# LALA AMI CHAND COLLEGE OF NURSING

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# *B.S.c. NURSING*

# SEMESTER-1

**SYLLABUS**

**COMMUNICATIVE ENGLISH**

**PLACEMENT:** I SEMESTER

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

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

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

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

**COURSE OUTLINE**

**T – Theory**

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

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

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

## APPLIED ANATOMY

**PLACEMENT:** I SEMESTER

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

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

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

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

**COURSE OUTLINE**

**T – Theory**

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

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

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

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

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

## APPLIED PHYSIOLOGY

**PLACEMENT**: I SEMESTER

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

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

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

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

**COURSE OUTLINE**

**T – Theory**

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | heart, and physiology of circulation | cardiac cycle, Stroke volume and cardiac output<br>• Blood pressure and Pulse<br>• Circulation – principles, factors influencing blood pressure, pulse<br>• Coronary circulation, Pulmonary and systemic circulation<br>• Heart rate – regulation of heart rate<br>• Normal value and variations<br>• Cardiovascular homeostasis in exercise and posture<br>• Application and implication in nursing | • Discussion<br>• Video/Slides | • MCQ |
| **V** | 5 (T) | Describe the composition and functions of blood | **Blood**<br>• Blood – Functions, Physical characteristics<br>• Formation of blood cells<br>• Erythropoiesis – Functions of RBC, RBC life cycle<br>• WBC – types, functions<br>• Platelets – Function and production of platelets<br>• Clotting mechanism of blood, clotting time, bleeding time, PTT<br>• Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation<br>• Blood groups and types<br>• Functions of reticuloendothelial system, immunity<br>• Application in nursing | • Lecture<br>• Discussion<br>• Videos | • Essay<br>• Short answer<br>• MCQ |
| **VI** | 5 (T) | Identify the major endocrine glands and describe their functions | **The Endocrine system**<br>• Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.<br>• Other hormones<br>• Alterations in disease<br>• Application and implication in nursing | • Lecture<br>• Explain using charts | • Short answer<br>• MCQ |
| **VII** | 4 (T) | Describe the structure of various sensory organs | **The Sensory Organs**<br>• Functions of skin<br>• Vision, hearing, taste and smell<br>• Errors of refraction, aging changes<br>• Application and implications in nursing | • Lecture<br>• Video | • Short answer<br>• MCQ |
| **VIII** | 6 (T) | Describe the functions of | **Musculoskeletal system** | • Lecture | • Structured essay |

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

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

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

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

## APPLIED SOCIOLOGY

**PLACEMENT:** I SEMESTER

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

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

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

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

### COURSE OUTLINE

**T – Theory**

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

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

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

## APPLIED PSYCHOLOGY

**PLACEMENT:** I SEMESTER

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

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

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

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

**COURSE OUTLINE**

**T – Theory**

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

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • **Attitudes** – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness<br>• Psychometric assessment of emotions and attitude – Introduction<br>• Role of nurse in caring for emotionally sick client | | |
| **VIII** | 4 (T) | Explain psychological assessment and tests and role of nurse | **Psychological assessment and tests – introduction**<br>• Types, development, characteristics, principles, uses, interpretation<br>• Role of nurse in psychological assessment | • Lecture<br>• Discussion<br>• Demonstration | • Short answer<br>• Assessment of practice |
| **IX** | 10 (T) | Explain concept of soft skill and its application in work place and society | **Application of soft skill**<br>• Concept of soft skill<br>• Types of soft skill – visual, aural and communication skill<br>• The way of communication<br>• Building relationship with client and society<br>• **Interpersonal Relationships (IPR):** Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers<br>• Survival strategies – managing time, coping stress, resilience, work – life balance<br>• Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.<br>• Use of soft skill in nursing | • Lecture<br>• Group discussion<br>• Role play<br>• Refer/Complete Soft skills module | • Essay and short answer |
| **X** | 2 (T) | Explain self-empowerment | **Self-empowerment**<br>• Dimensions of self-empowerment<br>• Self-empowerment development<br>• Importance of women's empowerment in society<br>• Professional etiquette and personal grooming<br>• Role of nurse in empowering others | • Lecture<br>• Discussion | • Short answer<br>• Objective type |

**NURSING FOUNDATION - I (including First Aid module)**

**PLACEMENT:** I SEMESTER

**THEORY:** 6 Credits (120 hours)

**PRACTICUM:** Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

**DESCRIPTION:** This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

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

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

***Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

**COURSE OUTLINE**

**T – Theory, SL – Skill Lab**

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| **I** | 5 (T) | Describe the concept of health and illness | **Introduction to health and illness**<br>• Concept of Health – Definitions (WHO), Dimensions<br>• Maslow's hierarchy of needs<br>• Health – Illness continuum<br>• Factors influencing health<br>• Causes and risk factors for developing illnesses<br>• Illness – Types, illness behavior<br>• Impact of illness on patient and family | • Lecture<br>• Discussion | • Essay<br>• Short answer<br>• Objective type |
| **II** | 5 (T) | Describe the levels of illness prevention and care, health care services | **Health Care Delivery Systems –**<br>***Introduction of Basic Concepts & Meanings***<br>• Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary<br>• Levels of Care – Primary, Secondary and Tertiary<br>• Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities<br>• Hospitals – Types, Organization and | • Lecture<br>• Discussion | • Essay<br>• Short answer<br>• Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | Functions<br>• Health care teams in hospitals – members and their role | | |
| **III** | 12 (T) | Trace the history of Nursing<br><br>Explain the concept, nature and scope of nursing<br><br>Describe values, code of ethics and professional conduct for nurses in India | **History of Nursing and Nursing as a profession**<br>• History of Nursing, History of Nursing in India<br>• Contributions of Florence Nightingale<br>• Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel<br>• Nursing as a profession – definition and characteristics/criteria of profession<br>• Values – Introduction – meaning and importance<br>• Code of ethics and professional conduct for nurses – Introduction | • Lecture<br>• Discussion<br>• Case discussion<br>• Role plays | • Essay<br>• Short answers<br>• Objective type |
| **IV** | 8 (T)<br>3 (SL) | Describe the process, principles, and types of communication<br><br>Explain therapeutic, non-therapeutic and professional communication<br><br>Communicate effectively with patients, their families and team members | **Communication and Nurse Patient Relationship**<br>• Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication<br>• Methods of effective communication/therapeutic communication techniques<br>• Barriers to effective communication/non-therapeutic communication techniques<br>• Professional communication<br>• Helping Relationships (Nurse Patient Relationship) – Purposes and Phases<br>• Communicating effectively with patient, families and team members<br>• Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) | • Lecture<br>• Discussion<br>• Role play and video film on Therapeutic Communication | • Essay<br>• Short answer<br>• Objective type |
| **V** | 4 (T)<br>2 (SL) | Describe the purposes, types and techniques of recording and reporting<br><br>Maintain records and reports accurately | **Documentation and Reporting**<br>• Documentation – Purposes of Reports and Records<br>• Confidentiality<br>• Types of Client records/Common Record-keeping forms<br>• Methods/Systems of documentation/Recording | • Lecture<br>• Discussion<br>• Demonstration | • Essay<br>• Short answer<br>• Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Guidelines for documentation<br>• Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording<br>• Reporting – Change of shift reports, Transfer reports, Incident reports | | |
| **VI** | 15 (T)<br>20 (SL) | Describe principles and techniques of monitoring and maintaining vital signs<br><br>Assess and record vital signs accurately | **Vital signs**<br>• Guidelines for taking vital signs<br>• *Body temperature* –<br>o Definition, Physiology, Regulation, Factors affecting body temperature<br>o Assessment of body temperature – sites, equipment and technique<br>o Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia<br>o Fever/Pyrexia – Definition, Causes, Stages, Types<br>• Nursing Management<br>o Hot and Cold applications<br>• *Pulse*:<br>o Definition, Physiology and Regulation, Characteristics, Factors affecting pulse<br>o Assessment of pulse – sites, equipment and technique<br>o Alterations in pulse<br>• *Respiration:*<br>o Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration<br>o Assessment of respirations – technique<br>o Arterial Oxygen saturation<br>o Alterations in respiration<br>• *Blood pressure*:<br>o Definition, Physiology and Regulation, Characteristics, Factors affecting BP<br>o Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment<br>o Alterations in Blood Pressure<br>• Documenting Vital Signs | • Lecture<br>• Discussion<br>• Demonstration & Re-demonstration | • Essay<br>• Short answer<br>• Objective type<br>• Document the given values of temperature, pulse, and respiration in the graphic sheet<br>• OSCE |
| **VII** | 3 (T) | Maintain equipment and linen | **Equipment and Linen**<br>• Types – Disposables and reusable<br>o Linen, rubber goods, glassware, metal, plastics, furniture<br>• Introduction – Indent, maintenance, Inventory | | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| **VIII** | 10 (T)<br>3 (SL) | Describe the basic principles and techniques of infection control and biomedical waste management | **Introduction to Infection Control in Clinical setting Infection**<br>• Nature of infection<br>• Chain of infection<br>• Types of infection<br>• Stages of infection<br>• Factors increasing susceptibility to infection<br>• Body defenses against infection – Inflammatory response & Immune response<br>• Health care associated infection (Nosocomial infection)<br>**Introductory concept of Asepsis – Medical & Surgical asepsis**<br>***Precautions***<br>• Hand Hygiene<br>• (Hand washing and use of hand Rub)<br>• Use of Personal Protective Equipment (PPE)<br>• Standard precautions<br>***Biomedical Waste management***<br>• Types of hospital waste, waste segregation and hazards – Introduction | • Lecture<br>• Discussion<br>• Demonstration<br>• Observation of autoclaving and other sterilization techniques<br>• Video presentation on medical & surgical asepsis | • Essay<br>• Short answer<br>• Objective type |
| **IX** | 15 (T)<br>15 (SL) | Identify and meet the comfort needs of the patients | ***Comfort, Rest & Sleep and Pain***<br>• Comfort<br>○ Factors Influencing Comfort<br>○ Types of beds including latest beds, purposes & bed making<br>○ Therapeutic positions<br>○ Comfort devices<br>• Sleep and Rest<br>○ Physiology of sleep<br>○ Factors affecting sleep<br>○ Promoting Rest and sleep<br>○ Sleep Disorders<br>• Pain (Discomfort)<br>○ Physiology<br>○ Common cause of pain<br>○ Types<br>○ Assessment – pain scales and narcotic scales | • Lecture<br>• Discussion<br>• Demonstration & Re-demonstration | • Essay<br>• Short answer<br>• Objective type<br>• OSCE |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | ○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA<br>○ Invasive techniques of pain management<br>○ Any other newer measures<br>○ CAM (Complementary & Alternative healing Modalities) | | |
| **X** | 5 (T)<br>3 (SL) | Describe the concept of patient environment | **Promoting Safety in Health Care Environment**<br>• Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control<br>• Reduction of Physical hazards – fire, accidents<br>• Fall Risk Assessment<br>• Role of nurse in providing safe and clean environment<br>• Safety devices –<br>○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines<br>○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc. | • Lecture<br>• Discussion<br>• Demonstration | • Essay<br>• Short answer<br>• Objective type |
| **XI** | 6 (T)<br>2 (SL) | Explain and perform admission, transfer, and discharge of a patient | **Hospital Admission and discharge**<br>• Admission to the hospital Unit and preparation of unit<br>○ Admission bed<br>○ Admission procedure<br>○ Medico-legal issues<br>○ Roles and Responsibilities of the nurse<br>• Discharge from the hospital<br>○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers<br>○ Discharge Planning<br>○ Discharge procedure<br>○ Medico-legal issues<br>○ Roles and Responsibilities of the nurse<br>○ Care of the unit after discharge | • Lecture<br>• Discussion<br>• Demonstration | • Essay<br>• Short answer<br>• Objective type |
| **XII** | 8 (T)<br>10 (SL) | Demonstrate skill in caring for patients with restricted mobility | **Mobility and Immobility**<br>• Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement | • Lecture<br>• Discussion<br>• Demonstration & | • Essay<br>• Short answer<br>• Objective |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---|---|---|---|---|---|
| | | | • Principles of body mechanics<br>• Factors affecting Body Alignment and activity<br>• Exercise – Types and benefits<br>• Effects of Immobility<br>• Maintenance of normal Body Alignment and Activity<br>• Alteration in Body Alignment and mobility<br>• Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method<br>o Range of motion exercises<br>o Muscle strengthening exercises<br>o Maintaining body alignment – positions<br>o Moving<br>o Lifting<br>o Transferring<br>o Walking<br>• Assisting clients with ambulation<br>• Care of patients with Immobility using Nursing process approach<br>• Care of patients with casts and splints | Re-demonstration | type<br>• OSCE |
| **XIII** | 4 (T)<br>2 (SL) | Describe the principles and practice of patient education | **Patient education**<br>• Patient Teaching – Importance, Purposes, Process<br>• Integrating nursing process in patient teaching | • Discussion<br>• Role plays | • Essay<br>• Short answer<br>• Objective type |
| **XIV** | 20 (T)<br>20 (SL) | Explain and apply principles of First Aid during emergencies | **First Aid***<br>• Definition, Basic Principles, Scope & Rules<br>• First Aid Management<br>o Wounds, Hemorrhage & Shock<br>o Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries<br>o Transportation of Injured persons<br>o Respiratory Emergencies & Basic CPR<br>o Unconsciousness<br>o Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach<br>o Burns & Scalds<br>o Poisoning, Bites & Stings<br>o Frostbite & Effects of Heat<br>o Community Emergencies | • Lecture<br>• Discussion<br>• Demonstration & Re-demonstration<br>• Module completion<br>• National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module | • Essay<br>• Short answer<br>• Objective type<br>• OSCE |

*Mandatory module

## CLINICAL PRACTICUM

**Clinical Practicum:** 2 Credits (160 hours), 10 weeks × 16 hours per week

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

## SKILL LAB

### Use of Mannequins and Simulators

| S.No. | Competencies | Mode of Teaching |
|---|---|---|
| 1. | Therapeutic Communication and Documentation | Role Play |
| 2. | Vital signs | Simulator/Standardized patient |
| 3. | Medical and Surgical Asepsis | Videos/Mannequin |
| 4. | Pain Assessment | Standardized patient |
| 5. | Comfort Devices | Mannequin |
| 6. | Therapeutic Positions | Mannequin |
| 7. | Physical Restraints and Side rails | Mannequin |
| 8. | ROM Exercises | Standardized patient |
| 9. | Ambulation | Standardized patient |
| 10. | Moving and Turning patients in bed | Mannequin |
| 11. | Changing position of helpless patients | Mannequin/Standardized patient |
| 12. | Transferring patients bed to stretcher/wheel chair | Mannequin/Standardized patient |
| 13. | Admission, Transfer, Discharge & Health Teaching | Role Play |

**CLINICAL POSTINGS – General Medical/Surgical Wards**

**10 weeks × 16 hours/week = 160 Hours**

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---|---|---|---|---|---|
| General Medical/ Surgical wards | 2 | Maintain effective human relations (projecting professional image)<br><br>Communicate effectively with patient, families and team members<br><br>Demonstrate skills in techniques of recording and reporting | **Communication and Nurse patient relationship**<br>• Maintaining Communication with patient and family and interpersonal relationship<br>• Documentation and Reporting<br>○ Documenting patient care and procedures<br>○ Verbal report<br>○ Written report | | • OSCE |
| | 2 | Demonstrate skill in monitoring vital signs<br><br>Care for patients with altered vital signs<br><br>Demonstrate skill in implementing standard precautions and use of PPE | *Vital signs*<br>• Monitor/measure and document vital signs in a graphic sheet<br>○ Temperature (oral, tympanic, axillary)<br>○ Pulse (Apical and peripheral pulses)<br>○ Respiration<br>○ Blood pressure<br>○ Pulse oximetry<br>• Interpret and report alteration<br>• Cold Applications – Cold Compress, Ice cap, Tepid Sponging<br>• Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter<br>*Infection control in Clinical settings*<br>• Hand hygiene<br>• Use of PPE | • Care of patients with alterations in vital signs- 1 | • Assessment of clinical skills using checklist<br>• OSCE |
| | 3 | Demonstrate skill in meeting the comfort needs of the patients | **Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment**<br>*Comfort, Rest & Sleep*<br>• Bed making-<br>○ Open<br>○ Closed<br>○ Occupied<br>○ Post-operative | | • Assessment of clinical skills using checklist<br>• OSCE |

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---|---|---|---|---|---|
| | | Provide safe and clean environment | ○ Cardiac bed<br>○ Fracture bed<br>• Comfort devices<br>○ Pillows<br>○ Over bed table/cardiac table<br>○ Back rest<br>○ Bed Cradle<br>• Therapeutic Positions<br>○ Supine<br>○ Fowlers (low, semi, high)<br>○ Lateral<br>○ Prone<br>○ Sim's<br>○ Trendelenburg<br>○ Dorsal recumbent<br>○ Lithotomy<br>○ Knee chest<br>*Pain*<br>• Pain assessment and provision for comfort<br>*Promoting Safety in Health Care Environment*<br>• Care of Patient's Unit<br>• Use of Safety devices:<br>○ Side Rails<br>• Restraints (Physical)<br>• Fall risk assessment and Post Fall Assessment | • Fall risk assessment-1 | |
| | 2 | Demonstrate skill in admission, transfer, and discharge of a patient | **Hospital Admission and discharge, Mobility and Immobility and Patient education**<br>*Hospital Admission and discharge*<br>Perform & Document:<br>• Admission<br>• Transfer<br>• Planned Discharge | | • Assessment of clinical skills using checklist<br>• OSCE |
| | | Demonstrate skill in caring for patients with restricted mobility | *Mobility and Immobility*<br>• Range of Motion Exercises<br>• Assist patient in:<br>○ Moving | • Individual teaching-1 | • Assessment of clinical skills using checklist<br>• OSCE |

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