

Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	15

ASSIGNMENT

Sr.No.	Assignment	Marks (maximum)	Total theory marks sent to University [B]
•	Seminar 01	50	
•	Drug study	50	
	TOTAL	100	10

Internal assessment marks sent to university=A+B=25

SUMMATIVE

MID-TERM :75 M	PREFINAL 75M	UNIVERSITY EXAMINATION
Section A-MCQ- 15 -1M: 15	Section A-MCQ- 15 -1M: 15	Section A-MCQ- 15 -1M: 15
Section B-BAQ-10-2M-20	Section B-BAQ-10-2M-20	Section B-BAQ-10-2M-20
Section B- SAQ-5-4M-:20	Section B- SAQ-5-4M-:20	Section B- SAQ-5-4M-:20
Section C- LAQ-1-10M	Section C- LAQ-1-10M	Section C- LAQ-1-10M
Section C- LAQ-1-10M	Section C- LAQ-1-10M	Section C- LAQ-1-10M

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Basic BSc Nursing Program code: 4101 Course code: Course code: 4101-43

Subject: Management of Nursing Services and Education

Placement- Fourth year Total hours: Theory: 90 Hrs (Class 60 + Lab 30 hrs)

Course Description:

This course is designed to enable students to acquire in-depth understanding of management of hospital services, management of nursing services and nursing educational programmes. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the Nursing profession.

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

- 1.Understand the principles and functions of management
- 2.Understand the elements and process of management
- 3.Appreciate the management of nursing services in the hospital and community.
- 4.Apply the concepts, theories and techniques of organizational behaviour and human relations.
- 5.Develop Psychomotors in planning and organizing in service education
- 6.Understand the management of nursing educational institutions.
- 7.Describe the ethical and legal responsibilities of a professional nurse
- 8.Understand the various opportunities for professional advancement.

UNIT NO. & HOURS		CHANGE D HRS.	OBJECTIVES	CONTENTS				
TH.	PR.			MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW	T/L METHOD	METHOD OF EVALUATION
I	(4 hrs)		At the end of the course the students are able to Cognitive: Understand the concept of management and explain different theories of management. Psychomotor: Practice principles of management while managing variety of people. Affective: Adapt to different roles of nurse manager.	Introduction to management in nursing: <ul style="list-style-type: none"> • Definition, concepts(1 hr) • and theories. (1 hr) • Functions of management. • Principles of Management. (1 hr) 	<ul style="list-style-type: none"> • Role of Nurse as a manager (1 hr) 	-	Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Explain using organization chart	MCQ BAQ Short answers
II	(6 hrs)		At the end of the course the students are able to Cognitive: Describe management process & Understand leadership roles and functions of nurse manager. Psychomotor: Identify staffing requirements and participate in human resource management effectively. Affective: Strive for economic and cost	Management process: <ul style="list-style-type: none"> • Planning: Mission, philosophy, objectives, operational plan (1 hr) • Material management: (1 hr) • equipment and supplies (1 hr) 	<ul style="list-style-type: none"> • Staffing: Philosophy, staffing study, norms, activities, patient classification systems, scheduling. (1 hr) • Human recourse management; recruiting, 	<ul style="list-style-type: none"> • Program Evaluation Review Technique (PERT), Benchmarking, Activity Plan (Gantt Chart) (1 hr) 	<ul style="list-style-type: none"> • Lecture • Discussion <input type="checkbox"/> <input type="checkbox"/> Case studies	<ul style="list-style-type: none"> • MCQ • BAQ • Essay type <input type="checkbox"/><input type="checkbox"/> Short answers

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			effective management strategies.		selecting, deployment, retaining, promoting, superannuation etc. (1 hr)			
III (8 hrs)	(5hrs)		To understand the modern concepts, components and changing trends in hospital organization	Hospital Organization <ul style="list-style-type: none"> • Definition, types (1 hr) and functions of hospital (1 hr) • Governing body- (1 hr) Hospital administration (1 hr) Control & line of authority (1 hr) • Hospital statistics (1 hr) <ul style="list-style-type: none"> • <i>Absenteeism (1hr)</i> • <i>Preparation of evaluation tool to assess the patient care. (1hr)</i> 	<ul style="list-style-type: none"> • hospital utilization indices (1 hr) • Role of hospital in comprehensive health care (1 hr) • Marketing of Hospitals, (1 hrs) Specialty Hospitals (1 hr) 	<ul style="list-style-type: none"> • Development of new management practices (1 hrs) 	<ul style="list-style-type: none"> • Lecture Discussion <input type="checkbox"/> <input type="checkbox"/> Preparation of organization chart of hospital 	<ul style="list-style-type: none"> • MCQ • BAQ • Essay type <input type="checkbox"/> <input type="checkbox"/> Short answers • MCQ
IV (8 hrs)	(20 hrs)		At the end of the course the students are able to Cognitive: Understand and explain the job responsibilities of different categories of personnel in times of emergency and peace.	Management of nursing services in the hospital and community: <ul style="list-style-type: none"> • Planning: Hospital and patient care units including 	Emergency and disaster management <ul style="list-style-type: none"> • Human recourse management: Recruiting, 	<ul style="list-style-type: none"> • Directing and leading: delegation (1 hr), participatory management (1 hr) • Assignment, 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case studies 	<ul style="list-style-type: none"> • MCQ • BAQ • Essay type <input type="checkbox"/> <input type="checkbox"/> Short answers <input type="checkbox"/> <input type="checkbox"/> Assessment

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			<p>Psychomotor: Renders managerial support and prompt goal directed services.</p> <p>Affective: Incorporates humanness while functioning as a nurse manager.</p>	<p>ward management. (1 hr) Emergency and disaster management. (1 hr) Budgeting: Proposal, (1 hr) projecting requirements for staff, (1 hr) equipments and supplies for: Hospital and patient care units, (1 hr)</p> <ul style="list-style-type: none"> • Emergency and disaster management Controlling / Evaluation: (1 hr) Nursing Rounds/ visits, (1 hr) Nursing Protocols, Manuals (1 hr) • Quality Assurance Model, (1 hr) documentation. Records and reports (1 hr) 	<p>(1 hr) selecting, deployment, (1 hr) retaining, (1 hr) promoting, superannuation etc. (1 hr) Categories of nursing personnel including job description of all levels (1 hr)</p> <ul style="list-style-type: none"> • Staff development and welfare (1 hr) • Patient/ population classification systems (1 hr) • Patients/population assignment and Nursing care responsibilities. (1Hr) 	<p>rotations, delegation (1 hr)</p>	<p><input type="checkbox"/><input type="checkbox"/>Supervised practice in ward writing indents, preparing rotation plan and duty roaster, ward supervision <input type="checkbox"/><input type="checkbox"/>Assignment on duties and responsibilities of ward sister <input type="checkbox"/><input type="checkbox"/>Writing report <input type="checkbox"/><input type="checkbox"/>Preparing diet sheets</p>	<p>t of problem solving exercises <input type="checkbox"/><input type="checkbox"/>Assessment of the assignments <input type="checkbox"/><input type="checkbox"/>Performance evaluation by ward sister with rating scale</p>
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				<p>Performance appraisal. (1 hr)</p> <ul style="list-style-type: none"> • Supervision & guidance (1 hr) • Implement Standards, policies, procedures and practices (1 hr) • Maintenance of discipline (1 hr) • Material Management: procurement, (1 hr) inventory control, (1 hr) auditing and maintenance in Hospital and patient care units (1 hr) 				
V (5 hrs)			<p>At the end of the course the students are able to</p> <p>Cognitive: Understand and describe organizational behavior and leadership styles and role of human relations in an organization.</p> <p>Psychomotor: Develops</p>	<p>Organizational behavior and human relations:</p> <ul style="list-style-type: none"> • Concepts and theories of organizational behavior. Leadership styles. (1 hr) 	<ul style="list-style-type: none"> • Review of Motivation; concepts and theories • Relations with professional associations and 	-	<ul style="list-style-type: none"> • Lecture • Discussion <p><input type="checkbox"/> <input type="checkbox"/> Role plays</p> <p><input type="checkbox"/> <input type="checkbox"/> Group games</p> <p><input type="checkbox"/> <input type="checkbox"/> Self</p>	<ul style="list-style-type: none"> • MCQ • BAQ • Essay <p>type</p> <p><input type="checkbox"/> <input type="checkbox"/> Short answers</p> <p><input type="checkbox"/> <input type="checkbox"/> Assessment of problem</p>

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			<p>effective interpersonal relationships as leader in an organizational setting. Affective: Incorporates her professional cognitive for professional team building.</p>	<ul style="list-style-type: none"> • Group dynamics. (1 hr) • Public relations in context of nursing. (1hr) 	<p>employee unions and Collective bargaining (1 hr)</p> <ul style="list-style-type: none"> • Review of Channels of communication • Techniques of ; • Communication; and • Interpersonal relationship Human relations. (1 hr) 		<p>assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Case discussion <input type="checkbox"/> <input type="checkbox"/> Practice session 	Solving
VI (5 hrs)	-		<p>At the end of the course the students are able to Cognitive: Understand the nature and scope of in service education. Psychomotor: Plan and implement in-service education programme. Affective: Incorporates principles of adult learning while planning In-service education programme.</p>	<p>In service education:</p> <ul style="list-style-type: none"> • Nature & scope of in service education programme, (1 hr) • Organization of in service education. Principles of adult learning (1 hr) • Introduction of NACC, NABL, NABH, ISO. 	<p>Planning for in service education programme, techniques, methods (1hr) evaluation of staff education programme.</p> <ul style="list-style-type: none"> • Preparation of report. (1hr) 	-	<ul style="list-style-type: none"> • Lecture • Discussion <p><input type="checkbox"/> <input type="checkbox"/> Plan and Conduct an educational session for in-service nursing personnel</p>	<ul style="list-style-type: none"> • MCQ • BAQ • Essay <p>type</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Short answers <input type="checkbox"/> <input type="checkbox"/> Assess the planning and conduct of educational session

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				(1hr)				
VII (10 hrs)			<p>At the end of the course the students are able to</p> <p>Cognitive: Understand and explain the management of different education institutions.</p> <p>Psychomotor: Practice INC norms and guidelines while managing nursing education institutions.</p> <p>Affective: Co-ordinates with different authorities effectively and participates in curriculum planning.</p>	<p>Management of nursing educational institutions:</p> <ul style="list-style-type: none"> • Establishment of Nursing educational institution (1 hr) – INC norms and guidelines (1 hr) • Budgeting (1 hr) • Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc. (1 hr) • Students Selection, Admission. Guidance and Counseling. Maintaining discipline. (1 hr) • Faculty and staff: Selection, Recruitment, Placement. Job description. Performance 	<ul style="list-style-type: none"> • Curriculum; Planning, implementation and evaluation, • Clinical facilities • Transport facilities • (1 hr) • Institutional Records and reports- administrative , faculty, staff and students (1 hr) • Co-ordination with: • Regulatory bodies. • Accreditation. Affiliation. Philosophy/ objective. Organizational Structure & Committees. (1 hr) 	<ul style="list-style-type: none"> • Physical facilities: College /School. Hostel. (1 hr) 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • MCQ • BAQ • Essay
							Role plays Counseling session <i>-Educational visit</i>	type <input type="checkbox"/> <input type="checkbox"/> Short • answers

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				appraisal. Development and welfare (1 hr)				
VIII (10 hrs)			At the end of the course the students are able to Cognitive: Understands nursing as a profession, its philosophy and practice standards. Psychomotor: Develop Psychomotor in defining aims and objectives of nursing at various levels of functioning. Affective: Practice nursing ensuring safety of patients and self.	Nursing as a profession: <ul style="list-style-type: none"> • Nursing as a profession. (1 hr) • Philosophy; nursing practice. Aims and objectives. (1 hr) • Characteristics of a professional nurse. (1 hr) • Regulatory bodies; INC, SNC Acts; constitution, functions (1hr) • Professional ethics: Code of ethics; INC, ICN . (1 hr) • Code of Professional conduct; INC, ICN • Practice standards for Nursing; INC. (1 hr) 	<ul style="list-style-type: none"> • Legal Aspects in Nursing (1 hr) • Legal terms related to practice; registration and licensing (1 hr) • Laws related to nursing practice; Breach and penalties. (1 hr) • <i>Bioethics :- Moral values ,end of life care ,medical resource allocation ,decision making ,Bioethics and health care management , ethical conflicts , doubts in</i> 	<ul style="list-style-type: none"> • Consumer protection act. (1 hr) 	<ul style="list-style-type: none"> • Lecture • Discussion <input type="checkbox"/> <input type="checkbox"/> Case discussion <input type="checkbox"/> <input type="checkbox"/> Panel discussion <input type="checkbox"/> <input type="checkbox"/> Role plays <input type="checkbox"/> <input type="checkbox"/> Critical incidents <input type="checkbox"/> <input type="checkbox"/> Visit to INC/ • SNRCs 	<ul style="list-style-type: none"> • MCQ • BAQ • Short answers <input type="checkbox"/> <input type="checkbox"/> Assessment of critical incidents

					<p><i>ethical acts , ethical distress , organizational culture , social culture , issues related to organization , managerial problems , issues related to employees ,employer and employee rights , employment at will , statutory regulations and protection and health benefits , protection from discrimination , collective rights , right to life with dignity, material management ,staffing , human resource management .</i></p>			
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IX (4 hrs)			At the end of the course the students are able to Cognitive: Understands the concept of collective bargaining and continuing education in nursing. Psychomotor: Participates in research activities. Affective: Identifies career opportunities for personal & professional growth.	Professional Advancement: • Continuing education. (1hr) Collective bargaining. Participation in research activities. (1 hr)	<i>(1hr)</i>	• Career Opportunities • Publications; Journals, newspapers etc. (1 hr)	• Membership with Professional organizations; National and International. (1 hr)	<ul style="list-style-type: none"> • Lecture • Discussion <input type="checkbox"/> <input type="checkbox"/> Review/ Presentation of published articles <input type="checkbox"/> <input type="checkbox"/> Group work on maintenance of bulletin board 	<ul style="list-style-type: none"> • MCQ • BAQ • Short Answers
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EVALUATION SCHEME:

REFERENCES:

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