

# SYLLABUS M.SC NURSING

## *Community Health Nursing*

### *(Revised Regulations-2019)*

M.Sc. Nursing Ist Year						
Course Code	Course Category	Course Title	L	T	P	C
<b>THEORY</b>						
19NE01	CC	Nursing education	3	0	3	7.5
19ANP02	CC	Advanced Nursing Practice	3	0	3	7.5
19NRS03	CC	Nursing Research & statistics	3	0	3	7.5
19COHNo4	SP	Clinical Speciality I (Community Health Nursing-I)	3	0	3	7.5
<b>PRACTICAL</b>						
19NE01	CC	Nursing education	0	0	3	7.5
19ANP02	CC	Advance nursing practice	0	0	3	10
19NRS03	CC	Nursing Research and Statistics	0	0	3	5
19COHNo4	SP	*Clinical specialty–I (community health nursing -I)	0	0	3	32.5

M.Sc. Nursing IInd Year						
Course Title			L	T	P	C
<b>THEORY</b>						
19NM05	CC	Nursing Management	3	0	3	7.5
19COHNo6	SC	Clinical Specility II ( Community Health Nursing-II)	3	0	3	7.5
<b>PRACTICAL</b>						
19NM05	CC	Nursing Management	0	0	3	7.5
19NRS03	CC	Nursing Research- Dissertation	0	0	3	15
19COHNo6	SC	*Clinical specialty–II ( Community Health Nursing-II)	0	0	3	47.5

## ELECTIVECOURSES

(StandardNational/InternationalModulescanbeused)

Course Code	Elective courses	L	T	P	C
<b>I Year</b>					
19ECDM01	Disaster Management	3	0	2	2
19ECPR02	Public Relation	3	0	2	2
19ECHT03	Health Technology	3	0	0	2
19ECHS04	Health statistics	3	0	1	2
19ECIEC05	IEC	3	0	1	2
<b>II Year</b>					
19ECAP06	Air Pollution	3	0	1	2
19EBT07	Blood Transfusion Safety	3	0	1	2
19ECCS08	Chemical Safety	3	0	1	2
15ECCA09	Child Abuse	3	0	2	2
15ECA10	Alcoholism	3	0	2	2
	(4 Courses Mandatory) – 2 Credits = 40 Hours				

## **(19NE01)NURSING EDUCATION**

### **PLACEMENT-I YEAR**

**Hours of instruction**  
**Theory:150hours      Credit:7.5**  
**Practical :150 hours Credit: 7.5**

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

### **Objectives**

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of, knowledge, skill, and attitude.

## Course Content

Units	Hours		Course Content
	Theory	Practical	
<b>I</b>	<b>10</b>		<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>❑ Education: Definition, aims, concepts, philosophies &amp; their education implications,</li> <li>❑ Impact of Social, economic, political &amp; technological changes on education: <ul style="list-style-type: none"> <li>• Professional education</li> <li>• Current trends and issues in education</li> <li>• Educational reforms and National Educational policy, various educational commissions-reports</li> <li>• Trends in development of nursing education in India</li> </ul> </li> </ul>
<b>II</b>	<b>20</b>	<b>30</b>	<p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>❑ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>❑ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives</li> <li>❑ Competency based education (CBE) and outcome-based education (OBE)</li> <li>❑ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats.</li> <li>❑ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem-based learning (PBL), workshop, project, role-play (socio-drama), clinical teaching methods, programmed instruction, self-directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL)</li> </ul>
<b>III</b>	<b>10</b>	<b>10</b>	<p><b>Instructional media and methods</b></p> <ul style="list-style-type: none"> <li>❑ Key concepts in the selection and use of media in education</li> <li>❑ Developing learning resource material using different media</li> <li>❑ Instructional aids – types, uses, selection, preparation, utilization.</li> <li>❑ Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multimedia, video-tele conferencing etc</li> </ul>

<b>IV</b>	<b>10</b>		<b>Measurement and evaluation:</b> <ul style="list-style-type: none"> <li>❑ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.</li> <li>❑ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages.</li> <li>❑ Criterion and norm referenced evaluation,</li> </ul>
<b>V</b>	<b>12</b>	<b>10</b>	<b>Standardized and non-standardized tests:</b> <ul style="list-style-type: none"> <li>❑ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> <li>• Essay, short answer questions and multiple-choice questions.</li> <li>• Rating scales, checklist, OSCE/OSPE (Objective structured clinical/practical examination)</li> <li>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique</li> </ul> </li> <li>❑ Question bank-preparation, validation, moderation by panel, utilization</li> <li>❑ Developing a system for maintaining Confidentiality</li> </ul>
<b>VI</b>	<b>8</b>	<b>5</b>	<b>Administration, Scoring and Reporting</b> <ul style="list-style-type: none"> <li>❑ Administering a test; scoring, grading versus marks</li> <li>❑ Objective tests, scoring essay test, methods of scoring, Item analysis.</li> </ul>
<b>VII</b>	<b>12</b>	<b>6</b>	<b>Standardized Tools</b> <ul style="list-style-type: none"> <li>❑ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> </ul>
<b>VIII</b>	<b>5</b>	<b>6</b>	<b>Nursing Educational programs</b> <ul style="list-style-type: none"> <li>❑ Perspectives of nursing education: Global and national.</li> <li>❑ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner</li> </ul>

			programs.
<b>IX</b>	<b>12</b>	<b>25</b>	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"> <li>❑ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li> <li>❑ Program planning, implementation and evaluation of continuing education programs.</li> <li>❑ Research in continuing education.</li> <li>❑ Distance education in nursing.</li> </ul>
<b>X</b>	<b>10</b>	<b>10</b>	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>❑ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li> <li>❑ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li> <li>❑ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>❑ Equivalency of courses: Transcripts, credit system.</li> </ul>
<b>XI</b>	<b>8</b>	<b>4</b>	<b>Teacher preparation</b> <ul style="list-style-type: none"> <li>❑ Teacher – roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li> <li>❑ Preparation of professional teacher</li> <li>❑ Organizing professional aspects of teacher preparation programs</li> <li>❑ Evaluation: self and peer</li> <li>❑ Critical analysis of various programs of teacher education in India.</li> </ul>
<b>XII</b>	<b>10</b>	<b>5</b>	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>❑ Concept, principles, need, difference between guidance and counseling, trends and issues.</li> <li>❑ Guidance and counseling services: diagnostic and remedial.</li> <li>❑ Coordination and organization of services.</li> <li>❑ Techniques of counseling: Interview, casework, characteristics of counselor, problems in counseling.</li> <li>❑ Professional preparation and training for counseling.</li> </ul>

<b>XIII</b>	<b>15</b>	<b>10</b>	<b>Administration of Nursing Curriculum</b> <ul style="list-style-type: none"> <li>❑ Role of curriculum coordinator – planning, implementation and evaluation.</li> <li>❑ Evaluation of educational programs in nursing-course and program.</li> <li>❑ Factors influencing faculty staff relationship and techniques of working together.</li> <li>❑ Concept of faculty supervisor (dual) position.</li> <li>❑ Curriculum research in nursing.</li> <li>❑ Different models of collaboration between education and service</li> </ul>
<b>XIV</b>	<b>10</b>		<b>Management of nursing educational institutions</b> <ul style="list-style-type: none"> <li>❑ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,</li> </ul>
<b>XV</b>	<b>5</b>	<b>5</b>	<ul style="list-style-type: none"> <li>❑ Development and maintenance of standards and accreditation in nursing education programs.</li> <li>❑ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li> <li>❑ Role of Professional associations and unions.</li> </ul>

### Course Outcomes (Cos)

<b>CO1</b>	Remember is remembering, recognizing and recalling important concepts. It includes factual information with right and wrong answers.
<b>CO2</b>	Understand the thought processes of interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining of interpreting, translating from one medium to another and describing in one's own words.
<b>CO3</b>	Apply the various aspects of curriculum development,
<b>CO4</b>	Analyze the standardized tools
<b>CO5</b>	Develop curriculum for various nursing programmes
<b>CO6</b>	Create the new teaching learning strategies

## Mapping/ Alignment of Cos with PO & PSO

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

(Tickmark or level of correlation: 3-High, 2-Medium, 1-Low)

### Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Microteaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical method etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- a continuing education workshops.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits
- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc.)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disability tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

## Methods of evaluation

- Tests
- Presentation
- Projectwork
- Written assignments

## Internal Assessment

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	100
<b>Practical – Internal assessment</b>	
Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25
<b>Practical – external assessment</b>	
Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

## **(19ANP02) ADVANCE NURSING**

### **PRACTICE**

**PLACEMENT-IYEAR**

**Hours of instruction**

**Theory:150hours      Credit:7.5**

**Practical:200hours      Credit:10**

#### **Course Description**

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

#### **Objectives:**

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

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

Unit	Hours	Content
I	10	<p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li>❑ History of development of nursing profession ,characteristics, criteria of the profession, perspective of nursing profession- national ,global</li> <li>❑ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations,</li> <li>❑ Role of regulatory bodies</li> <li>❑ Professional organizations and unions-self-defense, individual and collective bargaining</li> <li>❑ Educational preparations, continuing education, career opportunities, professional advancement &amp; role and scope of nursing education.</li> <li>❑ Role of research, leadership and management.</li> <li>❑ Quality assurance in nursing(INC).</li> <li>❑ Futuristic nursing.</li> </ul>
II	5	<p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li>❑ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession.</li> <li>❑ Health care delivery system- national, state, district and local level.</li> <li>❑ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals.</li> <li>❑ Patterns of nursing care delivery in India.</li> <li>❑ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-government alagencies.</li> <li>❑ Information, education and communication(IEC).</li> <li>❑ Tele-medicine.</li> </ul>
III	10	<p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>❑ Review of cellular division, mutation and law of inheritance, human genome project, The Genomicera.</li> <li>❑ Basic concepts of Genes, Chromosomes &amp;DNA.</li> <li>❑ Approaches to common genetic disorders.</li> <li>❑ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Ethical, legal &amp; psycho social issues in genetic testing.</li> <li>❑ Genetic counseling.</li> <li>❑ Practical application of genetics in nursing.</li> </ul>

<b>IV</b>	<b>10</b>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>❑ <b>Scope, epidemiological approach and methods,</b></li> <li>❑ Morbidity ,mortality,</li> <li>❑ Concepts of causation of diseases and their screening,</li> <li>❑ Application of epidemiology in health care delivery, Health surveillance and health informatics</li> <li>❑ Role of nurse</li> </ul>
<b>V</b>	<b>20</b>	<b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li>❑ Pathophysiology and Psychodynamics of disease causation</li> <li>❑ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease ,lifestyle</li> <li>❑ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems ,hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation.</li> <li>❑ Treatment aspects: pharmacological and pre- post-operative careaspects,</li> <li>❑ Cardio pulmonary resuscitation.</li> <li>❑ End of life Care</li> <li>❑ Infection prevention (including HIV) and standard safety measures, bio-medical waste management.</li> <li>❑ Role of nurse- Evidence based nursing practice; Best practices</li> <li>❑ Innovations in nursing</li> </ul>
<b>VI</b>	<b>20</b>	<b>Philosophy and Theories of Nursing</b> <ul style="list-style-type: none"> <li>❑ Values, Conceptual models,approaches.</li> <li>❑ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parsee, etc and theirapplications,</li> <li>❑ <b>Health belief models, communication and management,etc</b></li> <li>❑ <b>Concept of Selfhealth.</b></li> <li>❑ Evidence based practicemodel.</li> </ul>
<b>VIII</b>	<b>10</b>	<b>Nursing process approach</b> <ul style="list-style-type: none"> <li>❑ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health-illness problems, health behaviors, signs and symptoms of clients.</li> <li>❑ Methodsofcollection,analysisandutilizationofdatarelevant to nursingprocess.</li> <li>❑ Formulation of nursing care plans, healthgoals, implementation, modification and evaluation of care.</li> </ul>

IX	30	<p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li>❑ Human behavior, Life processes &amp; growth and development, personality development, defense mechanisms,</li> <li>❑ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior,</li> <li>❑ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young &amp; middle adult, and Older adult)</li> <li>❑ Sexuality and sexual health.</li> <li>❑ Stress and adaptation, crisis and its intervention,</li> <li>❑ Coping with loss, death and grieving,</li> <li>❑ Principles and techniques of Counseling.</li> </ul>
X	10	<p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li>❑ Framework, scope and trends.</li> <li>❑ Alternative modalities of care, alternative systems of health and complimentary therapies.</li> <li>❑ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system inco</li> <li>❑ immunity and institutions.</li> <li>❑ Health promotion and primary healthcare.</li> <li>❑ Independent practice issues, - Independent nurse-midwifery practitioner.</li> <li>❑ Collaboration issues and models-within and outside nursing.</li> <li>❑ Models of Prevention,</li> <li>❑ Family nursing, Home nursing,</li> <li>❑ Gender sensitive issues and women empowerment.</li> <li>❑ Disaster nursing. Geriatric considerations in nursing.</li> <li>❑ Evidence based nursing practice- Best practices</li> <li>❑ Trans-cultural nursing.</li> </ul>
XI	25	<p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li>❑ Use of computers in teaching, learning, research and nursing practice.</li> <li>❑ Windows, MSoffice: Word, Excel, PowerPoint,</li> <li>❑ Internet, literature research,</li> <li>❑ Statistical packages,</li> <li>❑ Hospital management information system: software's.</li> </ul>

### Course outcomes (Cos)

<b>CO1</b>	Appreciate and analyze the development of nursing as a profession
<b>CO2</b>	Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
<b>CO3</b>	Explain bio-psycho-social dynamics of health, lifestyle and health care delivery System
<b>CO4</b>	Discuss concepts, principles, theories, models, approaches relevant to nursing and their application
<b>CO5</b>	Describe scope of nursing practice.
<b>CO6</b>	Provide holistic and competent nursing care following nursing process approach

### Mapping/ Alignment of Cos with PO & PSO

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

#### Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

**Activities**

or level of correlation: 3-High, 2-Medium, 1-Low Prepare Case studies with nursing process approach and theoretical basis

- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

**Methods of evaluation:**

- Tests
- Presentation
- Seminar
- Written assignments

**Advance nursing Procedures**

Definition, Indication and nursing implications; CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oximetry.

**Internal Assessment Techniques**

**Weightage**

Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
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	100
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## **(19NRS03)- NURSING RESEARCH AND STATISTICS**

**PLACEMENT-IYEAR**

**Theory:150hours  
Practical:100hours**

**Credit:7.5  
Credit:5**

### **Course Description**

#### **PART – A- NURSING RESEARCH**

**Theory:100hours**

**Credit:5 Practical:50hours  
Credit:2.5**

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management

#### **General Objectives:**

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

## Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		<b>Introduction:</b> <ul style="list-style-type: none"> <li>❑ Methods of acquiring knowledge – problem solving and scientific method.</li> <li>❑ Research – Definition, characteristics, purposes, kinds of research</li> <li>❑ Historical Evolution of research in nursing</li> <li>❑ Basic research terms</li> <li>❑ Scope of nursing research: areas, problems in nursing, health and social research</li> <li>❑ Concept of evidence-based practice</li> <li>❑ <b>Ethics in research</b></li> <li>❑ <b>Overview of Research process</b></li> </ul>
II	5	5	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>❑ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</li> </ul>
III	12		<b>Research Approaches and designs</b> <ul style="list-style-type: none"> <li>❑ Type: Quantitative and Qualitative</li> <li>❑ Historical, survey and experimental – Characteristics, types advantages and disadvantages</li> <li>❑ <b>Qualitative: Phenomenology, grounded theory, ethnography</b></li> </ul>
IV	10	5	<b>Research problem:</b> <ul style="list-style-type: none"> <li>❑ Identification of research problem</li> <li>❑ Formulation of problem statement and research objectives</li> <li>❑ Definition of terms</li> <li>❑ Assumptions and delimitations</li> <li>❑ Identification of variables</li> <li>❑ Hypothesis – definition, formulation and types.</li> </ul>
V	5	5	<b>Developing theoretical/conceptual framework.</b> <ul style="list-style-type: none"> <li>❑ Theories: Nature, characteristics, Purpose and uses</li> <li>❑ Using, testing and developing conceptual framework, models and theories.</li> </ul>

VI	6		<p>Sampling</p> <ul style="list-style-type: none"> <li>❑ Population and sample</li> <li>❑ Factors influencing sampling</li> <li>❑ Sampling techniques</li> <li>❑ Sample size</li> <li>❑ Probability and sampling error</li> <li>❑ Problems of sampling</li> </ul>
VII	20	10	<p><b>Tools and methods of Data collection:</b></p> <ul style="list-style-type: none"> <li>❑ Concepts of data collection</li> <li>❑ Data sources, methods/techniques quantitative and qualitative.</li> <li>❑ Tools for data collection – types, characteristics and their development</li> <li>❑ Validity and reliability of tools</li> <li>❑ Procedure for data collection</li> </ul>
VIII	5		<p><b>Implementing research plan</b></p> <ul style="list-style-type: none"> <li>❑ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data</li> </ul>
IX	10	10	<p><b>Analysis and interpretation of data</b></p> <ul style="list-style-type: none"> <li>❑ Plan for data analysis: quantitative and qualitative</li> <li>❑ Preparing data for computer analysis and presentation.</li> <li>❑ Statistical analysis</li> <li>❑ Interpretation of data</li> <li>❑ Conclusion and generalizations</li> <li>❑ Summary and discussion</li> </ul>
X	10		<p><b>Reporting and utilizing research findings:</b></p> <ul style="list-style-type: none"> <li>❑ Communication of research results; oral and written</li> <li>❑ Writing research report purposes, methods and style- Vancouver, American Psychological Association (APA), Campbell etc</li> <li>❑ Writing scientific articles for publication: purposes &amp; Style</li> </ul>
XI	3	8	<b>Critical analysis of research reports and articles</b>
XII	4	7	<b>Developing and presenting a research proposal</b>

## Course Outcomes(Cos)

<b>CO1</b>	Remembertheresearchprocessandsignificanceofstatistics
<b>CO2</b>	Understandtheresearchproblemobjectivesandsamplingmethods
<b>CO3</b>	Applyorimplementthenursinginterventionstocollectthedata
<b>CO4</b>	Analyseandinterpretthedatausingdescriptiveandinferentialstatistics
<b>CO5</b>	Developandevaluateresearchproposalandpreparethedata tabulation.
<b>CO6</b>	Createandconductagroup/individualresearchprojectandcommunicatethe research findings.

## Mapping/ AlignmentofCoswithPO &PSO

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

(Tickmark or level of correlation: 3-High, 2-Medium, 1-Low)

### Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper

## **Method of Teaching**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

## **Methods of Evaluation**

- Quiz, Tests(Term)
- Assignments/Term paper
- Presentations
- Project work

## **Internal Assessment**

<b>Techniques</b>	<b>Weightage (15marks)</b>
Term Test (2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
<b>Total</b>	<b>100%</b>

## **PART – B- STATISTICS**

**Theory :50 hours Credit:2.5**

**Practical :50 hours Credit:2.5**

### **Course Description**

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

### **General Objectives**

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

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

<b>Unit</b>	<b>Hours</b>		<b>Course Content</b>
	<b>Theory</b>	<b>Practical</b>	
<b>I</b>	7	4	<b>Introduction:</b> <ul style="list-style-type: none"><li>□ Concepts, types, significance and scope of statistics, meaning of data,</li><li>□ sample, parameter</li><li>□ type and levels of data and their measurement</li><li>□ Organization and presentation of data – Tabulation of data;</li><li>□ Frequency distribution</li><li>□ Graphical and tabular presentations.</li></ul>
<b>II</b>	4	4	<b>Measures of central tendency:</b> <ul style="list-style-type: none"><li>□ Mean, Median, Mode</li></ul>
<b>III</b>	4	5	<b>Measures of variability;</b> <ul style="list-style-type: none"><li>□ Range, Percentiles, average deviation, quartile</li></ul>

			deviation, standard deviation
IV	3	2	<b>Normal Distribution:</b> <input type="checkbox"/> Probability, characteristics and application of normal probability curve; sampling error.
V	6	8	<b>Measures of relationship:</b> <input type="checkbox"/> Correlation – need and meaning <input type="checkbox"/> Rank order correlation; <input type="checkbox"/> Scatter diagram method <input type="checkbox"/> Product moment correlation <input type="checkbox"/> Simple linear regression analysis and prediction.
VI	5	2	<b>Designs and meaning:</b> <input type="checkbox"/> Experimental designs <input type="checkbox"/> Comparison in pairs, randomized block design, Latin squares.
VII	8	10	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <input type="checkbox"/> Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. <input type="checkbox"/> Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <input type="checkbox"/> Scaling – Z Score, Z Scaling <input type="checkbox"/> Standard Score and T Score <input type="checkbox"/> Reliability of test Scores: test-retest method, parallel forms, split half method.
IX	4	2	<b>Application of statistics in health:</b> <input type="checkbox"/> Ratios, Rates, Trends <input type="checkbox"/> Vital health statistics – Birth and death rates. <input type="checkbox"/> Measures related to fertility, morbidity and mortality
X	4	8	<b>Use of Computers for data analysis</b> <input type="checkbox"/> Use of statistical package.

### Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
  - Practice in using statistical package
  - Computing vital health statistics

### **Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

### **Methods of Evaluation**

- Test, Classroom statistical exercises.

### **Internal Assessment**

#### ***Techniques***

#### ***Weightage 10 marks***

Test – (2 tests)

**100%**

## **(19COHN04) CLINICAL SPECIALITY-I COMMUNITY HEALTH NURSING - I**

### **PLACEMENT-I YEAR**

### **Hours of instruction**

**Theory: 150 hours Credit: 7.5**

**Practical: 650 hours Credit: 32.5**

### **Course Description**

The course is designed to assist students in developing expertise and in-depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic lifestyle of individuals, families & groups and develop skills to function as Community Health Nurses specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

### **Objectives**

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Apply recent technologies and care modalities while delivering community health nursing care.
8. Appreciate legal and ethical issues pertaining to community health nursing care.
9. Conduct community health nursing care projects.
10. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
11. Incorporate evidence-based nursing practice and identify the areas of research in the community settings.

12. Participate effectively as a member of Community Health team.
13. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
14. Teach community health nursing undergraduates, in-service nurses and the community health workers.
15. Demonstrate leadership and managerial abilities in community health nursing practice

## Course Content

Unit	Hours	Content
<b>I</b>	<b>10</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>❑ Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees</li> <li>❑ Current status, trends and challenges of Community Health Nursing</li> <li>❑ Health status of the Community- community diagnosis</li> <li>❑ Scope of Community health Nursing practice</li> <li>❑ Ethical and legal issues</li> <li>❑ Socio-cultural issues in Community health Nursing</li> <li>❑ National Policies, plans and programmes <ul style="list-style-type: none"> <li>• National health policy</li> <li>• National Population policy</li> <li>• National Health and welfare Programmes</li> <li>• National Health goals/indicators/Millennium developmental goals (MDG)/Strategies</li> <li>• Planning process: Five-year plans</li> <li>• National Rural Health Mission</li> <li>• Panchayatraj institutions</li> </ul> </li> </ul>
<b>II</b>	<b>10</b>	<p><b>Health</b></p> <ul style="list-style-type: none"> <li>❑ Concepts, issues</li> <li>❑ Determinants</li> <li>❑ Measurements</li> <li>❑ Alternate systems for health promotion and management of health problems</li> <li>❑ Health economics</li> <li>❑ Health technology</li> <li>❑ Genetics and health</li> <li>❑ Waste disposal</li> <li>❑ Ecosystem</li> </ul>

<b>III</b>	<b>15</b>	<b>Population dynamics and control</b> <ul style="list-style-type: none"> <li>❑ Demography</li> <li>❑ Transition and theories of population</li> <li>❑ National population policy</li> <li>❑ National population programmes</li> <li>❑ Population control and related programmes</li> <li>❑ Methods of family limiting and spacing</li> <li>❑ Research, Census, National Family Health Survey</li> </ul>
<b>IV</b>	<b>30</b>	<b>Community health Nursing</b> <ul style="list-style-type: none"> <li>❑ Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions</li> <li>❑ Community health Nursing theories and models</li> <li>❑ Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits</li> <li>❑ Family nursing and Family centered nursing approach</li> <li>❑ Family health nursing process <ul style="list-style-type: none"> <li>○ Family health assessment</li> <li>○ Diagnosis</li> <li>○ Planning</li> <li>○ Intervention</li> <li>○ Evaluation</li> </ul> </li> <li>❑ Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large</li> <li>❑ Community nutrition</li> <li>❑ Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues</li> </ul>
<b>V</b>	<b>45</b>	<b>Maternal and neonatal care</b> <ul style="list-style-type: none"> <li>❑ IMNCI (Integrated Management of Neonatal and Childhood Illnesses) module</li> <li>❑ Skilled Birth Attendant (SBA) module</li> </ul>
<b>VI</b>	<b>15</b>	<ul style="list-style-type: none"> <li>❑ Disaster nursing (INC module on Reaching out: Nursing Care in emergencies)</li> </ul>
<b>VII</b>	<b>10</b>	<b>Information, education and communication</b> <ul style="list-style-type: none"> <li>❑ IEC/BCC: Principles and strategies</li> <li>❑ Communication Skills</li> <li>❑ Management information and evaluation system: Records and reports</li> <li>❑ Information technology</li> <li>❑ Tele-medicine and tele-nursing</li> <li>❑ Journalism</li> </ul>

		<ul style="list-style-type: none"> <li>❑ Mass media</li> <li>❑ Folk media</li> </ul>
<b>VII I</b>	<b>15</b>	<p><b>Health care delivery system:</b> Urban, rural, tribal and difficult areas</p> <ul style="list-style-type: none"> <li>❑ Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipment and supplies, Roles and Responsibilities of DPHNO</li> <li>❑ Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives</li> <li>❑ Alternative systems of medicine</li> <li>❑ Training and supervision of health workers</li> <li>❑ Health agencies: NGO's, Roles and functions</li> <li>❑ Inter-sectoral coordination</li> <li>❑ Public private partnership</li> <li>❑ Challenges of health care delivery system</li> </ul>

**Course Outcomes (Cos)- Clinical Speciality-I (Community Health Nursing-I)**

<b>CO1</b>	Appreciate the history and development in the field of Community Health and Community Health Nursing.
<b>CO2</b>	Appreciate the role of individuals and families in promoting health of the Community.
<b>CO3</b>	Perform physical, developmental and nutritional assessment of individuals, families and groups.
<b>CO4</b>	Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
<b>CO5</b>	Apply nursing process approach while providing care to individuals, families, groups and community.
<b>CO6</b>	Integrate the concepts of family centered nursing approach while providing care to the community.

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

### Mapping / Alignment of Cos with PO & PSO

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

#### PRACTICAL

**Total=660Hours**

**1Week = 30Hours**

S.No.	Depth./Unit	No.of Week	TotalHours
1	<b>Sub-center,PHC,CHC</b>	12	360Hours
2	District family welfare bureau	1	30Hours
3	Urban centers		180Hours
4	Field visits	3	90Hours
	<b>Total</b>	<b>22Weeks</b>	<b>660Hours</b>

#### Student Activities

- Identificationofcommunityleadersandresourcepersons(communitymapping)
- Communityhealthsurvey
- Community health nursing process- individual, family and special groupsandcommunity
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IECmaterials

- Organizing and participating in special clinics/camps and national health and welfare programmes-Organise at least one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics-Exercise
- Drill for disaster preparedness
- Organize at least one in-service education to ANM's/LHV/PHN/HW

## ELECTIVE COURSE

### (19ECDM01) – DISASTER MANAGEMENT

#### Introduction

This course is designed to help the students acquire knowledge, develop attitude and beginning skills in the administration during disaster. This skill development course is designed to prepare participants to react during disaster situation.

#### Course Objective

As a result of taking this class, students are expected to be able to

1. Understand the various preparedness .
2. To assess the knowledge and practice during various disaster situation
3. To enable the disaster management

Unit	Learning Objective	Content	Hrs
I	Explain the Disaster Different Types of Disaster	Introduction on Disaster Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Causes, effects and practical examples for all disasters.	T (10) P (5)
II	Describe the risk, and Vulnerability	Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction	T (10) P (3)

III	Describe about the disaster Preparedness and Response	Disaster Preparedness and Response Preparedness 1. Disaster Preparedness: Concept and Nature 2. Disaster Preparedness Plan 3. Prediction, Early Warnings and Safety Measures of Disaster. 4. Role of Information, Education, Communication, and Training,	T (10) P (2)
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### Teaching- Learning Strategies

- 1) Lecture cum Discussion
- 2) Seminar
- 3) Lab – Drill
- 4) Demonstration
- 5) Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Different Types of Disaster	Short answer
2.	Strategic Development for Vulnerability Reduction	Short answers, Descriptive type.
3.	Disaster Preparedness and Response	Descriptive type, Health Education Return demonstration

## (19ECPR02) – PUBLIC RELATION

### Introduction

This course is ideal for those students who have logical thinking including implementing logic and common sense to recognize the advantages and disadvantages of possible ideas, assumptions or solutions of numerous problems. Public Relations strengths which have been engendered in candidates during the course time include public speaking, preparing speeches and scripts, recognizing the mindset of the listener, promoting valuable knowledge and trying to simplify technical aspects.

### Course Objective

As a result of taking this class, students are expected to be able to

- ✓ To sensitize students on various gender/ social communication issues in the light of concepts.
- ✓ To provide hands-on training on planning and production of brand and social campaigns.
- ✓ To provide skills on various relevant software especially in media planning and production of campaigns

Unit	Learning Objective	Content	Hrs
I	Explain the Communication and Journalism	<b>Communication and Journalism</b> Basic terms, Concepts and definition, Nature and Process. Types of Communication. Mass Communication – Nature of Media and Content. Mass Communication in India – Reach, access and Nature of Audience	T (10) P (5)
II	Describe the Role of Media in Society	<b>Role of Media in Society.</b> Characteristics of Indian Society – Demographic and Sociological impact of media in general. Impact of media on specific audiences – Women, children, etc. Mass media effects studies and their limitations. Mass campaigns for specific issues – Social concerns, environment, human rights, gender equality. The press, radio, television, cinema and traditional form of communication. Print, electronics journalism – Demand, Challenges and responsibility Public Relations, Advertising, Cinema – Contemporary analysis	T (10) P (3)
III	Describe the extension roles	<b>Problems and prospects.</b> Press Commission, Press Councils – Their recommendations and status. Development of Radio after independence – Extension role, radio rural forums and local broadcasting General and specific audience	T (10) P (2)

		programs. Cinema – Historical overview and contemporary analysis – Commercial, parallel and documentary genres – Problems and prospects for the film industry. Social Media – Account Management and Maintenance Mobile Applications – as a tool communication New trends in Audio visual production FM, Community, Web, Digital and other forms of Radio.	
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### **Teaching- Learning Strategies**

1. Lecture cum Discussion
2. Seminar
3. Lab – role play
4. Demonstration
5. Assignments

### **Assessment Techniques of each topic of the course**

<b>S.No</b>	<b>Topic</b>	<b>Assessment Techniques</b>
1.	Communication and Journalism	Short answer
2.	Role of Media in Society	Short answers, Descriptive type.
3.	Extension roles	Subjective type.

**(19ECHT 03) – HEALTH TECHNOLOGY**

**Introduction**

This course introduces the student to the technology used in healthcare for administrative, clinical, and facility needs. Support systems for healthcare are also discussed. This is an overview to become familiar with the breadth and scope of technology in healthcare and its impact on patients, providers, and payers

**Course Objective**

As a result of taking this class, students are expected to be able to

1. To Improve economies of scale,
2. To upgrade technical efficiencies in the delivery of care,
3. To inculcate advanced tools for patient education and self-care,
4. To provide network-integrated decision support tools for nurses
5. To provide opportunities for e-health delivery over the internet.

Unit	Learning Objective	Content	Hrs
I	Explain the Introduction about health technology	<ul style="list-style-type: none"> <li>▪ <b>Introduction about health technology</b> Definition of Health, Technology, Health technology, Purposes of health technology. <b>Areas of health technology: Blood transfusion safety, Diagnostic Imaging, Laboratory services, Transplantation, Medical devices and equipment</b></li> </ul>	T (10) P (5)
II	Describe the Basic HTA orientations	<ul style="list-style-type: none"> <li>▪ <b>Basic HTA orientations</b> Technology oriented assessment, Problem oriented assessments, Project oriented assessment, Steps of HTA, Purposes of HTA, HTA assessment program, Expertise for conducting HTA, Health technologies and decision making</li> </ul>	T (10) P (3)
III	Describe Global perspective on health informatics	<p><b>Global perspective on health informatics</b></p> <p>Medical information systems: A foundation for healthcare technologies in developing countries, <b>Core values and competencies , careers are open to health informatics</b></p>	T (10) P (2)

## Teaching- Learning Strategies

- 1.Lecture cum Discussion
- 2.Seminar
- 3.Demonstration
- 4.Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Introduction about health technology	Short answer
2.	Basic HTA orientations	Short answers, Descriptive type.
3.	Global perspective on health informatics	Descriptive type, Health Education Simulation.

## (19ECHS 04) – HEALTH STATISTICS

### Introduction

The course is an elective method course within the Master of Science programme in Integrative Health Science and is also offered as a freestanding course.

### Course Objective

As a result of taking this class, students are expected to be able

1. To define an issue suitable for research in the health sciences
2. To describe data statistically
3. To formulate, execute and present testing of hypotheses and draw conclusions with regard to the formulated problem
4. To conduct and present correlation and regression analyses

Unit	Learning Objective	Content	Hrs
I	Explain the introduction to vital and health statistics	<b>❖ INTRODUCTION TO VITAL AND HEALTH STATISTICS</b> Introduction, Objectives of vital and health statistics, Requirements to be vital statistics, Purposes of vital and health statistics, Uses of vital and health statistics, Importance of health statistics	T (10) P (5)
II	Describe the sources of vital information	<b>❖ SOURCES OF VITAL INFORMATION</b> Census surveillance, Registration of vital events, Simple registration system record, Hospital records, Notification of health disease, Disease register, Health surveys, Population and surveys	T (10) P (3)
III	Describe the important vital statistics	<b>❖ IMPORTANT VITAL STATISTICS</b> Crude birth rate, Crude death rate, Fertility rate, Infant mortality & morbidity rate, Neonatal mortality rate, 1-4 year child mortality, morbidity rate, Under 5 yr. mortality, morbidity rate, General fertility rate, Maternal mortality rate, Maternal morbidity rate, Perinatal mortality, morbidity rate, Post neonatal mortality, morbidity rate, Life expectancy	T (10) P (2)

### Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Introduction to vital and health statistics	Short answer.
2.	Sources of vital information	Short answers, Descriptive type.
3.	Important vital statistics	Descriptive type, Health Education.

## (19ECIECo5) – IEC

### Introduction

The programme for students aims to enable them to creatively interact with a wide variety of hardware, software applications, devices and tools, nurturing their inquisitiveness and imagination, enabling them to access a wide variety of information and resources and helping them to solve problems.

### Course Objective

As a result of taking this class, students are expected to be able to

- ✓ Develop digital literacy skills that will enable them to function as discerning students in an increasingly digital society
- ✓ Access various tools and applications for learning and skill development opportunities
- ✓ Operate a variety of hardware and software independently and troubleshoot common problems and using the IEC facility with care, ensuring the safety of themselves, others and the equipment
- ✓ Creating a variety of digital products using appropriate tools and applications and saving, storing and managing digital resources
- ✓ Practice safe, legal and ethical means of using IEC

Unit	Learning Objective	Content	Hrs
I	Explain the information, education, communication	<b>INFORMATION, EDUCATION, COMMUNICATION</b> Health behavior, Factors influencing health behavior, Models of health and prevention, Health promotion strategies, Health information, Health information sources, Information and its importance, Health information management strategies, Preservation of health information, Application and utilization of health information	T (10) P (5)
II	Describe the Health Education	<b>HEALTH EDUCATION</b> Meaning, concept, definitions of health education, Alma Atta declaration, Aims of health education, Objectives and principles of health education, Scope / importance of health behavioral education, Planning of health education, Steps in planning health education, Health education in levels involving individuals, group and communities, Planning community messages	T (10) P (3)
III	Describe the communication	<b>COMMUNICATION</b> Introduction to communication, Concept involved in communication, Meaning and definition of effective communication, Types of communication, Channels of communicating information, Communication cycle, Effective means of communication, Principle involved in a communication process, Barriers in communication	T (10) P (2)

## Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Demonstration
4. Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Information, education, communication	Short answer
2.	Health Education	Short answers, Descriptive type
3.	Communication	Descriptive type, Health Education Return demonstration

## **(19NM05)- NURSING MANAGEMENT**

### **PLACEMENT-IIIYEAR**

<b>Hours of instruction</b>	
<b>Theory:150hours</b>	<b>Credit:7.5</b>
<b>Practical:150hours</b>	<b>Credit:7.5</b>

### **Course Description**

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

### **Objectives**

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

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

## Course Content

Unit	Hours	Content
I	10	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>❑ Philosophy, purpose, elements, principles and scope of administration</li> <li>❑ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local</li> <li>❑ Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community</li> <li>❑ Planning process: Five-year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans,</li> </ul>
II	10	<p><b>Management</b></p> <ul style="list-style-type: none"> <li>❑ Functions of administration</li> <li>❑ Planning and control</li> <li>❑ Co-ordination and delegation</li> <li>❑ Decision making – decentralization basic goals of decentralization.</li> <li>❑ Concept of management</li> </ul> <p><b>Nursing management</b></p> <ul style="list-style-type: none"> <li>❑ Concept, types, principles and techniques</li> <li>❑ Vision and Mission Statements</li> <li>❑ Philosophy, aims and objective</li> <li>❑ Current trends and issues in Nursing Administration</li> <li>❑ Theories and models</li> </ul> <p>Application to nursing service and education</p>
III	15	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>❑ Planning process: Concept, Principles, Institutional policies</li> <li>❑ Mission, philosophy, objectives,</li> <li>❑ Strategic planning</li> <li>❑ Operational plans</li> <li>❑ Management plans</li> <li>❑ Programme evaluation and review technique (PERT), Gantt chart, Management by objectives (MBO)</li> <li>❑ Planning new venture</li> <li>❑ Planning for change</li> <li>❑ Innovations in nursing</li> </ul> <p>Application to nursing service and education</p>

<b>IV</b>	<b>15</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>❑ Concept, principles, objectives, Types and theories, Minimum requirements for organization, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate,</li> <li>❑ Organizing nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care,</li> <li>❑ Planning and Organizing: hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)</li> <li>❑ Disaster management: plan, resources, drill, etc</li> </ul> <p>Application to nursing service and education</p>
<b>V</b>	<b>15</b>	<p><b>Human Resource for health</b></p> <ul style="list-style-type: none"> <li>❑ Staffing <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Norms: Staff inspection unit (SIU), Bajaj Committee, High power committee, Indian nursing council(INC)</li> <li>• Estimation of nursing staff requirement- activity analysis</li> <li>• Various research studies</li> </ul> </li> <li>❑ Recruitment: credentialing, selection, placement, promotion</li> <li>❑ Retention</li> <li>❑ Personnel policies</li> <li>❑ Termination</li> <li>❑ Staff development programme</li> <li>❑ Duties and responsibilities of various category of nursing personnel</li> </ul> <p>Applications to nursing service and education</p>
<b>VI</b>	<b>15</b>	<p><b>Directing</b></p> <ul style="list-style-type: none"> <li>❑ Roles and functions</li> <li>❑ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</li> <li>❑ Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</li> <li>❑ Delegation; common delegation errors</li> <li>❑ Managing conflict: process, management, negotiation, consensus</li> <li>❑ Collective bargaining: health care labour laws, unions,</li> </ul>

		<p>professional associations, role of nurse manager</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Occupational health and safety</li> </ul> <p>Application to nursing service and education</p>
<b>VII</b>	<b>10</b>	<p><b>Material management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts, principles and procedures</li> <li><input type="checkbox"/> Planning and procurement procedures: Specifications</li> <li><input type="checkbox"/> ABC analysis,</li> <li><input type="checkbox"/> VED (very important and essential daily use) analysis</li> <li><input type="checkbox"/> Planning equipments and supplies for nursing care: unit and hospital</li> <li><input type="checkbox"/> Inventory control</li> <li><input type="checkbox"/> Condemnation</li> </ul> <p>Application to nursing service and education</p>
<b>VIII</b>	<b>15</b>	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> <li>• Standards</li> <li>• Models</li> <li>• Nursing audit</li> </ul> </li> <li><input type="checkbox"/> Performance appraisal: Tools, confidential reports, formats, Management, interviews</li> <li><input type="checkbox"/> Supervision and management: concepts and principles</li> <li><input type="checkbox"/> Discipline: service rules, self-discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc</li> <li><input type="checkbox"/> Self-evaluation or peer evaluation, patient satisfaction, utilization review</li> </ul> <p>Application to nursing service and education</p>
<b>IX</b>	<b>15</b>	<p><b>Fiscal planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Steps</li> <li><input type="checkbox"/> Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</li> <li><input type="checkbox"/> Budget estimate, revised estimate, performance budget</li> <li><input type="checkbox"/> Audit</li> <li><input type="checkbox"/> Cost effectiveness</li> <li><input type="checkbox"/> Cost accounting</li> <li><input type="checkbox"/> Critical pathways</li> <li><input type="checkbox"/> Health care reforms</li> <li><input type="checkbox"/> Health economics</li> <li><input type="checkbox"/> Health insurance</li> <li><input type="checkbox"/> Budgeting for various units and levels</li> </ul> <p>Application to nursing service and education</p>

<b>X</b>	<b>10</b>	<b>Nursing informatics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trends</li> <li><input type="checkbox"/> General purpose</li> <li><input type="checkbox"/> Use of computers in hospital and community</li> <li><input type="checkbox"/> Patient record system</li> <li><input type="checkbox"/> Nursing records and reports</li> <li><input type="checkbox"/> Management information and evaluation system (MIES)</li> <li><input type="checkbox"/> E-nursing, Telemedicine, telenursing</li> <li><input type="checkbox"/> Electronic medical records</li> </ul>
<b>XI</b>	<b>10</b>	<b>Leadership</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts, Types, Theories</li> <li><input type="checkbox"/> Styles</li> <li><input type="checkbox"/> Manager behavior</li> <li><input type="checkbox"/> Leader behavior</li> <li><input type="checkbox"/> Effective leader: Characteristics, skills</li> <li><input type="checkbox"/> Group dynamics</li> <li><input type="checkbox"/> Power and politics</li> <li><input type="checkbox"/> lobbying</li> <li><input type="checkbox"/> Critical thinking and decision making</li> <li><input type="checkbox"/> Stress management</li> </ul> <p>Applications to nursing service and education</p>
<b>XII</b>	<b>10</b>	<b>Legal and ethical issues</b> <p>Laws and ethics</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ethical committee</li> <li><input type="checkbox"/> Code of ethics and professional conduct</li> <li><input type="checkbox"/> Legal system: Types of law, tort law, and liabilities</li> <li><input type="checkbox"/> Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character</li> <li><input type="checkbox"/> Patient care issues, management issues, employment issues</li> <li><input type="checkbox"/> Medico legal issues</li> <li><input type="checkbox"/> Nursing regulatory mechanisms: licensure, renewal, accreditation</li> <li><input type="checkbox"/> Patients' rights, Consumer protection act (CPA)</li> <li><input type="checkbox"/> Rights of special groups: children, women, HIV, handicap, ageing</li> <li><input type="checkbox"/> Professional responsibility and accountability</li> <li><input type="checkbox"/> Infection control</li> <li><input type="checkbox"/> Standard safety measures</li> </ul>

### COURSE OUTCOMES (Cos)

<b>CO1</b>	Describe the philosophy and objectives of the Health care institution at various Level
<b>CO2</b>	Identify trends and issues in Nursing
<b>CO3</b>	Discuss the public administration, health care administration vis a vis Nursing Administration
<b>CO4</b>	Describe the Principles of administration applied to Nursing
<b>CO5</b>	Explain the organization of Health and Nursing services at the various level
<b>CO6</b>	Identify and analyse legal and ethical issues in Nursing Administration

## Mapping/ Alignment of Cos with PO & PSO

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

(Tickmark or level of correlation: 3-High, 2-Medium, 1-Low)

### PRACTICALS

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

**(19COHN06)- CLINICAL  
SPECIALITY-II**

**COMMUNITY HEALTH NURSING-II**

**CLINICAL SPECIALITY-II**

**COMMUNITY HEALTH NURSING**

**PLACEMENT-II YEAR**

**Hours of instruction**

**Theory :150 hours Credit:7.5**

**Practical :950 hours Credit:47.5**

**Course Description**

This course is designed to assist students in developing expertise and in-depth understanding in the field of community health nursing. It will help students to develop advanced skills for nursing intervention in various aspects of community health care settings. It will enable the student to function as community health Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of community health nursing.

**Objectives**

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

1. Appreciate trends and issues related to community health Nursing- reproductive and child health, school health, Occupational health, international health, rehabilitation, geriatric and mental health.
2. Apply epidemiological concepts and principles in community health nursing practice
3. Perform community health assessment and plan health programmes
4. Describe the various components of Reproductive and child health programme.
5. Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach.
6. Describe the role and responsibilities of community health nurse in various national health and family welfare programmes
7. Participate in the implementation of various national health and family welfare programme
8. Demonstrate competencies in providing family centered nursing care independently
9. Participate/Conduct research for new insights and innovative solutions to health problems
10. Teach and supervise nurses and allied health workers.

Unit	Hours	Content
<b>I</b>	<b>20</b>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>❑ Introduction <ul style="list-style-type: none"> <li>• Concept, scope, definition, trends, History and development of modern Epidemiology</li> <li>• Contribution of epidemiology</li> <li>• Implications</li> </ul> </li> <li>❑ Epidemiological methods</li> <li>❑ Measurement of health and disease:</li> <li>❑ Health policies</li> <li>❑ Epidemiological approaches <ul style="list-style-type: none"> <li>• Study of disease causatives</li> <li>• Health promotion</li> <li>• Levels of prevention</li> </ul> </li> <li>❑ Epidemiology of <ul style="list-style-type: none"> <li>• Communicable diseases</li> <li>• Non-communicable diseases</li> </ul> </li> <li>❑ Emerging and re-emerging diseases Epidemics</li> <li>❑ National Integrated disease Surveillance Programme</li> <li>❑ Health information system</li> <li>❑ Epidemiology study and reports</li> <li>❑ Role of Community health nurse</li> </ul>
<b>II</b>	<b>40</b>	<p><b>National Health and Family Welfare Programmes</b></p> <ul style="list-style-type: none"> <li>❑ Objectives, Organization/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse: <ul style="list-style-type: none"> <li>• National Vector Borne Disease Control Programm (NVBDCP)</li> <li>• National Filariasis Control Programme</li> <li>• National Leprosy Eradication Programme</li> <li>• Revised national TB Control Programme</li> <li>• National Programme for Control of Blindness</li> <li>• National Iodine Deficiency Disorders Control Programme</li> <li>• National Mental Health Programme</li> <li>• National AIDS Control Programme</li> <li>• National Cancer Control Programme</li> <li>• RCH I and II</li> <li>• Non- communicable disease programmes</li> <li>• NRHM</li> </ul> </li> </ul> <p>- Health Schemes:</p>

		<input type="checkbox"/> ESI <input type="checkbox"/> CGHS <input type="checkbox"/> Health Insurance
<b>III</b>	<b>15</b>	<b>School Health</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction: definition, concepts, objectives,</li> <li><input type="checkbox"/> Health assessment, Screening, identification, referral and follow up,</li> <li><input type="checkbox"/> Safe environment</li> <li><input type="checkbox"/> Services, programmes and plans- first aid, treatment of minor ailments</li> <li><input type="checkbox"/> Inter-sectoral coordination</li> <li><input type="checkbox"/> Adolescent health</li> <li><input type="checkbox"/> Disaster, disaster preparedness, and management</li> <li><input type="checkbox"/> Guidance and counseling</li> <li><input type="checkbox"/> School health records - maintenance and its importance</li> <li><input type="checkbox"/> Roles and responsibilities of community health nurse</li> </ul>
<b>IV</b>	<b>15</b>	<b>International health</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Global burden of disease</li> <li><input type="checkbox"/> Global health rules to halt disease spread</li> <li><input type="checkbox"/> Global health priorities and programmes</li> <li><input type="checkbox"/> International quarantine</li> <li><input type="checkbox"/> Health tourism</li> <li><input type="checkbox"/> International cooperation and assistance</li> <li><input type="checkbox"/> International travel and trade</li> <li><input type="checkbox"/> Health and food legislation, laws, adulteration of food</li> <li><input type="checkbox"/> Disaster management</li> <li><input type="checkbox"/> Migration</li> <li><input type="checkbox"/> International health agencies –World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. AusAID etc</li> <li><input type="checkbox"/> International health issues and problems</li> <li><input type="checkbox"/> International nursing practice standards</li> <li><input type="checkbox"/> International health vis-a vis national health</li> <li><input type="checkbox"/> International health days and their significance</li> </ul>
<b>V</b>	<b>15</b>	<b>Education and administration</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Quality assurance</li> <li><input type="checkbox"/> Standards, Protocols, Policies, Procedures</li> <li><input type="checkbox"/> Infection control; Standard safety measures</li> <li><input type="checkbox"/> Nursing audit</li> <li><input type="checkbox"/> Design of Sub-Centre/Primary Health Centre/Community health center</li> <li><input type="checkbox"/> Staffing; Supervision and monitoring-Performance appraisal</li> <li><input type="checkbox"/> Budgeting</li> <li><input type="checkbox"/> Material management</li> </ul>

		<ul style="list-style-type: none"> <li>❑ Role and responsibilities of different categories of personnel in community health</li> <li>❑ Referral chain- community outreach services</li> <li>❑ Transportation</li> <li>❑ Public relations</li> <li>❑ Planning in-service educational programme and teaching</li> <li>❑ Training of various categories of health workers- preparation of manuals</li> </ul>
<b>VI</b>	<b>10</b>	<p><b>Geriatric</b></p> <ul style="list-style-type: none"> <li>❑ Concept, trends, problems and issues</li> <li>❑ Aging process, and changes</li> <li>❑ Theories of ageing</li> <li>❑ Health problems and needs</li> <li>❑ Psycho-physiological stressors and disorders</li> <li>❑ Myths and facts of aging</li> <li>❑ Health assessment</li> <li>❑ Home for aged-various agencies</li> <li>❑ Rehabilitation of elderly</li> <li>❑ Care of elderly</li> <li>❑ Elderly abuse</li> <li>❑ Training and supervision of care givers</li> <li>❑ Government welfare measures Programmes for elderly- Role of NGOs</li> <li>❑ Roles and responsibilities of Geriatric nurse in the community</li> </ul>
<b>VII</b>	<b>10</b>	<p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>❑ Introduction: Concepts, principles, trends, issues,</li> <li>❑ Rehabilitation team</li> <li>❑ Models, Methods</li> <li>❑ Community based rehabilitation</li> <li>❑ Ethical issues</li> <li>❑ Rehabilitation Council of India</li> <li>❑ Disability and rehabilitation- Use of various prosthetic devices</li> <li>❑ Psychosocial rehabilitation</li> <li>❑ Rehabilitation of chronic diseases</li> <li>❑ Restorative rehabilitation</li> <li>❑ Vocational rehabilitation</li> <li>❑ Role of voluntary organizations</li> <li>❑ Guidance and counseling</li> <li>❑ Welfare measures</li> <li>❑ Role and responsibilities of community health nurse</li> </ul>

<b>VIII</b>	<b>10</b>	<p><b>Community mental health</b></p> <ul style="list-style-type: none"> <li>❑ Magnitude, trends and issues</li> <li>❑ National Mental Health Program- Community mental health program</li> <li>❑ The Changing Focus of care</li> <li>❑ The Public Health Model</li> <li>❑ Case Management- Collaborative care</li> <li>❑ Crisis intervention</li> <li>❑ Welfare agencies</li> <li>❑ Population at Risk</li> <li>❑ The community as Client <ul style="list-style-type: none"> <li>• Primary Prevention</li> <li>• Secondary prevention</li> <li>• Tertiary Prevention</li> </ul> </li> <li>❑ Community based rehabilitation</li> <li>❑ Human rights of mentally ill</li> <li>❑ Substance use</li> <li>❑ Mentally challenged groups</li> <li>❑ Role of community health nurse</li> </ul>
<b>IX</b>	<b>15</b>	<p><b>Occupational health</b></p> <ul style="list-style-type: none"> <li>❑ Introduction: Trends, issues, Definition, Aims, Objectives, Workplace safety</li> <li>❑ Ergonomics and Ergonomic solutions</li> <li>❑ Occupational environment- Physical, social, Decision making, Critical thinking</li> <li>❑ Occupational hazards for different categories of people- physical, chemical, biological, mechanical, , Accidents,</li> <li>❑ Occupational diseases and disorders</li> <li>❑ Measures for Health promotion of workers; Prevention and control of occupational diseases, disability limitations and rehabilitation</li> <li>❑ Women and occupational health</li> <li>❑ Occupational education and counseling</li> <li>❑ Violence at workplace</li> <li>❑ Child labor</li> <li>❑ Disaster preparedness and management</li> <li>❑ Legal issues: Legislation, Labor unions, ILO and WHO recommendations, Factories act, ESI act</li> <li>❑ Role of Community health nurse, Occupational health team</li> </ul>

### Course outcomes (Cos)

CO1	Remember the basic concepts of Normal pregnancy, labour and puerperium
CO2	Understand the physiology and management of High-risk pregnancy, abnormal labour and puerperium.
CO3	Analyze deviations from normal, able to provide appropriate Interventions.
CO4	Apply revised protocols to manage obstetrical emergencies.
CO5	Evaluate the outcomes of Nursing interventions and revisions made according to recent advancements.
CO6	Create new interventions/protocols to improve quality of care.

### Mapping/ Alignment of Cos with PO & PSO

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

Tickmark or level of correlation: 3-High, 2-Medium, 1-Low)

### PRACTICAL

**Total = 960 Hours**  
**1 Week = 30 Hours**

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Urban and Rural community	17	510 Hours
2	School Health	3	90 Hours
3	International health	2	60 Hours
4	Administration (SC/PHC/CHC)	2	60 Hours
5	Occupational health	2	60 Hours
6	Community Mental Health	2	60 Hours
7	Home for aged and Hospice	2	60 Hours
8	Rehabilitation	2	60 Hours
	<b>Total</b>	<b>32 Weeks</b>	<b>960 Hours</b>

## **CATEGORIZATION OF PRACTICAL ACTIVITIES**

### **Observed**

- MCH office and DPHNO
- CHC/First Referral Unit (FRU)
- Child guidance clinic
- Institute/Unit for mentally challenged
- District TB center
- AIDS control society
- Filariasis clinic
- RCH clinic
- STD clinic
- Leprosy clinic
- Community based rehabilitation unit
- Cancer centers
- Palliative care
- Homeo lodge
- Mental health units
- De-addiction centers
- School health services
- Industry
- Selected industrial health centers
- ESI unit
- Municipality/corporation office

### **Assisted**

- Laparoscopic sterilization
- Vasectomy
- All clinics related to RCH
- Monitoring of national health and family welfare programmes

### **Performed**

- Conduct various clinics
- School health assessment.
- Health survey.
- Health assessment
- Drug administration as per the protocols

**ELECTIVE COURSE  
(19ECAPO6) –AIR POLLUTION**

**Introduction**

Air pollution is the presence of substances in the atmosphere that are harmful to the health of humans and other living beings, or cause damage to the climate or to materials. There are many different types of air pollutants, such as gases (such as ammonia, carbon monoxide, sulfur dioxide, nitrous oxides, methane, carbon dioxide and chlorofluorocarbons), particulates (both organic and inorganic), and biological molecules.

**Course objectives**

As a result of taking this class, students are expected to be able to

1. Explain the basic concepts of pollution.
2. Describe the causes of air pollution.
3. Discuss the health related problems due to air pollution.
4. Explain the control of air pollution
5. To identify the pollutants and their sources and then the followed by its impact and their control mechanisms.

<b>Unit</b>	<b>Learning objectives</b>	<b>Content</b>	<b>Hours</b>
I	describe the industrial accidents	Introduction Industrial Accidents Air Pollutants Sources of Air Pollution Emission Inventory Air Pollution Index Air Pollution in India	T (10)
II	Explain the control of air pollution	<b>Air Pollution control</b> Strategy and Tactics-The Air Pollution System Episode Control Air Quality Management Control Strategy Alternative Control Strategies Economic Considerations	T(10) P(5)
III	Describe air quality management	<b>AIR QUALITY MANAGEMENT</b> Air quality standards Air quality monitoring Preventive measures Air pollution control efforts Zoning – Town planning regulation of new industries Legislation and enforcement Environmental Impact Assessment and Air quality	T(10) P(2)

## Teaching- Learning Strategies

- 1) Lecture cum Discussion
- 2) Seminar
- 3) Lab-bag technique
- 4) Demonstration
- 5) Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Describe the types of hazards	Short answer
2.	Explain the characteristics of hazardous chemicals	Short answers, Descriptive type, Drug and its indication
3.	Discuss handle hazardous chemicals for Storage Handling	Descriptive type, Health Education Return demonstration

## 19ECBTSO7) –BLOOD TRANSFUSION SAFETY

### Introduction

A blood transfusion is a routine medical procedure in which donated blood .This potentially life-saving procedure can help replace blood lost due to surgery or injury. A blood transfusion also can help if an illness prevents your body from making blood or some of your blood's components correctly.

### Course Objective

As a result of taking this class, students are expected to be able

- ✓ To understand the basic principles and concepts presented in the transfusion medicine core curriculum and develop a fund of basic knowledge in the field
- ✓ To recognize problems in clinical medicine those are related to transfusion and apply concepts and principles in the core curriculum to clinical situations
- ✓ To provide appropriate therapeutic solutions to transfusion medicine problems
- ✓ To provide consultants and teachers in Transfusion Medicine in various medical colleges and institutions for operating a well organized & efficient transfusion services.

Unit	Learning Objective	Content	Hrs
I	Describe about Immunohaematology	<p><b>Immunohaematology</b>            Basic Principles of Immunohaematology, Application of Blood groups: Population Genetics, Forensic medicine, Transfusion medicine</p> <p>2. ABO Blood of Group Systems: History, Genetics, ABH antigens, Biochemical Synthesis of blood group antigens, Antigenic sites, weaker variants, Bombay Phenotype, ABO antibodies,</p> <p>3. RH Blood Group System: History, Genetics, Molecular Genetics, Nature of Rh Antigens, Partial D, Weak D, other variants of Rh, Rh Null, Rh antibodies, factors influencing Rh immunization, Functional role of Rh antigens</p> <p>4. Other Blood Group Systems: Lewis, P, Ii, MNSs, Kell, Duffy, Celano, In, Private antigens, Public antigens.</p>	T (10)
II	Explain about Hematology	<p><b>Hematology</b>            Collection of blood samples, types of anticoagulants , Complete hemogram, Different methods of hemoglobin screening/estimation: Copper sulphate, hematology analyzers, Sahli's, Cyanmethemoglobin and Hemo-Q methods, Red cell indices ,Normal erythropoiesis, Leucopoiesis, Formation and function of platelets . Classification of anemia, their laboratory diagnosis, Hemoglobinopathy: Beta Thalassemia and Sickle cell disease, G6PD deficiency, polycythemia. Autoimmune hemolytic anemia, classification, diagnosis, specificity of autoantibodies</p>	T (10)
III	Discuss the general Immunology	<p><b>General Immunology.</b>            Introduction to Immunology, History, Immunity</p> <p>2. Antigens : Immunogen, allo-antigen, soluble antigen, Red cell antigen, Epitopes</p> <p>3. Antibodies: Polyclonal antibodies, development of antibodies, structure of immunoglobulins, characteristics of immunoglobulins</p> <p>4. Monoclonal antibodies: Hybridoma technology, Human monoclonal antibodies, Applications of MAb</p> <p>5. Antigen antibody reaction: Antigen concentration, antibody concentration, enhancing media, other factors influencing antigen antibody reaction, Immunoassays: ELISA, IRMA, RIA</p> <p>6. Cells of immune system: Phagocytic cells, Antigen presenting cells, T cells, T cell subsets, B cells, CD Markers, Flowcytometry for counting T &amp; B cells</p>	T (10)

### Teaching- Learning Strategies

- 6) Lecture cum Discussion
- 7) Seminar
- 8) Lab-blood bank
- 9) Demonstration
- 10) Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Describe Immuno haematology	Short answer
2.	Collection of blood samples	Short answers, Descriptive type.
3.	Discuss about Immunology	Subjective type

## (19ECCSO8) –CHEMICAL SAFETY

### Introduction

Chemical Safety is achieved by undertaking all activities involving chemicals in such a way as to ensure the safety of human health and the environment. It covers all chemicals, natural and manufactured, and the full range of exposure situations from the natural presence of chemicals in the environment to their extraction or synthesis, industrial production, transport use and disposal.

### Course Objective

As a result of taking this class, students are expected to be able to

1. Explain Indian and International Safety standards.
2. Identify the causes of accident and explain various engineering control methods
3. Explain storage, handling and transportation of hazardous materials.
4. Classify fire extinguishing agents and method

Unit	Learning Objective	Content	Hrs
I	Describe the types of hazards	<b>Classify the hazards</b> Types of hazard (1) Chemical hazard (2) Thermal hazard (3) Electrical hazard (4) Mechanical hazard (5) Vibrational hazard (6) Biological hazard (7) Radioactive hazard	T (10)
II	Explain the characteristics of hazardous chemicals	<b>Discuss characteristics of hazardous chemicals</b> Hazardous chemicals like (a) Chlorine (b) Nitric Acid (c) Ammonia (d) Carbon Monoxide (e) Caustic Soda (f) Phosphoric Acid. (g) Sulfuric Acid (h) HC	T (10)
III	Discuss handle hazardous chemicals for Storage Handling	<b>Handle hazardous chemicals for Storage Handling &amp; Transportation,</b> Fire Hazards Storage, Handling & Transportation of hazardous chemicals, Fire hazards & their causes	T (10) P (5)

## Teaching- Learning Strategies

- 11) Lecture cum Discussion
- 12) Seminar
- 13) Lab-bag technique
- 14) Demonstration
- 15) Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Describe the types of hazards	Short answer
2.	Explain the characteristics of hazardous chemicals	Short answers, Descriptive type, Drug and its indication
3.	Discuss handle hazardous chemicals for Storage Handling	Descriptive type, Health Education Return demonstration

### (19ECCAO9) –CHILD ABUSE

#### Introduction

Child abuse happens when someone caring for a child hurts a child's feelings or body. It can happen to boys or girls in any family. Often, hurt feelings (or emotional trauma) last long after a hurt body has healed. Knowing the dangers of abuse and what to do if you suspect it is key to keeping all children safe

#### Course Objective

As a result of taking this class, students are expected to be able to

1. Discuss the history of Child Abuse
2. Define different types of child abuse and discuss signs of child abuse.
3. Use case examples and discuss different types of abuse that occurred in each case.
4. Discuss the laws of abuse, how to report, and information to know when reporting to proper Authorities.
5. Explain the court system and process that occurs when child abuse is reported.
6. Discuss various community agencies that work with child abuse and adult survivors of child abuse in the area and their role

Unit	Learning Objective	Content	Hrs
I	Describe the history of child abuse	<p><b>INTRODUCTION</b></p> <p>Describe the history of child abuse. Articulate emergency notice number for reporting abuse and describe current laws related to reporting child abuse. Compare and contrast the similarities and differences between abuse of boys and girls. Demonstrate strategies for working with families who experience child abuse, including emotional support and referral options. Describe the myths and stereotypes of child abuse and adult survivors</p>	T (10)
II	Explain the indicators of abuse and neglect	<p><b>INDICATORS OF ABUSE AND NEGLECT.</b></p> <ol style="list-style-type: none"> <li>1. Define child maltreatment and its elements.</li> <li>2. Identify physical and behavioral indicators associated with abuse and neglect.</li> <li>3. Discuss populations which are high risk for abuse and/or neglect. Identify causes for their high risk.</li> </ol>	T (10)
III	Discuss handle hazardous chemicals for Storage Handling	<p><b>FACTORS RELATING TO ABUSE AND NEGLECT OF CHILDREN.</b></p> <p>Define child maltreatment and its elements</p> <p>Identify the types of child abuse and neglect as well as abuse to other members of the family.</p> <p>List agencies which work with families and persons involved with abuse and neglect and explain the agencies' functions.</p> <p>Relate the causes of child abuse and neglect.</p> <p>Discuss populations which are high risk for abuse and/or neglect. Identify causes for their high risk.</p> <p>Cite preventive and rehabilitative measures for child abuse and neglect and other forms of abuse and neglect within a family.</p>	T (10)

## Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Lab-bag technique
4. Demonstration
5. Assignments

## Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Describe the history of child abuse	Short answer
2.	Explain the indicators of abuse and neglect	Short answers, Descriptive type, Drug and its indication
3.	Discuss handle hazardous chemicals for Storage Handling	Descriptive type, Health Education Return demonstration

## (19ECA10) –ALCOHOLISM

### Introduction

Alcoholism is, broadly, any drinking of [alcohol](#) those results in significant [mental](#) or physical [health](#) problems. Alcoholism is not a recognized diagnostic entity. Predominant diagnostic classifications are alcohol use disorder. Environment and genetics are two factors in the risk of development of alcoholism, with about half the risk attributed to each. Stress and associated disorders, including anxiety, are key factors in the development of alcoholism as alcohol consumption can temporarily reduce dysphoria

### Course Objective

As a result of taking this class, students are expected to be able to

1. Explain how exposure to alcohol affects your body, thinking, moods, behavior
2. Identify how social and interpersonal influences affect drinking patterns (e.g., perceived norms, modeling, reinforcement, gender roles)
3. Identify the role of the socio cultural context and policies in shaping drinking practices
4. Explain epidemiological factors associated with alcohol use and misuse
5. Understand the meaning and correlates of alcohol abuse and alcohol dependence
6. Identify the chronic effects of alcohol on physical and mental health, and social role functioning

Unit	Learning Objective	Content	Hrs
I	describe the problems of alcoholism	<b>INTRODUCTION</b> Introduction to the Problem: Concept (what constitutes drug abuse ); Nature (vulnerable age groups, signs and symptoms); Causes(physiological, psychological, sociological); Consequences (for individuals, families, society and nations)	T (10)
II	explain the the effects of alcoholism	<b>ALCOHOLISM AND ITS EFFECTS</b> Screening tools (i.e. CAGE, MAST, or AUDIT questionnaires) • Mechanism of alcohol withdrawal • Timeline of withdrawal symptoms • Risk of withdrawal seizures and delirium tremens • CIWA protocol o When certain benzodiazepines are preferred over others • Anti-craving medications (e.g. naltrexone, acamprosate, topiramate, gabapentin, disulfiram, baclofen) o Mechanism of action o Side effects o When to initiate o Safety in liver disease/cirrhosis • Long-term complications of abuse o Cirrhosis	T (10)
III	Discuss the role of nurses in prevention of alcoholism	<b>ROLE OF NURSES.</b> Role of nurses in educating patients, families, and other health care providers on prevention of alcoholism. Guidance and counseling	T (10)

### Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Lab-bag technique
4. Demonstration
5. Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Mechanism of alcohol withdrawal	Short answer
2.	Risk of withdrawal seizures and delirium tremens	Short answers, Descriptive type, Drug and its indication
3.	Role of nurses in educating patients	Descriptive type, Health Education Return demonstration