



**TECHNO INDIA UNIVERSITY**  
W E S T B E N G A L

**Department: Nursing**  
**B. Sc Nursing Syllabus**

**COLLEGE OF NURSING AND SCHOOL OF NURSING TECHNOINDIA UNIVERSITY, WEST BENGAL**



- **PROGRAMME OUTCOME**

**PO1. Patient-Centered & Holistic Care**

Deliver comprehensive, evidence-based, and person-centered nursing care that is compassionate, safe, ethical, and culturally appropriate, ensuring the dignity, rights, and well-being of individuals, families, and communities.

**PO2. Professionalism, Ethics & Legal Accountability**

Demonstrate ethical integrity, professionalism, and legal accountability while adhering to nursing standards, human rights principles, and national healthcare regulations to uphold patient safety and public trust.

**PO3. Leadership, Advocacy & Teaching Excellence**

Exhibit leadership, advocacy, and mentorship skills to influence healthcare policies, drive positive systemic change, and educate individuals and communities, fostering collaborative goal-setting and capacity-building in healthcare.

**PO4. Healthcare Systems, Policy & Resource Management**

Analyze and navigate healthcare systems, national health policies, and resource allocation to improve accessibility, cost-effectiveness, and equity in healthcare delivery, in alignment with public health priorities.

**PO5. Digital Health, Informatics & Technology Integration**

Leverage digital health technologies, artificial intelligence (AI), and health informatics to enhance clinical decision-making, patient care efficiency, and data-driven healthcare solutions in a rapidly evolving digital landscape.

**PO6. Communication, Emotional Intelligence & Interpersonal Skills**

Develop effective verbal, non-verbal, and written communication skills while fostering empathy, trust, and therapeutic relationships to enhance patient engagement, teamwork, and shared decision-making.

**PO7. Interprofessional Collaboration & Multidisciplinary Teamwork**

Work collaboratively within interdisciplinary healthcare teams, promoting mutual respect, role clarity, and cooperative problem-solving to optimize patient safety and care coordination in diverse healthcare settings.

**PO8. Patient Safety, Risk Management & Ethical Decision-Making**

Implement evidence-based safety protocols, error-prevention strategies, and risk assessment techniques while upholding ethical decision-making to ensure safe, high-quality, and accountable nursing care.

**PO9. Quality Improvement, Innovation & Healthcare Transformation**

Utilize quality assurance frameworks, research methodologies, and performance improvement models to drive continuous healthcare innovation, patient safety enhancement, and system efficiency.

**PO10. Research, Scientific Inquiry & Evidence-Based Nursing Practice**

Critically evaluate and integrate scientific research, clinical expertise, and patient values to inform nursing decisions, contribute to healthcare advancements, and promote a culture of inquiry and innovation.



**PO11. Health Promotion, Disease Prevention & Community Engagement** Develop and implement health education programs, public health initiatives, and preventive care strategies to promote wellness, address social determinants of health, and engage with rural and urban communities.

**PO12. Lifelong Learning, Professional Growth & Future Readiness**

Demonstrate a commitment to continuous learning, professional excellence, and adaptability to emerging global healthcare challenges, ensuring that nurses remain competent, resilient, and future-ready.

- **PROGRAM EDUCATIONAL OBJECTIVES (PEOs)**

**1.Excellence in Patient-Centered Nursing Practice**  
Graduates will provide holistic, evidence-based, and compassionate nursing care, ensuring patient safety, ethical integrity, and cultural sensitivity while addressing diverse healthcare needs.

**2.Leadership, Professionalism, and Ethical Standards**  
Graduates will demonstrate strong leadership, professional accountability, and ethical decision-making, advocating for patient rights, quality care, and healthcare system improvements while upholding legal and regulatory standards.

**3.Lifelong Learning, Research, and Healthcare Innovation**  
Graduates will engage in continuous learning, scientific research, and healthcare advancements, integrating technology, critical thinking, and interdisciplinary collaboration to drive innovation and enhance global healthcare outcomes.

- **PROGRAMME SPECIFIC OUTCOMES**

**PSO1: Competent Nursing Care-** Apply evidence-based practices, critical thinking, and ethical principles to deliver safe, compassionate, and holistic care in diverse settings.

**PSO2: Leadership & System Navigation-** Develop leadership, advocacy, and teamwork skills to improve healthcare systems, promote safety, and ensure equitable care.

**PSO3: Research & Lifelong Learning** Engage in research and continuous learning, integrating innovation and technology to enhance care quality and adapt to global challenges.

- **Pos, PEOs & PSOs Mapping**

Programme Specific Outcomes (PSOs)	Description	Related POs	Related PEOs
<b>PSO1: Competent Nursing Care</b>	Apply evidence-based practices, critical thinking, and ethical principles to deliver safe, compassionate, and holistic care in diverse settings.	PO1, PO6, PO10	PEO1



<b>PSO2: Leadership &amp; System Navigation</b>	Develop leadership, advocacy, and teamwork skills to improve healthcare systems, promote safety, and ensure equitable care.	PO3, PO4, PO7	PEO2
<b>PSO3: Research &amp; Lifelong Learning</b>	Engage in research and continuous learning, integrating innovation and technology to enhance care quality and adapt to global challenges.	PO5, PO9, PO12	PEO3

## B.SC NURSING CURRICULUM

SUBJECT CODE	SUBJECT NAME	CREDIT		
		THEOR Y	SKILL LAB	CLINICA L
<b>1<sup>st</sup> semester</b>				
TIU-UNS- T115	Communicative English	2		
TIU-UNS- T111	Applied Anatomy	3		
TIU-UNS- T111	Applied Physiology	3		
TIU-UNS- T113	Applied Sociology	3		
TIU-UNS- T113	Applied Psychology	3		
TIU-UNS- T112	Nursing Foundation I including First Aid module	6	2	2
	<b>TOTAL</b>	<b>20</b>	<b>2</b>	<b>2</b>
<b>2<sup>nd</sup> Semester</b>				
TIU-UNS- T110	Applied Biochemistry	2		
TIU-UNS- T110	Applied Nutrition and Dietetics	3		
TIU-UNS- T112	Nursing Foundation II including Health Assessment module	6	3	4
TIU-UNS- T114	Health/Nursing Informatics & Technology	2	1	
	<b>TOTAL</b>	<b>13</b>	<b>4</b>	<b>4</b>
<b>3<sup>rd</sup> Semester</b>				
TIU-UNS- T211	Applied Microbiology and Infection Control including Safety	2	1	
TIU-UNS- T210	Pharmacology I	1		
TIU-UNS- T210	Pathology I	7	1	6
TIU-UNS- T213	Adult Health Nursing I with integrated pathophysiology including BCLS module	1		
	<b>TOTAL</b>	<b>11</b>	<b>2</b>	<b>6</b>
<b>4<sup>th</sup> Semester</b>				
TIU-UNS- T210	Pharmacology II including Fundamentals of prescribing module	3		
TIU-UNS- T210	Pathology II and Genetics	1		
TIU-UNS- T212	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	1	6
TIU-UNS- T214	Professionalism, Professional Values and Ethics including Bioethics	1		



	<b>TOTAL</b>	<b>12</b>	<b>1</b>	<b>6</b>
	<b>5<sup>th</sup> Semester</b>			
TIU-UNS- T310	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	1	2
TIU-UNS- T312	Mental Health Nursing-I	3		1
TIU-UNS- T311	Community Health Nursing I including Environmental Science & Epidemiology	5		2
TIU-UNS- T313	Educational Technology/Nursing Education	2	1	
TIU-UNS- T315	Introduction to Forensic Nursing and Indian laws	1		
	<b>TOTAL</b>	<b>14</b>	<b>2</b>	<b>5</b>
	<b>6<sup>th</sup> Semester</b>			
TIU-UNS- T310	Child Health Nursing II	2		1
TIU-UNS- T312	Mental Health Nursing II	2		2
TIU-UNS- T314	Nursing Management & Leadership	3		1
TIU-UNS- TL415	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3		3
	<b>TOTAL</b>	<b>10</b>		<b>7</b>
	<b>7<sup>th</sup> Semester</b>			
TIU-UNS- T411	Community Health Nursing II	5		3
TIU-UNS- T413	Nursing Research & Statistics	2	2	
TIU-UNS- T415	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module	3	1	4
	<b>TOTAL</b>	<b>10</b>	<b>3</b>	<b>7</b>
	<b>8<sup>th</sup> Semester (INTERNSHIP)</b>			
	Community Health Nursing – 4 weeks	1 Credit= 4 hrs		
	Adult Health Nursing – 6 weeks	4 hrs X 22 Weeks=88 Hours		
	Child Health Nursing – 4 weeks	88 hrs X 12 Credit = 1056 Hours		
	Mental Health Nursing – 4 weeks	(48 hrs /wk X 22 Weeks)		
	Midwifery – 4 weeks			
	<b>TOTAL – 22 Wks</b>			

- 1 credit theory – 1 hour per week per semester
- 1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester
- 1 credit clinical – 4 hours per week per semester
- 1 credit elective course – 1 hour per week per semester

**Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across Eight semesters**



Sl no	Theory & Practicum (skill lab & clinical)	Credit	Hours	Percentage
1	Theory	90	1800	28
2	Lab/ Skill Lab	15	600	10
3	Clinical	36	3936	62
<b>TOTAL</b>		<b>141</b>	<b>6336</b>	<b>100</b>

## 1<sup>st</sup> Semester

### COMMUNICATIVE ENGLISH

<b>Program:</b> B.Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> Communicative English	<b>Subject Code:</b> TIU-UNS-T115
<b>Contact Hours/Week:</b> 2-2-0(L-T-P)	<b>Credit:</b> 2

#### COURSE OBJECTIVE :

##### Enable the student 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.



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## COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Identify and recall fundamental concepts of Communicative English, including pronunciation, vocabulary, grammar, and voice modulation.	K1
CO-2:	Explain the significance of effective communication in healthcare settings, emphasizing patient interactions and professional discourse.	K2
CO-3:	Demonstrate appropriate use of verbal and non-verbal communication skills in professional conversations, patient counseling, and interdisciplinary collaboration.	K3
CO-4:	Examine different healthcare scenarios to assess communication barriers and propose strategies for improving clarity and patient understanding.	K4
CO-5:	Critically assess written and verbal communication for coherence, effectiveness, and cultural sensitivity in healthcare documentation and patient interactions.	K5
CO-6	Develop structured and context-appropriate communication strategies for healthcare settings, including reports, presentations, and patient education materials.	K6

## COURSE CONTENT :

<b>Unit I:</b>	<b>Communication</b>	<b>3 Hours</b>
Communication, Roles of listeners, speakers, readers and writers as healthcare professionals		
<b>Unit II:</b>	<b>Introduction to LSRGW</b>	<b>5 Hours</b>
L – Listening: Different types of listening S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation R – Reading: Medical vocabulary, Gr – Grammar: Understanding tenses, linkers W – Writing simple sentences and short paragraphs – emphasis on correct grammar		
<b>Unit III:</b>	<b>Attentive Listening</b>	<b>5 Hours</b>
Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim- Listening to academic talks/ lectures- Listening to presentation		
<b>Unit IV:</b>	<b>Speaking – Effective Conversation</b>	<b>9 Hours</b>
Conversation situations – informal, formal and neutral · Factors influencing way of speaking -setting, topic, social relationship, attitude and language · Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations · Asking for information, giving instructions and directions · Agreeing and disagreeing, giving opinions, · Describing people, places, events and things narrating, reporting & reaching conclusions Evaluating and comparing- Complaints and suggestions- Telephone conversations- Delivering presentations		
<b>Unit V:</b>	<b>Reading</b>	<b>5 Hours</b>
Reading strategies, reading notes and messages ,Reading relevant articles and news items, Vocabulary for everyday activities, abbreviations and medical vocabulary Understanding visuals, graphs, figures and notes on instructions ,Reading reports and interpreting them Using idioms and phrases, spotting errors,vocabulary for presentations Remedial Grammar		
<b>Unit VI:</b>	<b>Writing Skills</b>	<b>5 Hours</b>
Writing patient history , Note taking, Summarising, Anecdotalrecords, Letterwriting, Diary/Journal writing, Report writing, Paper writing skills, Abstract writing		



<b>UNIT VII:</b>	<b>LSRW Skills</b>	<b>8 Hours</b>
Critical thinking strategies for listening and reading Oral reports, presentations, Writing instructions, letters and reports, Error analysis regarding LSRW		
	<b>TOTAL LECTURES</b>	<b>40 HRS</b>

**Books:** 1. Shama , Lohumi & Rakesh Lohumi, Communicative English for Nursing  
2. Bandana, Communicative English for B.Sc Nursing, Jaypee Brothers

## APPLIED ANATOMY

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> APPLIED ANATOMY	<b>Subject Code:</b> TIU-UNS-T111
<b>Contact Hours/Week:</b> 3-3-0 (L-T-P )	<b>Credit:</b> 3 Credits (60hrs)

### COURSE OBJECTIVE :

Enable the student 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 OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Define common anatomical terms such as directional terms, planes, and regions & identify and recall standard terminology used in anatomy.	K1
CO-2:	Describe the macroscopic (gross) and microscopic (histological) organization of different organ systems and explain how structures at the cellular and tissue levels contribute to organ function.	K2
CO-3:	Locate and describe the placement of major organs within the body cavities & Use anatomical landmarks to identify organs in diagnostic imaging (e.g., X-rays, MRI	K3



CO-4:	Examine how structural abnormalities (e.g., congenital defects, trauma, or diseases) impact function and compare normal vs. pathological anatomy to identify disease progression.	K4
CO-5:	Assess how anatomical knowledge informs medical procedures (e.g., surgeries, physical therapy, or diagnostics) & develop case-based solutions for clinical problems using anatomical principles	K5 & K6

### COURSE CONTENT :

<b>UNIT I</b>	Introduction to anatomical terms and organization of the human body	<b>6 Hours</b>
Concept of Health – Introduction to anatomical terms relative to positionanterior, ventral, Posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar		
<b>UNIT II</b>	The Respiratory system	<b>5 Hours</b>
Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing		
<b>UNIT III</b>	The Digestive system	<b>5 Hours</b>
• Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing		
<b>UNIT IV</b>	The Circulatory and lymphatic system	<b>5 Hours</b>
• Structure of blood components, blood vesselsArterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing		
<b>UNIT V</b>	The Endocrine system	<b>4 (T) Hours</b>
Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands		
<b>UNIT VI</b>	The Sensory organs	<b>3 (T) Hours</b>
• Structure of skin, eye, ear, nose and tongue • Application and implications in nursing		
<b>UNIT VII</b>	The Musculoskeletal system: The skeletal system	<b>8 (T) Hours</b>
• Anatomical positions • Bones- Types, structure, growth and ossification • Axial and Appendicular skeleton • Joints- classification, major joints and structure • Application and implications in nursing.		



<b>UNIT VIII</b>	The Renal System	<b>4 (T) Hours</b>
• Structure of kidney, ureters, bladder, urethra • Application and implication in nursing		
<b>UNIT IX</b>	<b>The Reproductive System</b>	<b>4(T) Hours</b>
• Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast		
<b>UNIT X</b>	<b>The Nervous system</b>	<b>5 (T) HOURS</b>
• Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system, formation, circulation, and drainage Application and implication in nursing		

### Books:

- 1 Anatomy & Physiology for Health Professions by Bruce J. Colbert and Jeffrey E. Pentz
2. Essentials of Human Anatomy & Physiology by Elaine N. Marieb
3. Anatomy & Physiology: An Integrative Approach by Michael McKinley, Valerie O'Loughlin, and Jonathan S. Beck
4. Ross & Wilson Anatomy and Physiology in Health and Illness E-Book

Textbook by Allison Grant, Anne Waugh, and Kathleen J. W. Wilson

## APPLIED PHYSIOLOGY

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> APPLIED PHYSIOLOGY	<b>Subject Code:</b> TIU-UNS-T111
<b>Contact Hours/Week:</b> 3-3-0 (L-T-P)	<b>Credit:</b> 3 Credits

### COURSE OBJECTIVE :

Enable the student 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 OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Recall and describe the normal physiological functions of various organ systems in the human body.	K1
CO-2:	Explain the mechanisms by which different organ systems contribute to the maintenance of homeostasis.	K2
CO-3:	Apply physiological principles to analyze and interpret clinical scenarios related to organ dysfunction	K3
CO-4:	Differentiate between normal and altered physiological functions to identify pathological changes in disease conditions	K4
CO-5:	Critically evaluate the compensatory mechanisms activated in response to physiological imbalances and their clinical implications.	K5
CO-6:	Integrate physiological knowledge to propose appropriate therapeutic interventions for restoring homeostasis in clinical practice.	K6

### COURSE CONTENT :

<b>UNIT 1</b>	<b>General Physiology-Basic concepts</b>	<b>3(HRS)</b>
<ul style="list-style-type: none"><li>• Cell physiology including transportation across cell membrane</li><li>• Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li><li>• Cell cycle</li><li>• Tissue- formation, repair</li><li>• Membranes and glandsfunctions</li></ul>		
<b>UNIT 2</b>	<b>Respiratory system</b>	<b>5(HRS)</b>
<ul style="list-style-type: none"><li>• Functions of respiratory organs</li><li>• Physiology of respiration</li><li>• Pulmonary circulationfunctional features</li><li>• Carriage of oxygen and Carbon- dioxide, Exchange of gases in tissue</li><li>• Regulation of respiration</li><li>• Hypoxia, cyanosis, dyspnoea, periodic breathing</li><li>• PFT</li><li>• Respiratory changes during exercise</li></ul>		
<b>UNIT 3</b>	<b>Digestive system</b>	<b>6(HRS)</b>
<ul style="list-style-type: none"><li>• Functions of the organs of digestive tract</li><li>• Saliva-composition, regulation of secretion and functions of saliva</li><li>• Composition and function of gastric juice, mechanism and regulation of gastric secretion</li><li>• Composition of pancreatic juice, function, regulation of pancreatic secretion</li><li>• Functions of liver, gall bladder and pancreas</li></ul>		
<b>UNIT 4</b>	<b>Circulatory and lymphatic system</b>	<b>5(HRS)</b>
<ul style="list-style-type: none"><li>• Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output</li><li>• Blood pressure and Pulse</li><li>• Circulation- principles, factors influencing blood pressure, pulse</li><li>• Coronary circulation,</li><li>• Application and implication in nursing</li></ul>		
<b>UNIT 5</b>	<b>Blood</b>	<b>4(HRS)</b>
<ul style="list-style-type: none"><li>• Blood-Functions, Physical characteristics, Components</li><li>• Formation of blood cells</li><li>• Erythropoiesis, Functions of RBC, RBC life cycle</li><li>• WBC- types, functions</li><li>• Platelets-Function and production of platelets</li><li>• Functions of reticuloendothelial system</li></ul>		
<b>UNIT 6</b>	<b>The endocrine system</b>	<b>4(HRS)</b>



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- Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.
- Other hormones
- Alterations in disease
- Application and implication in nursing

<b>UNIT 7</b>	<b>The sensory Organs</b>	<b>4(HRS)</b>
<ul style="list-style-type: none"><li>• Functions of skin</li><li>• Vision, hearing, taste and smell</li><li>• Errors of refraction, aging changes</li><li>• Application and implications in nursing</li></ul>		
<b>UNIT 8</b>	<b>Musculo-skeletal system</b>	<b>4(HRS)</b>
<ul style="list-style-type: none"><li>• Bones- Functions, movements of bone s of axial and appendicular skeleton, Bone healing</li><li>• Joints and joint movements</li><li>• Properties and Functions of skeletal muscles – mechanism of muscle contraction</li><li>• Structure and properties of cardiac muscles and smooth muscles</li></ul>		
<b>UNIT 9</b>	<b>Renal system</b>	<b>4(HRS)</b>
<ul style="list-style-type: none"><li>• Functions of kidney in maintaining homeostasis</li><li>• GFR</li><li>• Functions of ureters, bladder and urethra</li><li>• Micturition</li><li>• Regulation of renal function</li><li>• Application and implication in nursing</li></ul>		
<b>UNIT 10</b>	<b>The Reproductive System</b>	<b>4(HRS)</b>
<ul style="list-style-type: none"><li>• Female reproductive system- Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast</li><li>• Male reproductive systemSpermatogenesis, hormones and its functions, semen</li><li>• Application and implication in providing nursing care</li></ul>		
<b>UNIT 11</b>	<b>Nervous system</b>	<b>7(HRS)</b>
<ul style="list-style-type: none"><li>• Sensory and Motor Nervous system</li><li>• Peripheral Nervous system</li><li>• Autonomic Nervous system</li><li>• Limbic system and higher mental FunctionsHippocampus, Thalamus, Hypothalamus</li><li>• Vestibular apparatus</li><li>• Functions of cranial nerves</li><li>• Autonomic functions</li><li>• Reflexes</li><li>• CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier</li></ul>		

### Books:

- 1 Anatomy & Physiology for Health Professions by Bruce J. Colbert and Jeffrey E. Pentz
2. Essentials of Human Anatomy & Physiology by Elaine N. Marieb
3. Anatomy & Physiology: An Integrative Approach by Michael McKinley, Valerie O'Loughlin, and Jonathan S. Beck
4. Ross & Wilson Anatomy and Physiology in Health and Illness E-Book

Textbook by Allison Grant, Anne Waugh, and Kathleen J. W. Wilson



### APPLIED SOCIOLOGY

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> APPLIED SOCIOLOGY	<b>Subject Code:</b> TIU-UNS-T113
<b>Contact Hours/Week:</b> 3-3-0 (L-T-P)	<b>Credit:</b> 3 (60 Hours)

#### COURSE OBJECTIVE :

Enable the student 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 OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Identify the scope and significance of sociology in nursing.	K1
CO-2:	Explain the impact of culture, caste, class, and social change on health and illness.	K2
CO-3:	Apply the knowledge of social structure and different cultures in identifying the social needs of sick clients.	K3
CO-4:	Analyze different types of family, marriage systems, and their legislation in relation to health care practices.	K4
CO-5:	Evaluate social organization, disorganization, and social problems in India and their influence on health.	K5
CO-6:	Integrate the knowledge of clinical sociology for crisis intervention and healthcare improvement.	K6



### COURSE CONTENT :

UNIT I	Introduction	1. Hours
· Definition, nature and scope of sociology · Significance of sociology in nursing		
UNIT II	Social Structure	15Hours
· Basic concept of society, community, association and institution · Individual and society · Personal disorganization · Social group – meaning, characteristics, and classification. · Social processes – definition and forms, Co operation, competition, conflict, accommodation, assimilation, isolation · Socialization – characteristics, process, agencies of socialization · Social change – nature, process, and role of nurse · Structure and characteristics of urban, rural and tribal community. · Major health problems in urban, rural and tribal communities · Importance of social structure in nursing profession		
UNIT III	Culture	8 Hours
· Nature, characteristic and evolution of culture · Diversity and uniformity of culture · Difference between culture and civilization · Culture and socialization · Transcultural society · Culture, Modernization and its impact on health and disease		
UNIT IV	Family and Marriage	8 Hours
· Family – characteristics, basic need, types and functions of family · Marriage – forms of marriage, social custom relating to marriage and importance of marriage · Legislation on Indian marriage and family. · Influence of marriage and family on health and health practices		
UNIT V	Social stratification	8 Hours
· Introduction – Characteristics & forms of stratification · Function of stratification · Indian caste system – origin and characteristics · Positive and negative impact of caste in society. · Class system and status · Social mobility-meaning and types · Race – concept, criteria of racial classification · Influence of class, caste and race system on health		
UNIT VI	Social organization and disorganization	15 Hours
· Social organization – meaning, elements and types · Voluntary associations · Social system – definition, types, role and status as structural element of social system. · Interrelationship of institutions · Social control – meaning, aims and process of social control · Social norms, moral and values · Social disorganization – definition, causes, Control and planning · Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 · Vulnerable group – elderly, handicapped, minority and other marginal group. · Fundamental rights of individual, women and children · Role of nurse in reducing social problem and enhance coping · Social welfare programs in India		
UNIT VII	Clinical sociology	5 Hours
· Introduction to clinical sociology · Sociological strategies for developing services for the abused · Use of clinical sociology in crisis intervention		
<b>TOTAL HOURS-60 HRS</b>		

#### Books:

1. EMESS (Prof. Dr. P. Ganesh)
2. JAYPEE (R. Sreevani)

#### Supplementary Reading:

1. Lotus Publishers ( Prem Sharma)



## APPLIED PSYCHOLOGY

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> APPLIED PSYCHOLOGY	<b>Subject Code:</b> TIU-UNS-T113
<b>Contact Hours/Week:</b> L-T-P (3-3-0)	<b>Credit:</b> 3 (60 Hours)

### COURSE OBJECTIVE :

Enable the student 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 OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Identify the importance of psychology in individual and professional life	K1
CO-2:	Explain the biological and psychological basis of human behavior	K2
CO-3:	Apply the principles of motivation and emotion in performing the role of a nurse in caring for emotionally sick clients	K3
CO-4:	Differentiate the cognitive and affective needs of clients across various healthcare situations.	K4
CO-5:	Assess the role of nurses in promoting mental health and managing altered personality disorders	K5
CO-6:	Integrate soft skills and self-empowerment strategies to enhance professional interactions and workplace effectiveness	K6



# TECHNO INDIA UNIVERSITY

W E S T B E N G A L

## COURSE CONTENT :

<b>UNIT I</b>	<b>Introduction</b>	<b>2 Hours</b>
· Meaning of Psychology · Development of psychology – Scope, branches and methods of psychology · Relationship with other subjects · Significance of psychology in nursing · Applied psychology to solve everyday issues		
<b>UNIT II</b>	<b>Biological basis of behavior –Introduction</b>	<b>4 Hours</b>
· Body mind relationship · Genetics and behaviour · Inheritance of behaviour · Brain and behaviour · Psychology and sensation – sensory process – normal and abnorm		
<b>UNIT III</b>	<b>Mental health and mental hygiene</b>	<b>5 Hours</b>
· Concept of mental health and mental hygiene · Characteristic of mentally healthy person · Warning signs of poor mental health · Promotive and preventive mental health strategies and services · Defense mechanism and its implication · Frustration and conflict – types of conflicts and measurements to overcome · Role of nurse in reducing frustration and conflict and enhancing coping · Dealing with ego		
<b>UNIT IV</b>	<b>Developmental psychology</b>	<b>7 Hours</b>
· Physical, psychosocial and cognitive development across life span · Role of nurse in supporting normal growth and development across the life span · Psychological needs of various groups in health and sickness · Introduction to child psychology and role of nurse in meeting the psychological needs of children · Psychology of vulnerable individuals – challenged, women, sick etc. · Role of nurse with vulnerable groups		
<b>UNIT V</b>	<b>Personality</b>	<b>4 Hours</b>
· Meaning, definition of personality · Classification of personality · Measurement and evaluation of personality – Introduction · Alteration in personality · Role of nurse in identification of individual personality and improvement in altered personality		
<b>UNIT VI</b>	<b>Cognitive process</b>	<b>16 Hours</b>
· Attention · Perception · Intelligence · LearningMemory of · Thinking · Aptitude – · Psychometric assessment of cognitive processes – Alteration in cognitive processes		
<b>UNIT VII</b>	<b>Motivation and emotional processes</b>	<b>6 Hours</b>
· Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives · Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other · Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping · Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness · Psychometric assessment of emotions and attitude – Introduction · Role of nurse in caring for emotionally sick client		
<b>UNIT VIII</b>	<b>Psychological assessment and tests – introduction</b>	<b>4 Hours</b>
· Types, development, characteristics, principles, uses, interpretation · Role of nurse in psychological assessment		
<b>UNIT IX</b>	<b>Application of soft skill</b>	<b>10 Hours</b>
· Concept of soft skill · Types of soft skill – visual, aural and communication skill · The way of communication · Building relationship with client and society · <b>Interpersonal Relationships (IPR):</b> Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers · Survival strategies – managing time, coping stress, resilience, work – life balance · Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. · Use of soft skill in nursing		
<b>UNIT X</b>	<b>Self-empowerment</b>	<b>2 Hours</b>
· Dimensions of self-empowerment · Self-empowerment development · Importance of women's empowerment in society · Professional etiquette and personal grooming · Role of nurse in empowering others		



**TOTAL HOURS-60 HRS**

**Books:**

1. R. Sreevani
2. I Clement

**Supplementary Reading:**

1. S.K Mangal
2. Umesh Parashar

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

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> NURSING FOUNDATION - I (including First Aid module)	<b>Subject Code:</b> TIU-UNS-T112
<b>Contact Hours/Week:</b> 8-6-2 (L-T-P)	<b>Credit:</b> 6 (Theory-120 Hrs ) <b>Credit :</b> 2 (Skill Lab - 80 hrs)

**1 credit theory – 1 hour per week per semester**

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

**COURSE OBJECTIVE :**

Enable the student 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.

**COURSE OUTCOME :**

On completion of the course, the student will be able to:

CO-1:	Define the concepts of health, illness, and the role of nursing within healthcare services.	K1
CO-2:	Explain professional ethics, values, and codes of conduct in nursing practice.	K2



CO-3:	Utilize effective communication techniques to establish therapeutic relationships with patients, families, and healthcare teams.	K3
CO-4:	Assess and interpret vital signs to identify deviations from normal health status.	K4
CO-5:	Critically evaluate infection control measures and biomedical waste management practices to ensure patient safety.	K5
CO-6:	Design and implement basic patient education strategies based on individual healthcare needs.	K6

### COURSE CONTENT :

<b>UNIT I</b>	Introduction to health and illness	<b>5 Hours</b>
Concept of Health – Definitions (WHO), Dimensions Maslow's hierarchy of needs , Health – Illness continuum ,Factors influencing health Causes and risk factors for developing illnesses , Illness – Types, illness behavior ,Impact of illness on patient and family		
<b>UNIT II</b>	Health Care Delivery Systems	<b>5Hours</b>
Introduction of Basic Concepts &Meanings : Levels of Illness Prevention , Levels of Care,Types of health care agencies/ services ,Hospitals ,Health care teams in hospitals		
<b>UNIT III</b>	History of Nursing and Nursing as a profession	<b>12 Hours</b>
· History of Nursing, History of Nursing in India · Contributions of Florence Nightingale · Nursing ,· Nursing as a profession · Values · Code of ethics and professional conduct		
<b>UNIT IV</b>	Communication and Nurse Patient Relationship	<b>8 (T) 3 (SL) Hours</b>
· Communication · Methods & Barriers of effective communication/therapeutic communication techniques · Professional communication · Helping Relationships · Communicating effectively with patient, families and team members · Maintaining effective human relations and communication with vulnerable groups.		
<b>UNIT V</b>	Documentation and Reporting	<b>4 (T) 2 (SL) Hours</b>
· Documentation · Types of Client records/Common Recordkeeping forms · Methods/Systems of documentation/Recording · Guidelines for documentation · Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording · Reporting		
<b>UNIT VI</b>	Vital signs	<b>15 (T) 20 (SL) Hours</b>
· Guidelines for taking vital signs · Body temperature , pulse, Respiration –Assessment , factors affret ,alterations& Nursing Management Blood pressure: o Factors affecting BP o Assessment o Alterations in Blood Pressure · Documenting Vital Signs		
<b>UNIT VII</b>	Equipment and Linen	<b>3 (T) Hours</b>
· Types – Disposables and reusable o Linen, rubber goods, glassware, metal, plastics, furniture · Introduction – Indent, maintenance, Inventory		
<b>UNIT VIII</b>	Introduction to Infection Control in clinical setting	<b>10 (T) 3 (SL) Hours</b>
·Infection · Body defenses against infection – Inflammatory response & Immune response · Introductory concept of		



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## WEST BENGAL

Asepsis – Medical & Surgical asepsis Precautions · Biomedical Waste management

<b>UNIT IX</b>	Comfort, Rest & Sleep and Pain	<b>15 (T) 15 (SL) Hours</b>
· Comfort o Factors Influencing Comfort o Therapeutic positions o Comfort devices · Sleep and Rest o Physiology of sleep o Factors affecting sleep o Promoting Rest and sleep o Sleep Disorders · Pain (Discomfort) o Physiology o Assessment - pain scales and narcotic scales o Pharmacological and Nonpharmacological pain management o CAM (Complementary & Alternative healing Modalities)		
<b>UNIT X</b>	Promoting Safety in Health Care Environment	<b>5 (T) 3 (SL) HOURS</b>
· Physical environment · Reduction of Physical hazards · Fall Risk Assessment · Role of nurse in providing safe and clean environment · Safety devices – o Restraints and Other Safety Devices .		
<b>UNIT XI</b>	<b>Hospital Admission and discharge</b>	<b>6 (T) 2 (SL)HOURS</b>
· Admissions & Discharge o Admission procedure o Discharge Planning & Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse on admission and discharge.		
<b>UNIT XII</b>	<b>Mobility and Immobility</b>	<b>8 (T) 10 (SL)HOURS</b>
· Principles of body mechanics ,Elements of Normal Movement, · Factors affecting Body Alignment and activity · Exercise ·Effects of Immobility · Normal Body Alignment and Activity · Alteration in Body Alignment and mobility · Nursing interventions for impaired Body Alignment and Mobility · Care of patients with casts and splints		
<b>UNIT XIII</b>	<b>Patient education</b>	<b>4 (T) 2 (SL)HOURS</b>
· Patient Teaching – Importance, Purposes, Process · Integrating nursing process in patient teaching		
<b>UNIT IV</b>	<b>First Aid</b>	<b>20 (T) 20 (SL)HOURS</b>
· Basic Principles, Scope & Rules · First Aid Management o Transportation of Injured persons o Basic CPR o Unconsciousness o Foreign Bodies into the body o Community Emergencies.		

### Books:

1. B.T. Basavanhappa,Fundamentals of Nursing,Jaypee brothers Medical
2. Sr. Nancy,Principles and Practice of Nursing,N.R.Publishing House
- 3.TNAI

### Supplementary Reading:

1. Potter Perry,Fundamentals of Nursing,Elsevier India
2. Kozier & Erb's Fundamentals Education of Nursing,Pearson



<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 1 <sup>st</sup> Sem.
<b>Course Title:</b> Nursing Foundation -I Clinical Practicum	<b>Subject Code:</b> TIU-
<b>Contact Hours/Week:</b> 16-0-16 (L-T-P)	<b>Credit:</b> 2

**1 credit clinical – 4 hours per week per semester**

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

#### **COURSE OBJECTIVE :**

Enable the student 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

#### **COURSE OUTCOME :**

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

<b>CO-1:</b>	Demonstrate professionalism and effective communication in patient interactions, teamwork, and healthcare documentation within clinical settings.	<b>K3</b>
<b>CO-2:</b>	Apply accurate techniques for assessing, monitoring, and interpreting vital signs to ensure patient safety and early detection of health concerns.	<b>K3</b>
<b>CO-3:</b>	Implement infection control measures, including standard precautions and PPE usage, to maintain a safe and hygienic clinical environment.	<b>K4</b>
<b>CO-4:</b>	Perform essential nursing procedures such as patient admission, transfer, and discharge while ensuring proper documentation and ethical standards.	<b>K3</b>
<b>CO-5:</b>	Provide comprehensive nursing care for patients with mobility restrictions, altered vital signs, and comfort needs in clinical settings.	<b>K5</b>



CO-6:	Execute first aid and emergency response measures to manage critical situations effectively within healthcare facilities.	K6

### COURSE CONTENT :

General Medical & Surgical Unit	Communication and Nurse patient relationship	2 Weeks
· Maintaining Communication with patient and family and interpersonal relationship · Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		
General Medical & Surgical Unit	Vital signs	2 Weeks
Monitor/measure and document vital signs in a graphic sheet · Interpret and report alteration · Cold Applications · Care of equipment · Hand hygiene · Use of PPE		
General Medical & Surgical Unit	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment	3 Weeks
Comfort, Rest & Sleep · Comfort devices o Pillows · Therapeutic Positions · Pain assessment and Promoting Safety in Health Care Environment · Care of Patient's Unit · Use of Safety devices: · Fall risk assessment and Post Fall Assessment		
General Medical & Surgical Unit	Hospital Admission and discharge, Mobility and Immobility and Patient education	2 Weeks
Hospital Admission and discharge Perform & Document Mobility and Immobility: · Range of Motion Exercises · Assist patient, Changing position of helpless patient · Patient education		
General Medical & Surgical Unit	First aid and Emergencies	1 Week
Bandaging Techniques o Basic Bandages o Special Bandages		

### Books:

1. Annama Jacob, Clinical procedures: The art of Nursing Practice, Jaypee Brothers



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W E S T B E N G A L  
2<sup>ND</sup> SEMESTER

## APPLIED BIOCHEMISTRY

Program: B. Sc Nursing	Year, Semester: 1st Yr, 2 <sup>nd</sup> Sem.
Course Title:APPLIED BIOCHEMISTRY	Subject Code:TIU-UNS-T110
Contact Hours/Week: 2-2-0 (L-T-P)	Credit: 2 (Theory )

### COURSE OBJECTIVE :

Enable the student to:

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

CO-1:	Recall the structure and functions of biomolecules like carbohydrates, proteins, lipids, and nucleic acids.	K1
CO-2:	Explain the biochemical processes involved in digestion, absorption, and metabolism within the human body.	K2
CO-3:	Apply the principles of biochemistry to analyze normal and abnormal biochemical parameters in diagnostic reports.	K3
CO-4:	Analyze the role of enzymes and hormones in regulation of metabolic pathways.	K4
CO-5:	Evaluate the clinical significance of biochemical changes in diseases like diabetes, liver disorders and renal dysfunction.	K5
CO-6:	Design simple biochemical experiments to estimate biomolecules or analyze enzyme activity using laboratory techniques.	K6

### COURSE OUTCOME :

On completion of the course, the student will be able to:

### COURSE CONTENT :



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W E S T B E N G A L

<b>UNIT I</b>	<b>Carbohydrates</b>	<b>8 Hours</b>
<ul style="list-style-type: none"> <li>Digestion, absorption and metabolism of carbohydrates and related disorders</li> <li>Regulation of blood glucose</li> <li>Diabetes Mellitus – type 1 and type 2, symptoms, complications &amp; management in brief</li> <li>Investigations of Diabetes Mellitus <ul style="list-style-type: none"> <li>OGTT – Indications, Procedure, Interpretation and types of GTT curve</li> <li>Mini GTT, extended GTT, GCT, IV GTT</li> <li>HbA1c (Only definition)</li> </ul> </li> <li>Hypoglycemia – Definition &amp; causes</li> </ul>		
<b>UNIT II</b>	<b>Lipids</b>	<b>8 Hours</b>
<ul style="list-style-type: none"> <li>Fatty acids – Definition, classification</li> <li>Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids</li> <li>Digestion, absorption &amp; metabolism of lipids &amp; related disorders</li> <li>Compounds formed from cholesterol</li> <li>Ketone bodies (name, types &amp; significance only)</li> <li>Lipoproteins – types &amp; functions (metabolism not required)</li> <li>Lipid profile</li> <li>Atherosclerosis (in brief)</li> </ul>		
<b>UNIT III</b>	<b>Proteins</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>Classification of amino acids based on nutrition, metabolic rate with examples</li> <li>Digestion, absorption &amp; metabolism of protein &amp; related disorders</li> <li>Biologically important compounds synthesized from various amino acids (only names)</li> <li>Inborn errors of amino acid metabolism – only aromatic amino acids (in brief)</li> <li>Plasma protein – types, function &amp; normal values</li> <li>Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia</li> <li>Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in brief)</li> </ul>		
<b>UNIT IV</b>	<b>Clinical Enzymology</b>	<b>4 Hours</b>
<ul style="list-style-type: none"> <li>Isoenzymes – Definition &amp; properties</li> <li>Enzymes of diagnostic importance in <ul style="list-style-type: none"> <li>Liver Diseases – ALT, AST, ALP, GGT</li> <li>Myocardial infarction – CK, cardiac troponins, AST, LDH</li> <li>Muscle diseases – CK, Aldolase</li> <li>Bone diseases – ALP</li> <li>Prostate cancer – PSA, ACP</li> </ul> </li> </ul>		
<b>UNIT V</b>	<b>Acid base maintenance</b>	<b>3 Hours</b>
<ul style="list-style-type: none"> <li>pH – definition, normal value</li> <li>Regulation of blood pH – blood buffer, respiratory &amp; renal</li> <li>ABG – normal values</li> <li>Acid base disorders – types, definition &amp; causes</li> </ul>		
<b>UNIT VI</b>	<b>Heme catabolism</b>	<b>2 Hours</b>
<ul style="list-style-type: none"> <li>Heme degradation pathway</li> <li>Jaundice – type, causes, urine &amp; blood investigations (van den Berg test)</li> </ul>		
<b>UNIT VII</b>	<b>Organ function tests (biochemical parameters &amp; normal values only)</b>	<b>3 Hours</b>
<ul style="list-style-type: none"> <li>Renal</li> <li>Liver</li> <li>Thyroid</li> </ul>		
<b>UNIT VIII</b>	<b>Immunochemistry</b>	<b>3 Hours</b>
<ul style="list-style-type: none"> <li>Structure &amp; functions of immunoglobulin</li> <li>Investigations &amp; interpretation – ELISA</li> </ul>		
<b>THEORY TOTAL HOURS- 40 HRS</b>		

**Books:**

- "Biochemistry for Nurses" by Suchandra Dutta.
- "Biochemistry for Health Professionals" by Raymond S. Ochs.
- "Textbook of Biochemistry for Nurses" by Ashok Kumar J.

**APPLIED NUTRITION AND DIETETICS****Program: B. Sc Nursing****Year, Semester: 1st Yr., 2<sup>nd</sup> Sem.**



<b>Course Title:</b> APPLIED NUTRITION AND DIETETICS	<b>Subject Code:</b> TIU-UNS-T110
<b>Contact Hours/Week:</b> 3-2-1	<b>Credit:</b> 2(theory) <b>Credit:</b> 1(lab)

### COURSE OBJECTIVE :

Enable the student to:

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO Number	Course Outcome	Level (K1-K6)
CO1	Define key concepts of nutrition, including classifications of nutrients, and explain their role in maintaining health.	K1 - Remembering
CO2	Describe the functions, dietary sources, and recommended daily allowances (RDA) of carbohydrates, proteins, fats, vitamins, and minerals.	K2 - Understanding
CO3	Apply knowledge of meal planning principles to create balanced diets for different age groups, including pregnant and lactating women.	K3 - Applying
CO4	Analyze nutritional deficiencies and their causes, signs, symptoms, and management, with emphasis on the nurse's role in prevention.	K4 - Analyzing
CO5	Evaluate therapeutic diets for specific conditions such as obesity, diabetes, cardiovascular diseases, and renal disorders.	K5 - Evaluating

### COURSE CONTENT :

UNIT I	Introduction to Nutrition	2 (T) Hours
Concepts · Definition of Nutrition & Health · Malnutrition – Under Nutrition & Over Nutrition · Role of Nutrition in maintaining health · Factors affecting food and nutrition, Nutrients · Classification · Macro & Micronutrients · Organic & Inorganic · Energy Yielding & Non-Energy Yielding, Food · Classification – Food groups · Origin		



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## W E S T B E N G A L

<b>UNIT II</b>	<b>Carbohydrates</b>	<b>3 (T)Hours</b>
· Composition – Starches, sugar and cellulose · Recommended Daily Allowance (RDA) · Dietary sources · Functions, Energy · Unit of energy – Kcal · Basal Metabolic Rate (BMR) · Factors affecting BMR		
<b>UNIT III</b>	<b>Proteins</b>	<b>3 (T) Hours</b>
· Composition · Eight essential amino acids · Functions · Dietary sources · Protein requirements – RDA		
<b>UNIT IV</b>	<b>Fats</b>	<b>2 (T) Hours</b>
· Classification – Saturated & unsaturated · Calorie value · Functions · Dietary sources of fats and fatty acids · Fat requirements – RDA		
<b>UNIT V</b>	<b>Vitamins</b>	<b>3 (T) Hours</b>
· Classification – fat soluble & water soluble · Fat soluble – Vitamins A, D, E, and K · Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) · Functions, Dietary Sources & Requirements – RDA of every vitamin		
<b>UNIT VI</b>	<b>Minerals</b>	<b>3 (T) Hours</b>
· Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements · Functions · Dietary Sources · Requirements – RDA		
<b>UNIT VII</b>	<b>Balanced diet</b>	<b>7 (T) 8 (L)Hours</b>
· Definition, principles, steps · Food guides – Basic Four Food Groups · RDA – Definition, limitations, uses · Food Exchange System · Calculation of nutritive value of foods · Dietary fibre ,Nutrition across life cycle · Meal planning/Menu planning – Definition, principles, steps · Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods · Diet plan for different age groups – Children, adolescents and elderly · Diet in pregnancy – nutritional requirements and balanced diet plan · Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling· Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning		
<b>UNIT VIII</b>	<b>Nutritional deficiency disorders</b>	<b>6 (T)Hours</b>
· Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role · Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role · Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role ·		



# TECHNO INDIA UNIVERSITY

## W E S T B E N G A L

Mineral deficiency diseases – iron, iodine and calcium deficiencies –causes, signs & symptoms, management & prevention and nurses' role

UNIT IX	Therapeutic diets	4 (T) 7 (L) Hours
· Definition, Objectives, Principles · Modifications – Consistency, Nutrients, · Feeding techniques. · Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period		
UNIT X	Cookery rules and preservation of nutrients	3 (T) HOURS
· Cooking – Methods, Advantages and Disadvantages · Preservation of nutrients · Measures to prevent loss of nutrients during preparation · Safe food handling and Storage of foods · Food preservation · Food additives and food adulteration · Prevention of Food Adulteration Act (PFA) · Food standards		
UNIT XI	Nutrition assessment and nutrition education	4 (T) HOURS
· Objectives of nutritional assessment · Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method · Nutrition education – purposes, principles and methods		
UNIT XII	National Nutritional Programs and role of nurse	3 (T) HOURS
· Nutritional problems in India · National nutritional policy · National nutritional programs – Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced · Role of nurse in every program		
UNIT XIII	Food safety	2 (T) HOURS
· Definition, Food safety considerations & measures · Food safety regulatory measures in India – Relevant Acts · Five keys to safer food · Food storage, food handling and cooking · General principles of food storage of food items (ex. milk, meat) · Role of food handlers in food borne diseases · Essential steps in safe cooking practices		
THEORY TOTAL HOURS-45 HRS		

### Books:

1. Darshan Sohi- A Comprehensive Textbook of Applied Nutrition and Dietetics
2. Monika Sharma-Textbook Of Nutrition For BSc Nursing Students: As Per The Syllabus Of INC

## NURSING FOUNDATION - II



# TECHNO INDIA UNIVERSITY

W E S T B E N G A L

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Yr., 2 <sup>nd</sup> Sem.
<b>Course Title:</b> NURSING FOUNDATION - II	<b>Subject Code:</b> TIU-UNS-T112
<b>Contact Hours/Week:</b> 3-6-2 (L-T-P)	<b>Credit:</b> 6 (Theory-120 Hrs.) <b>Credit:</b> 3 (Skill Lab - 80 hrs.)

**1 credit theory – 1 hour per week per semester**

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

## COURSE OBJECTIVE:

Enable the student 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.

## COURSE OUTCOME:

On completion of the course, the student will be able to:

CO-1:	Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing	K1
CO-2:	process approach in supervised clinical settings	K2
CO-3:	Assess the Nutritional needs of patients and provide relevant care under supervision	K3
CO-4:	Identify and meet the hygienic needs of patients	K4
CO-5:	Identify and meet the elimination needs of patient	K5
CO-6:	Interpret findings of specimen testing applying the knowledge of normal values	K6



### COURSE CONTENT:

<b>UNIT I</b>	<b>Health Assessment</b>	<b>20 (T)20(SL)Hours</b>
Interview techniques, Observation techniques, Purposes of health assessment, Process of Health assessment , Health history, Physical examination.		
<b>UNIT II</b>	<b>The Nursing Process</b>	<b>13 (T)8 (SL) Hours</b>
Introduction of Basic Concepts & Meanings, Levels of Illness Prevention , Levels of Care, Types of health care agencies/ services ,Hospitals ,Health care teams in hospitals.		
<b>UNIT III</b>	<b>Nutritional needs</b>	<b>5 (T)5 (SL)Hours</b>
Importance, Factors affecting nutritional needs, Assessment of nutritional status, <i>Review:</i> special diets – Solid, Liquid, Soft, Therapeutic diets, Care of patient with Dysphagia		
<b>UNIT IV</b>	<b>Hygiene</b>	<b>5 (T) 15 (SL) Hours</b>
Factors Influencing Hygienic Practice, Hygienic care: Indications and purposes, effects of neglected care, Care of the Skin – (Bath, feet and nail, Hair Care), Care of pressure points, Assessment of Pressure Ulcers using, Braden Scale and Norton Scale		
<b>UNIT V</b>	<b>Elimination needs</b>	<b>10 (T) 10 (SL) Hours</b>
Urinary Elimination, Condom drainage, Intermittent Catheterization, Indwelling Urinary catheter and urinary drainage, Urinary diversions, Bladder irrigation		
<b>UNIT VI</b>	<b>Diagnostic testing</b>	<b>3 (T) 4 (SL) Hours</b>
Complete Blood Count, Serum Electrolytes, LFT, Lipid/Lipoprotein profile, Serum Glucose – AC, PC, HbA1c, Monitoring Capillary Blood, Glucose (Glucometer Random, Blood Sugar – GRBS), Stool Routine Examination, Urine Testing – Albumin, Acetone, pH, Specific Gravity		
<b>UNIT VII</b>	<b>Oxygenation needs</b>	<b>11 (T) 10 (SL) Hours</b>
Review of Cardiovascular andRespiratory Physiology, Factors affecting respiratory Functioning, Alterations in Respiratory Functioning,Nursing interventions to promote oxygenation: assessment, types,equipment used & procedure		
<b>UNIT VIII</b>	<b>Fluid, Electrolyte, and Acid – Base Balances</b>	<b>5 (T) 10 (SL) Hours</b>
Review of Physiological Regulation of, Fluid, Electrolyte and Acid-BaseBalances, Factors Affecting Fluid, Electrolyteand Acid-Base Balances, Disturbances in fluid volume, Administering Blood and Blood components		
<b>UNIT IX</b>	<b>Administration of Medications</b>	<b>20 (T) 22 (SL) Hours</b>
Introduction – Definition ofMedication, Administration ofMedication, Drug Nomenclature, Effectsof Drugs, Forms of Medications,Purposes, Pharmacodynamics andPharmacokinetics, Factors influencing Medication Action		
<b>UNIT X</b>	<b>Sensory needs</b>	<b>5 (T) 6 (SL) HOURS</b>
Introduction, Components of sensory experience,Reception, Perception & Reaction, Arousal Mechanism Factors affecting sensory function, Assessment of Sensory alterationssensory deficit, deprivation, overload &sensory poverty, Management.		



<b>UNIT XI</b>	<b>Care of Terminally ill, death and dying</b>	4 (T) 6 (SL)HOURS
Loss – Types, Grief, Bereavement & Mourning, Types of Grief responses, Manifestations of Grief, Factors influencing Loss & Grief Responses, Theories of Grief & Loss – KublerRoss, 5 Stages of Dying, The R Process model (Rando's), Death – Definition, Meaning, Types (Brain & Circulatory Deaths)		
<b>UNIT XII</b>	<b>PSYCHOSOCIAL NEEDS (A-D)</b>	19 (T) 4(SL)HOURS
A. Self-conceptB. SexualityC. Stress and Adaptation –Introductory conceptsD. Concepts of Cultural Diversity and Spirituality		

## HEALTH/NURSING INFORMATICS AND TECHNOLOGY

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 1st Year, 2ND SEM
<b>Course Title:</b> HEALTH/NURSING INFORMATICS AND TECHNOLOGY	<b>Subject Code:</b> TIU-UNS-T114
<b>Contact Hours/Week :</b> 3-T P/L-2	<b>Credit:</b> 2 (40 HOURS )

### COURSE OBJECTIVE:

On completion of the course, the students will be able to

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

### COURSE OUTCOME :

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

<b>CO-1</b>	Recall the basic concepts of health informatics and nursing informatics.	<b>K2</b>
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<b>CO-2</b>	Describe the different types of health information systems (HIS) and their applications in health care.	<b>K4</b>
<b>CO-3</b>	Apply knowledge of informatics to enhance nursing practice and improve patient outcomes	<b>K3</b>
<b>CO-4</b>	Analyze the role of data security, privacy, and confidentiality in healthcare informatics.	<b>K2</b>
<b>CO-5</b>	Evaluate the use of emerging technologies in healthcare and their impact on nursing practice.	<b>K3</b>
<b>CO-6</b>	Develop educational strategies to train nurses in use of healthcare technologies and informatics.	<b>K2</b>

### COURSE CONTENTS:

<b>UNIT I</b>	<b>Introduction to computer applications for patient care delivery system and nursing practice:-</b> Use of computers in teaching, learning, research and nursing practice, Windows, MS office: Word, Excel, Power Point, Internet, Literature search, Statistical packages, Hospital management information system	10(T) 15(P/L)
<b>UNIT II</b>	<b>Principles of Health Informatics:-</b> Health informatics – needs, objectives and limitation, Use of data, information and knowledge for more effective healthcare and better health	4(T) 5(P/L)
<b>UNIT III</b>	<b>Information Systems in Healthcare:-</b> Introduction to the role and architecture of information systems in modern healthcare, Environments, Clinical Information System (CIS)/Hospital information system (HIS)	3 (T) 5(P/L)
<b>UNIT IV</b>	<b>Shared Care &amp; Electronic Health Records:-</b> Challenges of capturing rich patient histories in a computable Form, Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems	4(T) 4(P/L)
<b>UNIT V</b>	<b>Patient Safety &amp; Clinical Risk:-</b> Relationship between patient, safety and informatics, Function and application of the risk management process	3 (T)
<b>UNIT VI</b>	<b>Clinical Knowledge &amp; Decision Making:-</b> Role of knowledge management in improving decision-making in both the clinical and policy Contexts. Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC) Omaha system.	3 (T) 6(P/L)
<b>UNIT VII</b>	<b>Health: Patients and the Internet:-</b> Use of information and communication technology to improve or enable personal and public healthcare, Introduction to public health Informatics and role of nurses	3 (T)
<b>UNIT VIII</b>	<b>Using Information in Healthcare Management:-</b> Components of Nursing Information system (NIS). Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	3(T) 5(P/L)
<b>UNIT IX</b>	<b>Information Law &amp; Governance in Clinical Practice:-</b> Ethical-legal issues pertaining to healthcare information in contemporary clinical practice. Ethical-legal issues related to digital health applied to nursing	4 (T)
<b>UNIT X</b>	<b>Healthcare Quality &amp; Evidence Based Practice:-</b> Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	3 (T)

**TOTAL THEORY HOURS= 40 HOURS**

Books:

1. Dee Mc Gonigle and Kathleen Mastrian, Nursing Informatics and the foundation of knowledge, published by Jones & Barlett Learning
2. Virginia k. Saba and Kathleen Mc Cormick, Essentials of Nursing Informatics, published



By Mc Graw Hill Education.

Supplementary Reading:

1. Ramona Nelson and Nancy Staggers, Health Informatics: An Interprofessional Approach, Published by Elsevier

### 3<sup>RD</sup> SEMESTER Applied Microbiology

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Yr., 3 <sup>rd</sup> Sem.
<b>Course Title:</b> Applied microbiology	<b>Subject Code:</b> TIU-UNS-T211
<b>Contact Hours/Week:</b> 3-2-1 (L-T-P)	<b>Credit:</b> 2 (Theory) <b>Credit :</b> 1 (Practical)

#### COURSE OBJECTIVE :

Enable the student to:

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

#### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Recall the basic concepts of microbiology, including the classification & characteristics of microorganisms(bacteria,viruses, fungi& parasites)	K1
CO-2:	Describe the immune system's response to microbial infections	K2
CO-3:	Apply microbiological knowledge to educate patients on proper hygiene & prevention of disease	K3
CO-4:	Analyze diagnostic microbiological test results to assess the presence of infection	K4



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CO-5:	Evaluate the effectiveness of various antibiotics & vaccines in the prevention & treatment of infection	K5
CO-6:	Develop educational programs for patients on immunization & its importance	K6

## COURSE CONTENT :

<b>UNIT I</b>	Introduction	<b>3 Hours</b>
<ul style="list-style-type: none"> <li>Importance and relevance to nursing</li> <li>Historical perspective</li> <li>Concepts and terminology</li> <li>Principles of microbiology</li> </ul>		
<b>UNIT II</b>	General characteristics of Microbes:	<b>T-10Hours, P-10Hours</b>
<ul style="list-style-type: none"> <li>Structure and classification of Microbes</li> <li>Morphological types</li> <li>Size and form of bacteria</li> <li>Motility</li> <li>Colonization</li> <li>Growth and nutrition of microbes</li> <li>Temperature</li> <li>Moisture</li> <li>Blood and body fluids</li> <li>Laboratory methods for Identification of Microorganisms</li> <li>Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount.</li> <li>Culture and media preparation – solid and liquid.</li> <li>Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media.</li> <li>Pure culture techniques – tube dilution, pour, spread, streak plate.</li> <li>Anaerobic cultivation of bacteria</li> </ul>		
<b>UNIT III</b>	Pathogenic organisms	<b>T-4 Hours, P-6 Hours</b>
<ul style="list-style-type: none"> <li>Micro-organisms: Cocc – gram positive and gram negative; Bacilli – gram positive and gram negative</li> <li>Viruses</li> <li>Fungi: Superficial and Deep mycoses</li> <li>Parasites</li> <li>Rodents &amp; Vectors o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organism</li> </ul>		
<b>UNIT IV</b>	Immunity	<b>T-3 Hours, P-4 Hours</b>
<ul style="list-style-type: none"> <li>Immunity: Types, classification</li> <li>Antigen and antibody reaction</li> <li>Hypersensitivity reactions</li> <li>Serological tests</li> <li>Immunoglobulins: Structure, types &amp; properties</li> <li>Vaccines: Types &amp; classification, storage and handling, cold chain, Immunization for various diseases</li> <li>Immunization Schedule</li> </ul>		
<b>THEORY TOTAL HOURS-20HRS</b>		<b>PRACTICAL-20HRS</b>

### Books:

1. Applied microbiology & Infection control including safety, Sandeep Kaur, Lotus Publishers
2. Textbook of Applied microbiology & Infection control including safety, I Clement, Jaypee publishers

## Infection control including safety

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Yr., 3 <sup>rd</sup> Sem.
<b>Course Title:</b> Infection control including safety	<b>Subject Code:</b> TIU-UNS-T211



### COURSE OBJECTIVE :

Enable the student to:

1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.
2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.
3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.
4. Illustrate various disinfection and sterilization methods and techniques.
5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.
6. Incorporate the principles and guidelines of Bio Medical waste management.
7. Apply the principles of Antibiotic stewardship in performing the nurses' role.
8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process.
9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.
10. Identify employee safety indicators and risk of occupational hazards.
11. Develop understanding of the various safety protocols and adhere to those protocols.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Recall the key terminologies of infection control, including infection, aseptic technique, personal protective equipment.	K1
CO-2:	Describe the mechanisms of infection transmission & the principles of infection control in nursing practice.	K2
CO-3:	Demonstrate the correct use of infection control practices such as hand hygiene, the use of PPE, and disinfection protocol in a clinical setting.	K3
CO-4:	Identify potential risks for infection in various healthcare settings & analyze the effectiveness of different infection control practices.	K4
CO-5:	Assess the infection control policies of a hospital & suggest strategies to reduce hospital-acquired infections.	K5
CO-6:	Create an infection prevention & control education program for patient ensuring vaccination, hygiene, & outbreak management.	K6

### COURSE CONTENT :

UNIT I	HAI (Hospital acquired Infection)	T-2 Hours, P-2 Hours
	· Hospital acquired infection · Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of VentilatorAssociated events (VAE) - Prevention of Central	



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Line Associated Blood Stream Infection (CLABSI) · Surveillance of HAI – Infection control team & Infection control committee

<b>UNIT II</b>	Isolation Precautions and use of Personal Protective Equipment (PPE)	<b>T-3Hours, P-4Hours</b>
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· Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) · Epidemiology & Infection prevention – CDC guidelines · Effective use of PPE

<b>UNIT III</b>	Hand Hygiene	<b>T-1 Hours, P-2 Hours</b>
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· Types of Hand hygiene. · Hand washing and use of alcohol hand rub · Moments of Hand Hygiene · WHO hand hygiene promotion

<b>UNIT IV</b>	Disinfection and sterilization	<b>T-1 Hours, P-2Hours</b>
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· Definitions · Types of disinfection and sterilization · Environment cleaning · Equipment Cleaning · Guides on use of disinfectants · Spaulding's principle

<b>UNIT V</b>	Specimen Collection (Review)	<b>T-1 Hours</b>
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Principle of specimen collection · Types of specimens · Collection techniques and special considerations · Appropriate containers · Transportation of the sample · Staff precautions in handling specimens

<b>UNIT VI</b>	BMW (Bio Medical Waste Management)	<b>T-2 Hours, P-2Hours</b>
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Laundry management process and infection control and prevention · Waste management process and infection prevention · Staff precautions · Laundry management · Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation

<b>UNIT VII</b>	Antibiotic stewardship	<b>T-2 Hours</b>
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· Importance of Antibiotic Stewardship · Anti-Microbial Resistance · Prevention of MRSA, MDRO in healthcare setting

<b>UNIT VIII</b>	Patient Safety Indicators	<b>T-3 Hours</b>
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· Care of Vulnerable patients · Prevention of Iatrogenic injury · Care of lines, drains and tubing's · Restrain policy and care · Blood & blood transfusion policy · Prevention of IV Complication · Prevention of Fall · Prevention of DVT · Shifting and transporting of patients · Surgical safety · Care coordination event related to medication reconciliation and administration · Prevention of communication errors · Prevention of HAI · Documentation Incidents and adverse Events · Capturing of incidents · RCA (Root Cause Analysis) · CAPA (Corrective and Preventive Action) · Report writing



<b>UNIT IX</b>	IPSG	<b>T-1 Hours</b>
<ul style="list-style-type: none"> <li>Identify patient correctly</li> <li>Improve effective communication</li> <li>Improve safety of High Alert medication</li> <li>Ensure safe surgery</li> <li>Reduce the risk of health care associated infection</li> <li>Reduce the risk of patient harm resulting from falls</li> <li>Reduce the harm associated with clinical alarm system</li> </ul>		
<b>UNIT X</b>	Safety protocol	<b>T-2 Hours</b>
<ul style="list-style-type: none"> <li>5S (Sort, Set in order, Shine, Standardize, Sustain)</li> <li>Radiation safety</li> <li>Laser safety</li> <li>Fire safety - Types and classification of fire</li> <li>Fire alarms - Firefighting equipment</li> <li>HAZMAT (Hazardous Materials) safety - Types of spill</li> <li>Spillage management - MSDS (Material Safety Data Sheets)</li> <li>Environmental safety - Risk assessment</li> <li>Aspect impact analysis</li> <li>Maintenance of Temp and Humidity (Department wise) - Audits</li> <li>Emergency Codes</li> <li>Role of Nurse in times of disaster</li> </ul>		
<b>UNIT XI</b>	Employee Safety Indicators	<b>T-2 Hours</b>
<ul style="list-style-type: none"> <li>Vaccination</li> <li>Needle stick injuries (NSI) prevention</li> <li>Fall prevention</li> <li>Radiation safety</li> <li>Annual health check</li> <li>Healthcare Worker Immunization Program and management of occupational exposure</li> <li>Occupational health ordinance</li> <li>Vaccination program for healthcare staff</li> <li>Needle stick injuries and prevention and post exposure prophylaxis</li> </ul>		
<b>THEORY TOTAL HOURS-20 HRS</b>		<b>PRACTICAL-15 HRS</b>

1. Applied microbiology & Infection control including safety, Sandeep Kaur, Lotus Publishers
2. Textbook of Applied microbiology & Infection control including safety, I Clement, Jaypee publishers

## PHARMACOLOGY- I

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 5 <sup>th</sup> Sem.
<b>Course Title:</b> PHARMACOLOGY- I	<b>Subject Code:</b> TIU-UNS-T210
<b>Contact Hours/Week:</b> 1-1-0(L-T-P)	<b>Credit:</b> 1(theory)

### COURSE OBJECTIVE :

Enable the student to:

1. Describe pharmacodynamics and pharmacokinetics.
2. Review the principles of drug calculation and administration.
3. Explain the commonly used antiseptics and disinfectants.
4. Describe the pharmacology of drugs acting on the GI system.
5. Describe the pharmacology of drugs acting on the respiratory system.



6. Describe drugs used in the treatment of cardiovascular and blood disorders.
7. Explain the drugs used in the treatment of endocrine system disorders.
8. Describe the drugs acting on skin and drugs used to treat communicable diseases.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO Number	Course Outcome	Cognitive Level (Bloom's Taxonomy)
<b>CO1</b>	Recall the basic concepts of pharmacology, drug classification, sources, and routes of administration.	K1 (Remembering)
<b>CO2</b>	Understand the pharmacodynamics, pharmacokinetics, and legal issues related to the use of drugs, including the Indian Pharmacopoeia and drug laws.	K2 (Understanding)
<b>CO3</b>	Apply knowledge of commonly used drugs for gastrointestinal, respiratory, and cardiovascular systems in nursing practice.	K3 (Applying)
<b>CO4</b>	Analyze the actions, side effects, contraindications, and toxic effects of drugs used for the treatment of endocrine, integumentary, and blood disorders.	K4 (Analyzing)
<b>CO5</b>	Evaluate the use of drugs in the treatment of communicable diseases, including antimicrobial, antiviral, and antifungal agents, and their role in public health management.	K5 (Evaluating)
<b>CO6</b>	Create appropriate drug administration plans for specific patient groups based on individual needs, drug interactions, and rational use of drugs.	K6 (Creating)

This table represents course outcomes aligned with Bloom's taxonomy, ensuring that

### COURSE CONTENT :

UNIT I	Introduction to Pharmacology	3 (T)Hours
<ul style="list-style-type: none"> <li>Definitions &amp; Branches</li> <li>Nature &amp; Sources of drugs</li> <li>Dosage Forms and Routes of drug administration</li> <li>Terminology used</li> <li>Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures</li> <li>Pharmacodynamics: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance</li> <li>Pharmacokinetics: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion</li> <li>Review: Principles of drug administration and treatment individualization</li> <li>Factors affecting dose, route etc.</li> <li>Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs</li> <li>Rational Use of Drugs</li> <li>Principles of Therapeutics</li> </ul>		
UNIT II	Pharmacology of commonly used antiseptics and disinfectants	1 (T)Hours
<ul style="list-style-type: none"> <li>Antiseptics and Disinfectants</li> <li>Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>		
UNIT III	Drugs acting on G.I. system	2 (T)Hours
<ul style="list-style-type: none"> <li>Pharmacology of commonly used drugs <ul style="list-style-type: none"> <li>o Emetics and Antiemetics</li> <li>o Laxatives and Purgatives</li> <li>o Antacids and antipeptic ulcer drugs</li> <li>o Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine</li> </ul> </li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse</li> </ul>		



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effects, toxicity and role of nurse

<b>UNIT IV</b>	<b>Drugs acting on respiratory system</b>	<b>2 (T) Hours</b>
<ul style="list-style-type: none"><li>• Pharmacology of commonly used o Antiasthmatics – Bronchodilators (Salbutamol inhalers) o Decongestants o Expectorants, Antitussives and Mucolytics o Broncho-constrictors and Antihistamines</li><li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li></ul>		
<b>UNIT V</b>	<b>Drugs used in treatment of Cardiovascular system and blood disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"><li>• Haematinics, &amp; treatment of anemia and antiadrenergics</li><li>• Cholinergic and anticholinergic</li><li>• Adrenergic Drugs for CHF &amp; vasodilators</li><li>• Antianginals</li><li>• Antiarrhythmics</li><li>• Antihypertensives</li><li>• Coagulants &amp; Anticoagulants</li><li>• Antiplatelets &amp; thrombolytics</li><li>• Hypolipidemics</li><li>• Plasma expanders &amp; treatment of shock</li><li>• Drugs used to treat blood disorders</li><li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li></ul>		
<b>UNIT VI</b>	<b>Drugs used in treatment of endocrine system disorders</b>	<b>4 (T) Hours</b>
<ul style="list-style-type: none"><li>• Insulin &amp; oral hypoglycemics</li><li>• Thyroid and anti-thyroid drugs</li><li>• Steroids o Corticosteroids o Anabolic steroids</li><li>• Calcitonin, parathormone, vitamin D3, calcium metabolism o Calcium salts</li></ul>		
<b>UNIT VII</b>	<b>Drugs used in treatment of integumentary system</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"><li>• Antihistaminics and antipruritics</li><li>• Topical applications for skin Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns)</li><li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li></ul>		
<b>UNIT VIII</b>	<b>Drugs used in treatment of communicable diseases (common infections, infestations)</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"><li>• General Principles for use of Antimicrobials</li><li>• Pharmacology of commonly used drugs: o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide &amp; broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials</li><li>• Anaerobic infections</li><li>• Antitubercular drugs</li><li>• Antileprosy drugs</li><li>• Antimalarials</li><li>• Antiretroviral drugs</li><li>• Antiviral agents</li><li>• Antihelminthics, Antiscabies agents</li><li>• Antifungal agents</li><li>• Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</li></ul>		
<b>THEORY TOTAL HOURS-20 hours</b>		

## Books:

1. Textbook of Pharmacology and Pathology-For nurses-Suresh Sharma
2. Pharmacology of nurses-PadmajaUdaykumar
3. Essential Of Pharmacology for nurses-P.k.panwar
4. Textbook of pharmacology, Pathology and Genetics- For Nurses- Dipak Sethi



### PATHOLOGY-1

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Yr., 3rd Sem.
<b>Course Title:</b> PATHOLOGY-1	<b>Subject Code:</b> TIU-UNS-T210
<b>Contact Hours/Week:</b> 1-1-0(L-T-P)	<b>Credit:</b> 1(theory) 20hrs

#### COURSE OBJECTIVE:

On completion of the program, the students will be able to:-

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.
4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

#### COURSE OUTCOME:

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

CO Number	Course Outcome	Cognitive Level (Bloom's Taxonomy)
CO1	Recall the basic pathological terms and cellular adaptations	K1 (Remembering)
CO2	Understand the processes of inflammation, wound healing, and neoplasia	K2 (Understanding)
CO3	Apply knowledge to perform hematological tests for diagnosing blood disorders	K3 (Applying)
CO4	Analyze pathological changes in disease conditions across selected systems	K4 (Analyzing)
CO5	Evaluate the significance of laboratory investigations in diagnosing pathological disorders	K5 (Evaluating)

<b>UNIT I</b>	<b>Introduction</b> <input type="checkbox"/> Importance of the study of pathology , <input type="checkbox"/> Definition of terms in pathology <input type="checkbox"/> Cell injury <input type="checkbox"/> Cellular adaptations <input type="checkbox"/> Inflammation <input type="checkbox"/> Chronic inflammation <input type="checkbox"/> Wound healing <input type="checkbox"/> Neoplasia: <input type="checkbox"/> Circulatory disturbances <input type="checkbox"/> Disturbance of body fluids and electrolytes:	8(T) HRS
<b>UNIT II</b>	<b>Special Pathology</b> Pathological changes in disease conditions of selected systems: 1. Respiratory system 2. Cardio-vascular system 3. Gastrointestinal tract 4. Liver, Gall Bladder and Pancreas 5. Skeletal system 6. Endocrine system	5(T) HRS



<b>UNIT III</b>	<b>Hematological tests for the diagnosis of blood disorders</b>  <input type="checkbox"/> Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR <input type="checkbox"/> Coagulation tests <input type="checkbox"/> Blood chemistry <input type="checkbox"/> Blood bank:	<b>7(T)HRS</b>
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### COURSE CONTENTS:

**TOTAL THEORY HOURS = 20 HOURS**

#### Books:

1. Textbook of Pharmacology and Pathology-For nurses-Suresh Sharma
2. Textbook of pharmacology, Pathology and Genetics- For Nurses- Dipak Sethi

## Adult Health Nursing-I(Theory)

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Year, III Semester
<b>Course Title:</b> Adult Health Nursing-I(Theory)	<b>Subject Code:</b> TIU-UNS-T212
<b>Contact Hours/Week:</b> 8-7-1(L-T-P)	<b>Credit:</b> 7 (Theory) <b>Credit :</b> 1 (Skill Lab)

7 Credits (140 hours) , Lab/Skill Lab (SL) – 1 Credit (40 hours) ,Clinical – 6 Credits (480 hours)

#### COURSE OBJECTIVE :

Enable the student to:

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.
3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.



9. Identify the drugs used in treating patients with medical surgical conditions.
10. Plan and give relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.
12. Integrate evidence-based information while giving nursing care to patients.

### COURSE OUTCOME :

CO1:	(Remembering): Recall and explain the etiology, pathophysiology, clinical manifestations, diagnostic studies, treatments, and complications of common medical and surgical disorders..	K1
CO2:	(Understanding): Demonstrate understanding of health assessment principles by integrating knowledge of anatomy, physiology, and diagnostic tests to establish a patient database for quality care.	K2
CO3:	(Applying): Apply nursing knowledge to identify priority nursing diagnoses and formulate evidence-based nursing care plans tailored to patient needs.	K3
CO4:	Analyzing): Analyze patient data, diagnostic measures, and pharmacological interventions to provide scientifically sound, comprehensive nursing care for medical and surgical conditions.	K4
CO5:	(Evaluating): Evaluate the impact of pathology, nutrition, and pharmacology on patient care and implement appropriate interventions for individuals experiencing medical and surgical disorders.	K5
CO6:	K6 (Creating): Develop and implement effective patient education plans on significant medical-surgical topics, utilizing evidence-based strategies to promote health and disease prevention.	K6

### COURSE CONTENT :

UNIT I	Introduction	6 (T) 4 (L/SL)
<ul style="list-style-type: none"> <li>· Evolution and trends of medical and surgical nursing</li> <li>· International classification of diseases</li> <li>· Roles and responsibility of a nurse in medical and surgical settings</li> <li>o Outpatient department</li> <li>o In-patient unit</li> <li>o Intensive care unit</li> <li>· Introduction to medical and surgical asepsis</li> <li>o Inflammation, infection</li> <li>o Wound healing – stages, influencing factors</li> <li>o Wound care and dressing technique</li> <li>· Care of surgical patient</li> <li>o pre-operative</li> <li>o post-operative</li> <li>· Alternative therapies used in caring for patients with Medical Surgical Disorders</li> </ul>		
UNIT II	Intraoperative Care	15 (T) 4 (L/SL)
<ul style="list-style-type: none"> <li>· Organization and physical set up of the operation theatre</li> <li>o Classification</li> <li>o O.T Design</li> <li>o Staffing</li> <li>o Members of the OT team</li> <li>o Duties and responsibilities of the nurse in OT</li> <li>· Position and draping for common surgical procedures</li> <li>· Instruments, sutures and suture materials, equipment for common surgical procedures</li> <li>· Disinfection and sterilization of equipment</li> <li>· Preparation of sets for common surgical procedures</li> <li>· Scrubbing procedures – Gowning, masking and gloving</li> <li>· Monitoring the patient during the procedures</li> <li>· Maintenance of the therapeutic environment in OT</li> <li>· Assisting in major and minor operation, handling specimen</li> <li>· Prevention of accidents and hazards in OT</li> <li>· Anaesthesia – types, methods of administration, effects and stages, equipment &amp; drugs</li> <li>· Legal aspects</li> </ul>		



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## W E S T B E N G A L

<b>UNIT III</b>	Nursing care of patients with common signs and symptoms and management	<b>6 (T) 4 (L/SL)</b>
<ul style="list-style-type: none"><li>• Fluid and electrolyte imbalance</li><li>• Shock</li><li>• Pain</li></ul>		
<b>UNIT IV</b>	<b>Nursing Management of patients with respiratory problems</b>	<b>18 (T) 4 (L)</b>
<ul style="list-style-type: none"><li>• Review of anatomy and physiology of respiratory system</li><li>• Nursing Assessment – history taking, physical assessment and diagnostic tests</li><li>• Common respiratory problems:<ul style="list-style-type: none"><li>◦ Upper respiratory tract infections</li><li>◦ Chronic obstructive pulmonary diseases</li><li>◦ Pleural effusion, Empyema</li><li>◦ Bronchiectasis</li><li>◦ Pneumonia</li><li>◦ Lung abscess</li><li>◦ Cyst and tumors</li><li>◦ Chest Injuries</li><li>◦ Acute respiratory distress syndrome</li><li>◦ Pulmonary embolism</li></ul></li><li>• Health behaviours to prevent respiratory illness</li></ul>		
<b>UNIT V</b>	<b>Nursing Management of patients with disorders of digestive system</b>	<b>16 (T) 5 (L)</b>
<ul style="list-style-type: none"><li>• Review of anatomy and physiology of GI system</li><li>• Nursing assessment –History and physical assessment</li><li>• GI investigations</li><li>• Common GI disorders:<ul style="list-style-type: none"><li>◦ Oral cavity: lips, gums and teeth</li><li>◦ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</li><li>◦ Peptic &amp; duodenal ulcer, Mal-absorption, Appendicitis, Hernias</li><li>◦ Hemorrhoids, fissures, Fistulas</li><li>◦ Pancreas: inflammation, cysts, and tumors</li><li>◦ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li><li>◦ Gall bladder: inflammation, Cholelithiasis, tumors</li><li>◦ Gastric decompression, gavage and stoma care, different feeding techniques</li><li>◦ Alternative therapies, drugs used in treatment of disorders of digestive system</li></ul></li><li>• Alternative therapies, drugs used in treatment of disorders of digestive system</li></ul>		
<b>UNIT VI</b>	<b>Nursing Management of patients with cardiovascular problems</b>	<b>20 (T) 5 (L)</b>
<ul style="list-style-type: none"><li>• Review of anatomy and physiology of cardio-vascular system</li><li>• Nursing Assessment: History and Physical assessment</li><li>• Invasive &amp; non-invasive cardiac procedures</li><li>• Disorders of vascular system</li><li>• Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</li><li>• Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction</li><li>• Valvular disorders: congenital and acquired</li><li>• Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies</li><li>• Cardiac dysrhythmias, heart block</li><li>• Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li><li>• Cardiopulmonary arrest</li></ul>		
<b>UNIT VII</b>	<b>Nursing Management of patients with disorders of blood</b>	<b>7 (T) 3 (L)</b>
<ul style="list-style-type: none"><li>• Review of Anatomy and Physiology of blood</li><li>• Nursing assessment: history, physical assessment &amp; Diagnostic tests</li><li>• Anemia, Polycythemia</li><li>• Bleeding Disorders: clotting factor defects and platelets</li><li>• defects, thalassemia, leukemia, leukopenia, agranulocytosis</li><li>• Lymphomas, myelomas</li></ul>		
<b>UNIT VIII</b>	<b>Nursing management of patients with disorders of endocrine system</b>	<b>8 (T) 2 (L)</b>
<ul style="list-style-type: none"><li>• Review of anatomy and physiology of endocrine system</li><li>• Nursing Assessment –History and Physical assessment</li><li>• Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors)</li><li>• Diabetes mellitus</li></ul>		
<b>UNIT IX</b>	<b>Nursing management of patients with disorders of Integumentary system</b>	<b>8 (T) 2 (L)</b>
<ul style="list-style-type: none"><li>• Review of anatomy and physiology of skin</li><li>• Nursing Assessment: History and Physical assessment</li></ul>		



Infection and infestations; Dermatitis · Dermatoses; infectious and Non infectious · Acne, Allergies, Eczema & Pemphigus · Psoriasis, Malignant melanoma, Alopecia · Special therapies, alternative therapies · Drugs used in treatment of disorders of integumentary system

<b>UNIT X</b>	<b>Nursing management of patients with musculoskeletal problems</b>	<b>16 (T) 4 (L)</b>
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Review of Anatomy and physiology of the musculoskeletal system · Nursing Assessment: History and physical assessment, diagnostic tests · Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation · Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour · Orthopedic modalities: Cast, splint, traction, crutch walking · Musculoskeletal inflammation: Bursitis, synovitis, arthritis · Special therapies, alternative therapies · Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease · Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine · Rehabilitation, prosthesis · Replacement surgeries

<b>UNIT XI</b>	<b>Nursing management of patients with Communicable diseases</b>	<b>20 (T) 3 (L)</b>
· Overview of infectious diseases, the infectious process · Nursing Assessment: History and Physical assessment, Diagnostic tests · Tuberculosis · Diarrhoeal diseases, hepatitis AE, Typhoid · Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza · Meningitis · Gas gangrene · Leprosy · Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis · Diphtheria, Pertussis, Tetanus, Poliomyelitis · COVID-19 · Special infection Control measures: Notification, Isolation, Quarantine, Immunization		

### Books:

#### 1. "Brunner & Suddarth's Textbook of Medical-Surgical Nursing"

- **Authors:** Janice L. Hinkle, Kerry H. Cheever, 14<sup>th</sup> Edition

#### 0. "Medical-Surgical Nursing: Assessment and Management of Clinical Problems"

- **Authors:** Sharon L. Lewis, Linda Bucher, Margaret M. Heitkemper, and others, 10th Edition

### Supplementary Reading:

#### Understanding Medical Surgical Nursing"

- **Author:** Linda S. Williams, Paula D. Hopper, 9th edition



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## WEST BENGAL

### Pharmacology II

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Yr., 4 <sup>th</sup> Sem.
<b>Course Title:</b> Pharmacology II	<b>Subject Code:</b> TIU-UNS-T210
<b>Contact Hours/Week:</b> 3-3-0 (L-T-P)	<b>Credit:</b> 3 (Theory )

#### COURSE OBJECTIVE :

Enable the student to:

1. Explain the drugs used in the treatment of ear, nose, throat and eye disorders.
2. Explain the drugs used in the treatment of urinary system disorders.
3. Describe the drugs used in the treatment of nervous system disorders.
4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.
5. Explain the drugs used to treat emergency conditions and immune disorders.
6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.
7. Demonstrate understanding about the drugs used in alternative system of medicine.
8. Demonstrate understanding about the fundamental principles of prescribing

#### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Recall the classification, mechanism of action, pharmacokinetics, and pharmacodynamics of various drugs.	K1
CO-2:	Explain the principles of pharmacology, including drug absorption, distribution, metabolism, and excretion.	K2
CO-3:	Demonstrate drug dosage calculations and the correct method of drug administration (oral, intravenous, etc.) based on patient conditions.	K3
CO-4:	Analyze the drug interactions, side effects, and potential drug toxicity in various patient scenarios.	K4
CO-5:	Evaluate the effectiveness of pharmacological treatments and adjust nursing interventions based on patient response.	K5
CO-6:	Create educational materials for patients and families about their prescribed medications and potential side effects.	K6

#### COURSE CONTENT :



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## W E S T B E N G A L

UNIT I	Drugs used in disorders of ear, nose, throat & Eye	T-4 Hours
· Antihistamines · Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity chlorhexidine mouthwash · Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
UNIT II	Drugs used on urinary system	T-4 Hours
Pharmacology of commonly used drugs o Renin angiotensin system o Diuretics and antidiuretics o Drugs toxic to kidney o Urinary antiseptics o Treatment of UTI – acidifiers and alkalinizers· Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse		
UNIT III	Drugs acting on nervous system	T-10 Hours
· Basis & applied pharmacology of commonly used drugs · Analgesics and anaesthetics o Analgesics: Non-steroidal anti inflammatory (NSAID) drugs o Antipyretics o Opioids & other central analgesics } General (techniques of GA, pre anesthetic medication) & local anesthetics } Gases: oxygen, nitrous, oxide, carbon-dioxide & others · Hypnotics and sedatives · Skeletal muscle relaxants · Antipsychotics o Mood stabilizers Antidepressants · Antianxiety Drugs · Anticonvulsants · Drugs for neurodegenerative disorders & miscellaneous drugs · Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning · Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
UNIT IV	Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy	T-5 Hours
· Estrogens and progestones o Oral contraceptives and hormone replacement therapy · Vaginal contraceptives · Drugs for infertility and medical termination of pregnancy o Uterine stimulants and relaxants · Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse		
UNIT V	Drugs used for pregnant women during antenatal, labour and postnatal period	T-3 Hours
· Tetanus prophylaxis · Iron and Vit K1 supplementation · Oxytocin, Misoprostol · Ergometrine · Methyl prostaglandin F2-alpha · Magnesium sulphate · Calcium gluconate		
UNIT VI	Miscellaneous	T-10 Hours
Drugs used for deaddiction · Drugs used in CPR and emergency adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone · IV fluids & electrolytes replacement · Common poisons, drugs used for		



reatment of poisoning o Activated charcoal ,Ipecac o Antidotes, o Anti-snake venom (ASV) · Vitamins and minerals supplementation · Vaccines & sera (Universal immunization program schedules) · Anticancer drugs: Chemotherapeutic drugs commonly used · Immuno-suppressants and Immunostimulants

<b>UNIT VII</b>	Introduction to drugs used in alternative systems of medicine	<b>T-4Hours</b>
· Ayurveda, Homeopathy, Unani and Siddha etc. · Drugs used for common ailments		
<b>UNIT VIII</b>	Fundamental principles of prescribing	<b>T-20 Hours</b>
· Prescriptive role of nurse practitioners: Introduction · Legal and ethical issues related to prescribing · Principles of prescribing · Steps of prescribing · Prescribing competencies		
<b>THEORY TOTAL HOURS-60 HRS</b>		

Books:

1. Pharmacology for nurses, Padmaja Udaykumar, Jaypee
2. Textbook of Pharmacology & Pathology for nurses, Suresh sharma, Jaypee.

## Pathology -II & Genetics

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Yr., 4 <sup>th</sup> Sem.
<b>Course Title:</b> Genetics	<b>Subject Code:</b> TIU-UNS-T210
<b>Contact Hours/Week :</b> 1-1-0 (L-T-P)	<b>Credit:</b> 1(10 HOURS )

### COURSE OBJECTIVE:

Enable the student to

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests
4. Apply the knowledge of genetics in understanding the various pathological disorders
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

### COURSE OUTCOME :

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

<b>CO No.</b>	<b>Course Outcome (CO)</b>	<b>Bloom's Level</b>
CO1	Recall the pathological changes and clinical manifestations of common diseases affecting the kidneys, urinary tract, reproductive system, breast, and CNS.	K1
CO2	Describe the principles, procedures, and significance of clinical pathology tests, including urine, stool, body fluids, and semen analysis.	K2



CO3	Apply knowledge of genetics and heredity to explain inheritance patterns, chromosomal abnormalities, and the molecular basis of genetic disorders.	K3
CO4	Analyze the maternal, prenatal, and environmental factors influencing the development of genetic diseases and congenital defects.	K4
CO5	Evaluate the screening and diagnostic procedures for detecting genetic disorders in neonates, children, adolescents, and adults.	K5
CO6	Demonstrate the role of nurses in providing genetic services, including genetic counseling, ethical considerations, and supporting affected families.	K6

### COURSE CONTENTS:

<b>UNIT I</b>	<b>Special Pathology:</b> Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary tract · Glomerulonephritis · Pyelonephritis · Renal calculi · Cystitis · Renal Cell Carcinoma · Renal Failure (Acute and Chronic) 2. Male genital systems · Cryptorchidism · Testicular atrophy · Prostatic hyperplasia · Carcinoma penis and Prostate. 3. Female genital system · Carcinoma cervix · Carcinoma of endometrium · Uterine fibroids · Vesicular mole and Choriocarcinoma · Ovarian cyst and tumors 4. Breast · Fibrocystic changes · Fibroadenoma · Carcinoma of the Breast 5. Central nervous system · Meningitis · Encephalitis · Stroke · Tumors of CNS	5(T) HRS
<b>UNIT II</b>	<b>Clinical Pathology</b> Examination of body cavity fluids: o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests · Analysis of semen: o Sperm count, motility and morphology and their importance in infertility · Urine: o Physical characteristics, Analysis, Culture and Sensitivity · Faeces: o Characteristics o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. o Methods and collection of urine and faeces for various tests	5(T) HRS

### Books:

1. Textbook of Pharmacology and Pathology-For nurses-Suresh Sharma
2. Textbook of pharmacology, Pathology and Genetics- For Nurses- Dipak Sethi

### COURSE OUTCOME :

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

<b>CO-1</b>	Understanding genetic concepts	K2
<b>CO-2</b>	Application of genetic information	K4
<b>CO-3</b>	Genetic counselling & Education	K3
<b>CO-4</b>	Ethical & Legal Considerations	K2
<b>CO-5</b>	Integration of genomic medicine	K3

**COURSE CONTENTS:**

<b>UNIT I</b>	<b>Introduction:</b> <ul style="list-style-type: none"><li>Practical application of genetics in nursing ,Impact of genetic condition on families ,Review of cellular division: mitosis and meiosis ,Characteristics and structure of genes ,Chromosomes: sex determination ,Chromosomal aberrations, Patterns of inheritance, Mendelian theory of inheritance, Multiple allots and blood groups, Sex linked inheritance , Mechanism of inheritance , Errors in transmission (mutation)</li></ul>	<b>2 HOURS (T)</b>
<b>UNIT II</b>	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"><li>Conditions affecting the mother: genetic and infections , Consanguinity atopy , Prenatal nutrition and food allergies ,Maternal age, Maternal drug therapy ,Prenatal testing and diagnosis , Effect of Radiation, drugs and chemicals ,Infertility , Spontaneous abortion , Neural Tube Defects and the role of folic acid in lowering the risks , Down syndrome (Trisomy 21)</li></ul>	<b>2 HOURS (T)</b>
<b>UNIT III</b>	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>Screening forCongenitalabnormalities,DevelopmentaldelayDysmorphism</li></ul>	<b>2 HOURS (T)</b>
<b>UNIT IV</b>	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"><li>Cancer genetics: Familial cancer ,Inborn errors of metabolism ,Blood group alleles and hematologicaldisorder , Genetic haemochromatosis, Huntington's disease ,Mental illness</li></ul>	<b>2 HOURS (T)</b>
<b>UNIT V</b>	<b>Services related to genetics</b> <ul style="list-style-type: none"><li>Genetic testing ,Genetherapy ,Geneticcounseling,Legal and Ethical issues, Role of nurse</li></ul>	<b>2 HOURS (T)</b>
<b>THEORY TOTAL HOURS-10 HRS</b>		

## Adult Health Nursing-II

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Year, IV Semester
<b>Course Title:</b> Adult Health Nursing-II	<b>Subject Code:</b> TIU-UNS-T212
<b>Contact Hours/Week:</b> 8-7-1(L-T-P)	<b>Credit:</b> 7 (Theory ) <b>Credit :</b> 1 (Skill Lab)

**COURSE OBJECTIVE :**

Enable the student to:

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.



2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO1:	Analyze the pathophysiology of common health conditions across adult populations, including cardiovascular, respiratory, gastrointestinal, and endocrine disorders.
CO2:	Demonstrate comprehensive assessment skills for evaluating the health status of adult patients, considering both physical and psychosocial aspects.
CO3:	Formulate appropriate nursing diagnoses and interventions for adults with various medical conditions, utilizing evidence-based practices.
CO4:	Integrate pharmacological and non-pharmacological interventions for managing pain, infection, and other common adult health concerns.
CO5:	Develop individualized care plans based on patient assessments, recognizing the uniqueness of each adult's health needs.
CO6:	Apply critical thinking and clinical reasoning to evaluate adult health cases, prioritize nursing actions, and ensure patient safety.



### COURSE CONTENT :

Unit	Topic	Course Plan	Hours
<b>Unit I</b>	<b>Nursing Management of Disorders of the Ear, Nose, and Throat (ENT)</b>		10
	1. Anatomy and Physiology of ENT Systems 2. Common ENT Disorders (e.g., Otitis, Sinusitis, Rhinitis) 3. Nursing Assessment and Care		
<b>Unit II</b>	<b>Nursing Management of Eye Disorders</b>		12
	1. Anatomy and Physiology of the Eye 2. Common Eye Disorders (e.g., Cataracts, Glaucoma, Retinopathy) 3. Nursing Assessment and Interventions		
<b>Unit III</b>	<b>Nursing Management of Kidney and Urinary Disorders</b>		15
	1. Renal Anatomy and Physiology 2. Acute and Chronic Renal Failure 3. Nephrotic Syndrome, Urinary Tract Infections 4. Dialysis and Nursing Care		
<b>Unit IV</b>	<b>Nursing Management of Disorders of the Male Reproductive System</b>		10
	1. Male Reproductive Anatomy 2. Common Disorders (e.g., Prostate Issues, Erectile Dysfunction, Testicular Cancer) 3. Nursing Care and Management		
<b>Unit V</b>	<b>Nursing Management of Burns, Reconstructive, and Cosmetic Surgery</b>		12
	1. Classification of Burns 2. Acute and Post-Burn Care 3. Reconstructive and Cosmetic Surgery in Burns 4. Pain and Fluid Management		
<b>Unit VI</b>	<b>Nursing Management of Neurological Disorders</b>		15
	1. Neurological Anatomy and Physiology 2. Stroke, Seizures, Head Injuries, Neurological Degenerative Diseases (e.g., Alzheimer's) 3. Postoperative Neurocare		
<b>Unit VII</b>	<b>Nursing Management of Immunological and Infectious Disorders</b>		12
	1. Immune System Overview 2. HIV/AIDS, Autoimmune Disorders, and Nursing Care 3. Sepsis and Other Infectious Diseases		
<b>Unit VIII</b>	<b>Nursing Management of Oncological Disorders</b>		12
	1. Cancer Types and Treatment Modalities 2. Chemotherapy, Radiation, and Palliative Care 3. Nursing Care of Cancer Patients		
<b>Unit IX</b>	<b>Nursing Management in Emergency and Disaster Situations</b>		8
	1. Disaster Preparedness and Nursing Role 2. Triage in Emergency Situations 3. Crisis Management and Trauma Care		
<b>Unit X</b>	<b>Nursing Care of the Elderly (Geriatric Nursing)</b>		10
	1. Aging Process and Physiological Changes 2. Common Geriatric Conditions (e.g., Dementia, Osteoarthritis) 3. Palliative and End-of-Life Care		
<b>Unit XI</b>	<b>Nursing Management of Patients in Critical Care Units</b>		18
	1. Critical Care Monitoring Systems (e.g., Ventilators, IV Lines)		



	2. Cardiac Arrest, Shock, and Organ Failure Management 3. Advanced Life Support Protocols	
<b>Unit XII</b>	<b>Nursing Management of Occupational and Industrial Disorders</b>	8
	1. Occupational Health Overview 2. Work-Related Diseases and Injuries (e.g., Respiratory Diseases, Musculoskeletal Injuries) 3. Prevention and Management in Nursing	

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Year, IV Semester
<b>Course Title:</b> PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS	<b>Subject Code:</b> TIU-UNS-T214

<b>Total Hours</b>		<b>122</b>
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**Books:**

1. ***"Brunner & Suddarth's Textbook of Medical-Surgical Nursing"***
  - **Authors:** Janice L. Hinkle, Kerry H. Cheever, 14<sup>TH</sup> Edition
2. ***"Medical-Surgical Nursing: Assessment and Management of Clinical Problems"***
  - **Authors:** Sharon L. Lewis, Linda Bucher, Margaret M. Heitkemper, and others, 10th Edition

**Supplementary Reading:**

***Understanding Medical Surgical Nursing"***

- **Author:** Linda S. Williams, Paula D. Hopper, 9th edition

## **PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS**



**Contact Hours/Week:** 2 hours per week

**Credit: 1 (Credit)****Credit : Nil**

### **COURSE OBJECTIVE :**

Enable the student to:

1. Describe profession and professionalism.
2. Identify the challenges of professionalism.
3. Maintain respectful communication and relationship with other health team members, patients and society.
4. Demonstrate professional conduct.
5. Describe various regulatory bodies and professional organizations related to nursing.
6. Discuss the importance of professional values in patient care.
7. Explain the professional values and demonstrate appropriate professional values in nursing practice.
8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.
9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.
10. Advocate for patients' wellbeing, professional growth and advancing the profession.
11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.
12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.
13. Protect and respect patient's rights

### **COURSE OUTCOME :**

On completion of the course, the student will be able to:

CO1:	Demonstrate Professionalism in Nursing Practice	K3
CO2:	Apply Ethical and Legal Principles in Nursing Practice	K4
CO3:	Develop Effective Communication Skills for Professional Nursing Practice	K3
CO4:	Understand and Apply the Role of a Nurse in Interdisciplinary Teamwork	K4
CO5:	Commit to Lifelong Learning and Professional Development	K5



CO6:	Promote Cultural Competence and Sensitivity in Nursing Care	K4
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### COURSE CONTENT :

Unit No.	Unit Title	Content/Topics	Hour s
<b>Unit 1</b>	<b>Introduction to Professionalism</b>	<ul style="list-style-type: none"><li>- Definition of professionalism in nursing</li><li>- Key concepts: Accountability, responsibility, and ethics</li><li>- Role of the nurse in a professional setting</li><li>- Importance of professionalism in nursing practice</li></ul>	6
<b>Unit 2</b>	<b>Nursing Ethics and Values</b>	<ul style="list-style-type: none"><li>Ethical principles in nursing (autonomy, beneficence, non-maleficence, justice, confidentiality, etc.)</li><li>- Professional nursing values</li><li>- Ethical dilemmas and decision-making in nursing practice</li><li>- Ethical guidelines for nursing practice</li></ul>	8
<b>Unit 3</b>	<b>Nursing Code of Ethics</b>	<ul style="list-style-type: none"><li>- Definition and purpose of nursing code of ethics</li><li>- International and national nursing ethics (ICN Code of Ethics, Indian Nursing Council Code)</li><li>- Role of nurse in upholding the nursing code of ethics</li></ul>	6
<b>Unit 4</b>	<b>Nursing Accountability and Autonomy</b>	<ul style="list-style-type: none"><li>Understanding accountability in nursing practice</li><li>- Concept of autonomy in nursing</li><li>- Legal and ethical implications of accountability and autonomy</li><li>- Professional behavior in clinical practice and decision-making</li></ul>	6
<b>Unit 5</b>	<b>Professional Relationships and Teamwork</b>	<ul style="list-style-type: none"><li>Importance of teamwork in nursing</li><li>- Communication skills in professional relationships</li><li>- Conflict resolution and professional collaboration</li></ul>	6



	<ul style="list-style-type: none"><li>- Leadership and delegation in nursing</li></ul>	
<b>Unit 6</b>	<b>Professional Development and Continuing Education</b>	6
	<ul style="list-style-type: none"><li>Importance of lifelong learning in nursing</li><li>- Continuing education and professional development opportunities</li><li>- Role of professional organizations in continuing education</li><li>- Participating in workshops, seminars, and conferences</li></ul>	
<b>Unit 7</b>	<b>Legal Aspects in Nursing Practice</b>	6
	<ul style="list-style-type: none"><li>Understanding nursing law and regulations</li><li>- Legal responsibilities and rights of nurses</li><li>- Liability, negligence, and malpractice in nursing</li><li>- Documentation and legal requirements in nursing practice</li></ul>	
<b>Unit 8</b>	<b>Cultural Competence in Professionalism</b>	6
	<ul style="list-style-type: none"><li>Understanding cultural diversity in healthcare</li><li>- Cultural competence and its role in nursing professionalism</li><li>- Providing culturally sensitive care</li></ul>	
<b>Unit 9</b>	<b>Nurse's Role in Health Policy and Advocacy</b>	6
	<ul style="list-style-type: none"><li>Role of the nurse in healthcare policy development</li><li>- Advocacy for patients' rights and health issues</li><li>- Professional involvement in health policy and legislative changes</li></ul>	
<b>Total Hours</b>		<b>60</b>

### Books:

1. "Professional Nursing: Concepts & Challenges" by Beth Perry Black, Suzanne S. Weiss, and Rona F. McMurray

2. "Nursing Ethics: Across the Curriculum and Into Practice" by Janet L. Ramsey, Hilda M. Richards

### Supplementary Reading:

- "Principles and Practice of Nursing Ethics" by Nancy L. Jones and Mark L. Vance



- "Professional Issues in Nursing: Challenges & Opportunities" by Carla P. O'Neal

### 5<sup>TH</sup> SEMESTER CHILD HEALTH NURSING - I

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3rd Yr., 5th Sem.
<b>Course Title:</b> CHILD HEALTH NURSING - I	<b>Subject Code:</b> TIU-UNS-T310
<b>Contact Hours/Week:</b> 4-3-1 (L-T-P)	<b>Credit:</b> 3 (Theory) <b>Credit :</b> 1 (Skill Lab)

- **COURSE OBJECTIVE :**

- Enable the student to:
- 1. Develop understanding of the history and modern concepts of child health and child-care.
- 2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.
- 3. Describe the role of preventive pediatrics and perform preventive measures towards accidents.
- 4. Participate in national immunization programs/Universal Immunization Program (UIP).
- 5. Identify the developmental needs of children and provide parental guidance.
- 6. Describe the principles of child health nursing and perform child health nursing procedures.
- 7. Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.
- 8. Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).
- 9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.
- 10. Identify and meet childhood emergencies and perform child CPR.

- **COURSE OUTCOME :**

- On completion of the course, the student will be able to:

CO-1:	Recall the normal growth and development milestones in children from infancy to adolescence	K1
CO-2:	Explain the physiological, psychological and social factors that influence a child's health and development	K2
CO-3:	Apply knowledge of common pediatric diseases and conditions to assess and manage nursing care for children.	K3
CO-4:	Analyze the needs of a child in various health care settings, including identifying potential risks and developing appropriate care plans.	K4
CO-5:	Evaluate the effectiveness of various pediatric nursing intervention in promoting optimal health outcomes for children	K5
CO-6:	Design a family-centred care plan for a child with chronic illness, considering both the child's	K6



- COURSE CONTENT :

<b>UNIT I</b>	<b>Introduction: Modern concepts of child care</b>	<b>10 Hours (T), 10 Hours (SL)</b>
<ul style="list-style-type: none"><li>· Historical development of child health · Philosophy and modern concept of child-care · Cultural and religious considerations in child-care · National policy and legislations in relation to child health and welfare · National programs and agencies related to welfare services to the children · Internationally accepted rights of the child · Changing trends in hospital care, preventive, promotive and curative aspect of child health · Preventive pediatrics · Child morbidity and mortality rates · Difference between an adult and child which affect response to illness · Hospital environment for sick child · Impact of hospitalization on the child and family · Communication techniques for children · Grief and bereavement · The role of a child health nurse in caring for a hospitalized child · Principles of pre and postoperative care of infants and children. Child Health Nursing procedures: · Administration of medication: oral, I/M, &amp; I/V · Calculation of fluid requirement · Application of restraints · Assessment of pain in children</li></ul>		
<b>UNIT II</b>	<b>The Healthy Child</b>	<b>12Hours</b>
<ul style="list-style-type: none"><li>· Definition and principles of growth and development · Factors affecting growth and development · Growth and development from birth to adolescence · Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) · The needs of normal children through the stages of developmental and parental guidance · Nutritional needs of children and infants · Baby friendly hospital concept · Types and value of play and selection of play material</li></ul>		
<b>UNIT III</b>	<b>Nursing care of neonate:</b>	<b>15 Hours (T), 20 Hours (SL)</b>
<ul style="list-style-type: none"><li>· Appraisal of Newborn · Nursing care of a normal newborn/essential newborn care · Neonatal resuscitation · Nursing management of low birth weight baby · Kangaroo mother care · Nursing management of common neonatal disorder · Organization of neonatal care unit · Neonatal equipment</li></ul>		
<b>UNIT IV</b>	<b>Integrated management of neonatal and childhood Illnesses</b>	<b>10 (T) 5 (SL) Hours</b>
principles and strategies of IMNCI		
<b>UNIT V</b>	<b>Nursing management in common childhood diseases</b>	<b>8 (T) Hours</b>
<ul style="list-style-type: none"><li>· Respiratory system, Endocrine system</li></ul>		
<b>UNIT VI</b>	<b>Childhood emergencies</b>	<b>5 (T) 5 (SL) Hours</b>
<ul style="list-style-type: none"><li>· Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning · PLS (AHA Guidelines)</li></ul>		



<b>THEORY TOTAL HOURS-60 Hours</b>	<b>SKILL LAB(SL)-40Hours</b>
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- **Books:**
  - 1. Child Health Nursing (Pediatric Nursing), Parul Datta, Jaypee Brothers Medical Publishers
  - 2. Child Health Nursing, Panchali Pal
  - 3. Essentials of Pediatric Nursing (As per revised INC Syllabus), Rimple Sharma, Jaypee Brothers Medical Publishers
- **Supplementary Reading:**
  - 1. Textbook of Child Health Nursing, A. Padmaja, Jaypee Brothers Medical Publishers
  - 2. Comprehensive Textbook of Child Health Nursing with Procedure, Ankita Shakyawal, Ananda Publisher

## MENTAL HEALTH NURSING - I

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 5 <sup>th</sup> Sem.
<b>Course Title:</b> MENTAL HEALTH NURSING - I	<b>Subject Code:</b> TIU-UNS-T312
<b>Contact Hours/Week:</b> 3-3-0	<b>Credit:</b> 3 (theory)

### COURSE OBJECTIVE :

Enable the student to:

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO No.	Course Outcome	Bloom's Taxonomy Level (K1-K6)
CO1	Identify the prevalence, classification, and characteristics of substance use and personality disorders.	K1 - Remembering
CO2	Explain the psychodynamics, etiology, and diagnostic criteria of substance use, personality, and sexual disorders.	K2 - Understanding
CO3	Apply nursing assessment techniques (history, physical, mental, neurological) to manage patients with behavioral, emotional, and organic brain disorders.	K3 - Applying



CO4	Analyze treatment modalities and nursing interventions for psychiatric emergencies, personality, and childhood disorders.	K4 - Analyzing
CO5	Evaluate the role of legal frameworks like the Mental Health Care Act 2017 in mental health nursing and patient rights.	K5 - Evaluating

### COURSE CONTENT :

<b>UNIT I</b>	<b>Nursing Management of Patients with Substance Use Disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Prevalence and incidence</li> <li>· Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</li> <li>· Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)</li> <li>· Diagnostic criteria/formulations</li> <li>· Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay</li> <li>· Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders</li> <li>· Special considerations for vulnerable population</li> <li>· Follow-up and home care and rehabilitation</li> </ul>		
<b>UNIT II</b>	<b>Nursing Management of Patient with Personality and Sexual Disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Prevalence and incidence</li> <li>· Classification of disorders</li> <li>· Etiology, psychopathology, characteristics, diagnosis</li> <li>· Nursing Assessment: History, Physical and mental health assessment</li> <li>· Treatment modalities and nursing management of patients with personality, and sexual disorders</li> <li>· Geriatric considerations</li> <li>· Follow-up and home care and rehabilitation</li> </ul>		
<b>UNIT III</b>	<b>Nursing Management of Behavioural &amp; Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</b>	<b>8 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Prevalence and incidence</li> <li>· Classifications</li> <li>· Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> <li>· Nursing Assessment: History, Physical, mental status examination and IQ assessment</li> <li>· Treatment modalities and nursing management of childhood disorders including intellectual disability</li> <li>· Follow-up and home care and rehabilitation</li> </ul>		
<b>UNIT IV</b>	<b>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnestic disorders)</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Prevalence and incidence</li> <li>· Classification</li> <li>· Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis</li> <li>· Nursing Assessment: History, Physical, mental and neurological assessment</li> <li>· Treatment modalities and nursing management of organic brain disorders</li> <li>· Follow-up and home care and rehabilitation</li> </ul>		
<b>UNIT V</b>	<b>Psychiatric Emergencies and Crisis Intervention</b>	<b>6 (T) Hours</b>



- Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements
- Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)
- Types of crisis
- Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model
- Coping enhancement - Techniques of counseling

<b>UNIT VI</b>	<b>Legal Issues in Mental Health Nursing</b>	<b>4 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Overview of Indian Lunacy Act and The Mental Health Act 1987</li> <li>· (Protection of Children from Sexual Offence) POSCO Act</li> <li>· Mental Health Care Act (MHCA) 2017</li> <li>· Rights of mentally ill clients</li> <li>· Forensic psychiatry and nursing</li> <li>· Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>· Admission and discharge procedures as per MHCA 2017</li> <li>· Role and responsibilities of nurses in implementing MHCA 2017</li> </ul>		

<b>UNIT VII</b>	<b>Community Mental Health Nursing</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"> <li>· Development of Community Mental Health Services</li> <li>· National mental health policy viz. National Health Policy</li> <li>· National Mental Health Program</li> <li>· Institutionalization versus Deinstitutionalization</li> <li>· Model of Preventive psychiatry</li> <li>· Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities</li> <li>· Mental Health Agencies: Government and voluntary, National and International</li> <li>· Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>		

**THEORY TOTAL HOURS- 60 hours**

#### **Books:**

- 1.R. Sreevani- A Guide To Mental Health & Psychiatric Nursing
2. P.Prakash- TEXTBOOK OF MENTAL HEALTH AND PSYCHIATRIC NURSING FOR BSC STUDENTS
3. Xavier Belsiyal- Mental Health nursing Bridging theory and clinical practice

## **COMMUNITY HEALTH NURSING - I**

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 5 <sup>th</sup> semester
<b>Course Title:</b> COMMUNITY HEALTH NURSING - I	<b>Subject Code:</b> TIU-UNS- T311
<b>Contact Hours/Week:</b> 5-5-0(L-T-P)	<b>Credit:</b> : 5(theory)

#### **COURSE OBJECTIVE :**

Enable the student to:

1. Explore the evolution of public health in India and community health nursing



2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and noncommunicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level
18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

### **COURSE OUTCOME :**

On completion of the course, the student will be able to:

CO Number	Course Outcome	Cognitive Level (Bloom's Taxonomy)
CO1	Recall the basic concepts of community health, public health in India, and the evolution and scope of community health nursing.	K1 (Remembering)
CO2	Understand the organization and planning of health care at various levels and the role of national health programs.	K2 (Understanding)
CO3	Apply knowledge of environmental health and sanitation to assess the impact of pollution, climate change, and natural resources on community health.	K3 (Applying)



CO4	Analyze nutritional assessment data and provide nutrition education to individuals and families based on local food availability and nutritional needs.	K4 (Analyzing)
CO5	Evaluate community health nursing approaches, including epidemiological, problem-solving, and evidence-based approaches, to enhance community health services.	K5 (Evaluating)

### COURSE CONTENT :

<b>UNIT I</b>	<b>Concepts of Community Health and Community Health Nursing</b>	<b>4 (T) Hours</b>
Definition of public health, community health and community health nursing ,Public health in India and its evolution and Scope of community health nursing , Review: Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease , Natural history of disease , Levels of prevention: Primary, Secondary &tertiary prevention – Review, Health problems (Profile) of India		
<b>UNIT II</b>	<b>Health Care Planning and Organization of Health Care at various levels</b>	<b>8(T)Hours</b>
<ul style="list-style-type: none"> <li>Health planning steps, Health planning in India,SC/Health Wellness Center (HWC),Role of MLHP/CHP, National Health Care Policies and Regulations ,National Health Policy, National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM, National Health Protection Mission (NHPM),Ayushman Bharat.</li> </ul>		
<b>UNIT III</b>	<b>Environmental Science, Environmental Health and Sanitation</b>	<b>15 (T) Hours</b>
<ul style="list-style-type: none"> <li>Natural resources land resources</li> <li>Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>Ecosystem: Concept, structure and functions of ecosystems, Types &amp;Characteristics,Desert ecosystem, Aquatic ecosystem</li> <li>Biodiversity, Types of pollution, nuclear hazards &amp; their impact on health</li> <li>Climate change, global warming &amp; its impact on health</li> <li>Social issues and environmental ethic</li> <li>Acts related to environmental protection and preservation.</li> </ul>		
<b>UNIT IV</b>	<b>Nutrition Assessment and Nutrition Education</b>	<b>7 (T) Hours</b>
<ul style="list-style-type: none"> <li>Review of Nutrition</li> <li>Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> <li>General nutritional advice</li> <li>Nutrition education: purpose, principles &amp; methods and Rehabilitation</li> <li>Review: Nutritional deficiency disorders</li> <li>National nutritional policy &amp; programs in India</li> <li>Food Borne Diseases and Food Safety Food borne diseases -borne pathogens &amp; toxins</li> <li>Early identification, initial management and referral Food poisoning &amp; food intoxication , Types of food poisoning</li> <li>Food intoxications</li> </ul>		
<b>UNIT V</b>	<b>Communication management and Health Education</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"> <li>Behaviour change communication skills , Human behaviour,Health belief model Techniques of behaviour change, Social and Behaviour Change Communication strategies (SBCC) ,Barriers to effective communication, and methods to overcome them</li> <li>Health promotion and Health education</li> </ul>		



<b>UNIT VI</b>	<b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b>	<b>7 (T) Hours</b>
<ul style="list-style-type: none"> <li>Approaches: o Nursing process o Epidemiological approach o Problem solving approach o Evidence based approach o Empowering people to care for themselves</li> <li>Review: Primary health care and Comprehensive Primary Health Care (CPHC)</li> <li>Home Visits: Concept, Principles, Process, &amp; Techniques: Bag technique</li> <li>Qualities of Community Health Nurse</li> <li>Roles and responsibilities of community health nursing personnel in family health services</li> <li>Review: Principles &amp; techniques of counseling</li> </ul>		
<b>UNIT VII</b>	<b>Assisting individuals and families to promote and maintain their health</b>	<b>10 (T) Hours</b>
<p>A. Assessment of individuals and families</p> <p>B. Provision of health services/primary health care</p> <p>C. Continue medical care and follow up in community for various diseases/disabilities</p> <p>D. Carry out therapeutic procedures as prescribed/required for client and family</p> <p>E. Maintenance of health records and reports during home visits, in the clinics/centers and field visits</p> <p>F. Sensitize and handle social issues affecting health and development of the sex workers</p> <p>G. Utilize community resources for client and family</p>		
<b>UNIT VIII</b>	<b>Introduction to Epidemiology – Epidemiological Approaches and Processes</b>	<b>10 (T) Hours</b>
<ul style="list-style-type: none"> <li>Epidemiology: Concept and Definition</li> <li>Distribution and frequency of disease</li> <li>Aims &amp; uses of epidemiology</li> <li>Epidemiological models of causation of disease</li> <li>Concepts of disease transmission</li> <li>Modes of transmission: Direct, Indirect and chain of infection</li> <li>Time trends or fluctuations in disease occurrence</li> <li>Epidemiological approaches: Descriptive, analytical and experimental</li> <li>Principles of control measures/levels of prevention of disease</li> <li>Investigation of an epidemic of communicable disease</li> <li>Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</li> </ul>		
<b>UNIT IX</b>	<b>Communicable Diseases and National Health Programs</b>	<b>15 (T) Hours</b>
<p>1. Communicable Diseases</p> <p>2. Communicable diseases: Infectious diseases</p> <p>3. Communicable diseases4. Integrated Disease Surveillance Program</p> <p>5. National Aids Control Organization</p> <p>6. National Vector Borne Disease Control Program</p> <p>7. National Air Quality Monitoring Program</p> <p>8. Any other newly added program</p>		
<b>UNIT X</b>	<b>Non-Communicable Diseases and National Health Program (NCD)</b>	<b>15 (T) Hours</b>
<ul style="list-style-type: none"> <li>National response to NCDs; identification and primary management, referral and follow up care NCD-1, Cardiovascular diseases, Blindness and Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways NCD-2, Role of a nurse in noncommunicable disease control program, National Health Programs</li> <li>National program for control of blindness</li> <li>National program for prevention and control of deafness</li> <li>National tobacco control program</li> <li>Standard treatment protocols used in National Health Programs</li> </ul>		
<b>UNIT XI</b>	<b>School Health Services</b>	<b>3(T)HOURS</b>
<ul style="list-style-type: none"> <li>Objectives</li> <li>Health problems of school children</li> <li>Components of school health services</li> <li>Maintenance of school health records</li> <li>Initiation and planning of school health services</li> <li>Role of a school health nurse</li> </ul>		
<b>TOTAL THEORY HOURS - 100HRS</b>		



2.K.K.GULANI

3. K . PARK

### EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 5th Sem.
<b>CourseTitle:-EDUCATIONAL TECHNOLOGY/NURSING EDUCATION</b>	<b>Subject Code:</b> TIU-UNS-T313
<b>Contact Hours/Week:</b> 3-2-1 (L-T-P)	<b>Credit:</b> 2 (Theory ) 1(Skill lab)

#### COURSE OBJECTIVE :

Enable the student to:

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices.

#### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Describe the historical development and current trends in nursing education.	K1
CO-2:	Explain the application of learning theories in nursing education.	K2



CO-3:	Demonstrate the use of effective teaching techniques for patient education and nursing students.	K3
CO-4:	Analyze student learning outcomes using formative and summative evaluation techniques.	K4
CO-5:	Critically evaluate the impact of innovative teaching strategies in nursing education.	K5
CO-6:	Develop an evidence-based lesson plan for a clinical nursing skill using appropriate educational resources.	K6

**COURSE CONTENT :**

<b>UNIT I</b>	<b>Introduction and Theoretical Foundations:</b>	<b>6 Hours</b>
<b>Education and educational technology</b> • Definition, aims• Approaches and scope of educational technology• Latest approaches to education:○ Transformational education○ Relationship based education○ Competency based education <b>Educational philosophy:</b> • Definition of philosophy, education and philosophy• Comparison of educational philosophies• Philosophy of nursing education <b>Teaching learning process:</b> • Definitions• Teaching learning as a process• Nature and characteristics of teaching and learning• Principles of teaching and learning• Barriers to teaching and learning• Learning theories• Latest approaches to learning○ Experiential learning• Lecture cum discussion○ Reflective learning○ Scenario based learning○ Simulation based learning○ Blended learning		
<b>UNIT II</b>	<b>Assessment and Planning</b>	<b>6 Hours</b>
<b>Assessment of teacher</b> • Essential qualities of a teacher• Teaching styles – Formal authority, demonstrator, facilitator, delegator <b>Assessment of learner</b> • Types of learners• Determinants of learning – learning needs, readiness to learn, learning styles• Today's generation of learners and their skills and attributes• Emotional intelligence of the learner• Motivational factors – personal factors, environmental factors and support system <b>Curriculum Planning</b> • Curriculum – definition, types• Curriculum design – components, approaches• Curriculum development – factors influencing curriculum development, facilitators and barriers• Writing learning outcomes/behavioral objectives• Basic principles of writing course plan, unit plan and lesson plan		
<b>UNIT III</b>	<b>Implementation</b>	<b>8 Hours</b>
<b>Teaching in Classroom and Skill lab – Teaching Methods</b> • Classroom management-principles and strategies• Classroom communication○ Facilitators and Barriers to classroom communication○ Information communication technology (ICT) – ICT used in education <b>Teaching methods – Features, advantages and disadvantages</b> • Lecture, Group discussion, microteaching• Skill lab – simulations, Demonstration & re-demonstration• Symposium, panel discussion, seminar, scientific workshop, exhibitions• Role play, project• Field trips• Self-directed learning (SDL)• Computer assisted learning• One-to-one instruction <b>Active learning strategies</b> • Team based learning• Problem based learning• Peer sharing• Case study analysis• Journaling• Debate• Gaming• Inter-professional education		
<b>UNIT IV</b>	<b>Teaching in the Clinical Setting – Teaching Methods</b>	<b>3 Hours</b>
• Clinical learning environment• Factors influencing selection of clinical learning experiences• Practice model• Characteristics of effective clinical teacher• Writing clinical learning outcomes/practice competencies• Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording		
<b>UNIT V</b>	<b>Educational/Teaching Media</b>	<b>5 Hours</b>



- Media use – Purpose, components, principles and steps
- Types of media **Still visuals** o Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/whiteboard, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer)
- Projected – film stripes, microscope, power point slides, overhead projector
- Moving visuals** o Video learning resources – videotapes & DVD, blu-ray, USB flash drive
- o Motion pictures/films **Realia and models** o Real objects & Models
- Audio aids/audio media** o Audiotapes/Compact discs
- o Radio & Tape recorder
- o Public address system
- o Digital audio **Electronic media/computer learning resources** o Computers
- o Web-based videoconferencing
- o E-learning, Smart classroom
- Telecommunication (Distance education)** o Cable TV, satellite broadcasting, videoconferencing
- Telephones – Telehealth/telenursing
- Mobile technology**

<b>UNIT VI</b>	<b>Assessment/Evaluation Methods/Strategies</b>	<b>5 Hours</b>
<ul style="list-style-type: none"> <li>• Purposes, scope and principles in selection of assessment methods and types</li> <li>• Barriers to evaluation</li> <li>• Guidelines to develop assessment tests</li> </ul> <p><b>Assessment of knowledge:</b> <ul style="list-style-type: none"> <li>• Essay type questions,</li> <li>• Short answer questions (SAQ)</li> <li>• Multiple choice questions (MCQ – single response &amp; multiple response)</li> </ul> </p> <p><b>Assessment of skills:</b> <ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Observation (checklist, rating scales, videotapes)</li> <li>• Written communication – progress notes, nursing care plans, process recording, written assignments</li> <li>• Verbal communication (oral examination)</li> <li>• Simulation</li> <li>• Objective Structured Clinical Examination (OSCE)</li> <li>• Self-evaluation</li> <li>• Clinical portfolio, clinical logs</li> </ul> </p> <p><b>Assessment of Attitude:</b> <ul style="list-style-type: none"> <li>• Attitude scales</li> </ul> </p> <p><b>Assessment tests for higher learning:</b> <ul style="list-style-type: none"> <li>• Interpretive questions, hot spot questions, drag and drop and ordered response questions</li> </ul> </p>		
<b>UNIT VII</b>	<b>Guidance/academic advising, counseling and discipline</b>	<b>3 Hours</b>
<p><b>Guidance</b> <ul style="list-style-type: none"> <li>• Definition, objectives, scope, purpose and principles</li> <li>• Roles of academic advisor/ faculty guidance</li> </ul> </p> <p><b>Counseling</b> <ul style="list-style-type: none"> <li>• Difference between guidance and counseling</li> <li>• Definition, objectives, scope, principles, types, process and steps of counseling</li> <li>• Counseling skills/techniques – basics</li> <li>• Roles of counselor</li> <li>• Organization of counseling services</li> <li>• Issues for counseling in nursing students</li> </ul> </p> <p><b>Discipline and grievance in students</b> <ul style="list-style-type: none"> <li>• Managing disciplinary/grievance problems – preventive guidance &amp; counseling</li> <li>• Role of students' grievance redressal cell/committee</li> </ul> </p>		
<b>UNIT VIII</b>	<b>Ethics and Evidence Based Teaching (EBT) in Nursing Education</b>	<b>4 Hours</b>
<p><b>Ethics – Review</b> <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Value based education in nursing</li> <li>• Value development strategies</li> <li>• Ethical decision making</li> </ul> </p> <p>Ethical standards for students</p> <p>Student-faculty relationship</p> <p><b>Evidence based teaching Introduction</b> <ul style="list-style-type: none"> <li>• Evidence based education process and its application to nursing education</li> </ul> </p>		
<b>THEORY TOTAL HOURS- 40 HRS</b>		<b>LAB/PRACTICAL - 40 HRS</b>

### Books:

1. Educational Technology / Nursing Education Authored by Prof. (Dr.) P. Sagaya Mary and Dr. R. Ranjani Prema
2. Textbook of Educational Technology / Nursing Education Authored by N. Balasubramanian
3. Educational Technology / Nursing Education for B.Sc. Nursing Students  
Published by Lotus Publishers
4. Educational Technology / Nursing Education - SEM5P. Avanthi Devi

## Forensic Nursing

**Program:** B. Sc Nursing

**Year, Semester:** 3rd Year, Semester V



# TECHNO INDIA UNIVERSITY

## W E S T B E N G A L

<b>Course Title:</b> Forensic Nursing	<b>Subject Code:</b> TIU-UNS-315
<b>Contact Hours/Week:</b> 1-1-0 (L-T-P)	<b>Credit:</b> 1

### COURSE OBJECTIVE :

#### Enable the student to:

1. Identify forensic nursing as an emerging specialty in healthcare and nursing practice
2. Explore the history and scope of forensic nursing practice
3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence
4. Develop basic understanding of the Indian judicial system and legal procedures

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Define forensic nursing as an emerging specialty in healthcare and nursing practice, including its history, scope, and significance.	K1
CO-2:	Explain the evolution of forensic nursing and its role in bridging healthcare and the legal system.	K2
CO-3:	Demonstrate knowledge of forensic nursing techniques in the identification, collection, and preservation of evidence while providing holistic care to victims of violence.	K3
CO-4:	Differentiate between the roles and responsibilities of forensic nurses within a multidisciplinary forensic team in various healthcare and legal settings.	K4
CO-5:	Assess the impact of forensic nursing interventions in improving patient outcomes and legal justice for victims of violence.	K5
CO6	Develop case-based strategies integrating forensic nursing principles with the Indian judicial system and legal procedures to enhance victim care and evidence preservation	K6

### COURSE CONTENT :

<b>UNIT I :</b>	Forensic Science	<b>3 Hours</b>
· Forensic Science - Definition ,History , Importance in medical science Forensic Science Laboratory · Violence - Definition ,Epidemiology , Source of data · Sexual abuse – child and women		
<b>UNIT II :</b>	Forensic Nursing	<b>2Hours</b>
· Definition · History and development · Scope – setting of practice, areas of practice and subspecialties · Ethical issues · Roles and responsibilities of nurse · INC & SNC Acts		
<b>UNIT III :</b>	Forensic Team	<b>7 Hours</b>
Forensic Team - Members and their roles .Comprehensive forensic nursing careof victim and family· Physical		



aspects · Psychosocial aspects · Cultural and spiritual aspects · Legal aspects · Assist forensic team in care beyond scope of her practice · Admission and discharge/referral/death of victim of violence · Responsibilities of nurse as a witness

**Evidence preservation** – role of nurses · Observation · Recognition Collection · Preservation · Documentation of Biological and other evidence related to criminal/traumatic event · Forwarding biological samples for forensic examination

<b>UNIT IV:</b>	Introduction of Indian Constitution	<b>3 Hours</b>
Introduction , Fundamental Rights · Rights of victim · Rights of accused ,Human Rights Commission		
<b>UNIT V :</b>	Sources of laws and law-making powers	<b>5 Hours</b>
<b>Overview of Indian Judicial System</b> - JMFC (Judicial Magistrate First Class) ,District ,State , Apex. <b>Civil and Criminal Case Procedures</b> - IPC (Indian Penal Code) ,ICPC , IE Act (Indian Evidence Act) Overview of POSCO Act		

### Books:

1. R sreerakumar,Amrita A Sivasankar, A Basic Introduction To Forensic Nursing And Indian Laws, Wolter Kluwer.
2. Sharma Rimple ,Essentials of Forensic Nursing, Jaypee Brothers Medical Publisher
3. Dr Pallavi Lele And Dr PrafullataNatekar .Introduction to Forensic Nursing.EMMESS Publisher.

### Supplementary Reading:

1. Virginia A. Lynch and Janet Barber Duval, Forensic Nursing Science.ELSEVIER Publisher.

## 6<sup>TH</sup> Semester

### CHILD HEALTH NURSING - II

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 6 <sup>th</sup> Sem.
<b>Course Title:</b> CHILD HEALTH NURSING - II	<b>Subject Code:</b> TIU-UNS-T310
<b>Contact Hours/Week:</b> 2-2-0 (L-T-P)	<b>Credit:</b> 2 (Theory )

### COURSE OBJECTIVE :

Enable the student to:

1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases
2. Provide care to children with common behavioural, social and psychiatric problems
3. Manage challenged children
4. Identify the social and welfare services for challenged children

### COURSE OUTCOME :

On completion of the course, the student will be able to:



CO-1:	Explain the advanced concepts of pediatric nursing, including growth and development, pediatric emergencies, and critical care	K1
CO-2:	Explain the physiological, psychological and social factors that influence a child's health and development	K2
CO-3:	Apply the nursing process to provide comprehensive care for children with acute and chronic illnesses in different healthcare settings	K3
CO-4:	Analyze the specific health needs of neonates, infants, and children with congenital disorders, infectious diseases, and surgical conditions.	K4
CO-5:	Demonstrate skillful and evidence-based nursing interventions for critically ill children, including neonatal intensive care and pediatric emergency management.	K5
CO-6:	Design a family-centred care plan for a child with chronic illness, considering both the child's and family needs and resources	K6

### COURSE CONTENT :

<b>UNIT I</b>	<b>Cardiovascular system, Hematological conditions, Gastro-intestinal system, Genitourinary urinary system, Nervous system</b>	<b>20 Hours (T)</b>
<ul style="list-style-type: none"> <li>Identification and Nursing management of congenital malformations ; Cyanotic and Acyanotic (ASD,VSD, PDA,TOF)</li> <li>Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure; a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non hodgkins lymphoma;</li> <li>Identification and Nursing management of congenital malformations.</li> <li>Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia</li> <li>Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites;</li> <li>Identification and Nursing management of congenital malformations.</li> <li>Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy</li> <li>Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure;</li> <li>Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury</li> </ul>		
<b>UNIT II</b>		
<b>Orthopedic disorders; Disorder of eye, ear and skin; Communicable diseases in children</b>		
<ul style="list-style-type: none"> <li>Club foot</li> <li>Hip dislocation and</li> <li>Fracture</li> <li>Refractory errors</li> <li>Otitis media and</li> <li>Atopic dermatitis</li> <li>Tuberculosis</li> <li>Diphtheria</li> <li>Tetanus</li> <li>Pertussis</li> <li>Poliomyelitis</li> <li>Measles</li> <li>Mumps, and</li> <li>Chickenpox</li> <li>HIV/AIDS</li> <li>Dengue fever</li> <li>COVID-19</li> </ul>		
<b>UNIT III</b>		
<b>Management of behavior and social problems in children</b>		
<ul style="list-style-type: none"> <li>Child Guidance clinic</li> <li>Common behavior disorders in children and management o Enuresis and Encopresis o Nervousness o Nail biting o Thumb sucking o Temper tantrum o Stealing o Aggressiveness o</li> </ul>		



Juvenile delinquency o School phobia o Learning disability · Psychiatric disorders in children and management o Childhood schizophrenia o Childhood depression o Conversion reaction o Posttraumatic stress disorder o Autistic spectrum disorders · Eating disorder in children and management o Obesity o Anorexia nervosa o Bulimia · Management of challenged children. o Mentally o Physically o Socially o Child abuse, o Substance abuse · Welfare services for challenged children in India

### THEORY TOTAL HOURS- 40 Hours

#### Books:

1. Child Health Nursing (Pediatric Nursing), Parul Datta, Jaypee Brothers Medical Publishers
2. Child Health Nursing, Panchali Pal
3. Essentials of Pediatric Nursing (As per revised INC Syllabus), Rimple Sharma, Jaypee Brothers Medical Publishers

#### Supplementary Reading:

1. Textbook of Child Health Nursing, A. Padmaja, Jaypee Brothers Medical Publishers
2. Comprehensive Textbook of Child Health Nursing with Procedure, Ankita Shakyawal, Ananda Publisher

## MENTAL HEALTH NURSING - II

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 5 <sup>th</sup> Sem.
<b>Course Title:</b> MENTAL HEALTH NURSING - II	<b>Subject Code:</b> TIU-UNS-T312
<b>Contact Hours/Week:</b> 1-1-0(L-T-P)	<b>Credit:</b> 1 (theory)

#### COURSE OBJECTIVE :

Enable the student to:

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence.
3. Apply nursing process in providing care to patients with organic brain disorders.
4. Identify and respond to psychiatric emergencies.
5. Carry out crisis interventions during emergencies under supervision.
6. Perform admission and discharge procedures as per MHCA 2017.
7. Explore the roles and responsibilities of community mental health nurse in delivering community mental health services.

#### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO	Course Outcome	Level of Bloom's
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Number		Taxonomy (K1-K6)
C01	Identify the classifications, actions, and effects of commonly used psychotropic substances and the prevalence of substance use disorders.	K1 (Remembering)
C02	Understand the etiology and characteristics of personality, sexual, and childhood disorders, including intellectual disabilities and autism.	K2 (Understanding)
C03	Apply appropriate nursing assessments, including history, mental, physical, and IQ assessments, to patients with psychiatric and organic brain disorders.	K3 (Applying)
C04	Analyze different psychiatric emergencies, their management, and interventions, including coping mechanisms and crisis intervention strategies.	K4 (Analyzing)
C05	Evaluate treatment modalities and rehabilitation plans for patients with substance use, psychiatric, and behavioral disorders across different populations.	K5 (Evaluating)
C06	Create comprehensive nursing care plans, integrating legal and ethical aspects, for mental health patients in clinical and community settings.	K6 (Creating)

### COURSE CONTENT :

<b>UNIT I</b>	<b>Nursing Management of Patients with Substance Use Disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal</li> <li>Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)</li> <li>Diagnostic criteria/formulations</li> <li>Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay</li> <li>Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders</li> <li>Special considerations for vulnerable population</li> <li>Follow-up and home care and rehabilitation</li> </ul>		
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<b>UNIT II</b>	<b>Nursing Management of Patient with Personality and Sexual Disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Classification of disorders</li> <li>Etiology, psychopathology, characteristics, diagnosis</li> <li>Nursing Assessment: History, Physical and mental health assessment</li> <li>Treatment modalities and nursing management of patients with personality, and sexual disorders</li> <li>Geriatric considerations</li> <li>Follow-up and home care and rehabilitation</li> </ul>		
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<b>UNIT III</b>	<b>Nursing Management of Behavioural &amp; Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</b>	<b>8 (T) Hours</b>
<ul style="list-style-type: none"> <li>Prevalence and incidence</li> <li>Classifications</li> <li>Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations</li> <li>Nursing Assessment: History, Physical, mental status examination and IQ assessment</li> <li>Treatment modalities and nursing management of childhood disorders including intellectual disability</li> <li>Follow-up and home care and rehabilitation</li> </ul>		
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<b>UNIT I V</b>	<b>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnestic disorders)</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"><li>· Prevalence and incidence · Classification · Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis · Nursing Assessment: History, Physical, mental and neurological assessment · Treatment modalities and nursing management of organic brain disorders · Follow-up and home care and rehabilitation</li></ul>		
<b>UNIT V</b>	<b>Psychiatric Emergencies and Crisis Intervention</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"><li>· Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements · Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) · Types of crisis· Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling</li></ul>		
<b>UNIT VI</b>	<b>Legal Issues in Mental Health Nursing</b>	<b>4 (T) Hours</b>
<ul style="list-style-type: none"><li>· Overview of Indian Lunacy Act and The Mental Health Act 1987 · (Protection of Children from Sexual Offence) POSCO Act · Mental Health Care Act (MHCA) 2017 · Rights of mentally ill clients · Forensic psychiatry and nursing · Acts related to narcotic and psychotropic substances and illegal drug trafficking · Admission and discharge procedures as per MHCA 2017 · Role and responsibilities of nurses in implementing MHCA 2017</li></ul>		
<b>UNIT VII</b>	<b>Community Mental Health Nursing</b>	<b>5 (T) Hours</b>
<ul style="list-style-type: none"><li>· Development of Community Mental Health Services: · National mental health policy viz. National Health Policy · National Mental Health Program · Institutionalization versus Deinstitutionalization · Model of Preventive psychiatry · Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities · Mental Health Agencies: Government and voluntary, National and International · Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li></ul>		
<b>THEORY TOTAL HOURS- 40 hours</b>		

### Books:

- 1.R. Sreevani- A Guide To Mental Health & Psychiatric Nursing
2. P.Prakash- TEXTBOOK OF MENTAL HEALTH AND PSYCHIATRIC NURSING FOR BSC STUDENTS
- 3.Xavier Belsiyal- Mental Health nursing Bridging theory and clinical practice



<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 6 <sup>th</sup> Sem.
<b>Course Title:</b> NURSING MANAGEMENT AND LEADERSHIP	<b>Subject Code:</b> TIU-UNS-T314
<b>Contact Hours/Week:</b> 4-3-1 (L-T-P)	<b>Credit:</b> 3 (Theory) ,1 (Practical)

### COURSE OBJECTIVE :

Enable the student to:

1. Analyze the health care trends influencing development of nursing services and education in India.
2. Describe the principles, functions and process of management applied to nursing.
3. Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital.
4. Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education.
5. Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit.
6. Develop skill in management of materials and supplies including inventory control.
7. Develop team working and inter professional collaboration competencies.
8. Identify effective leadership styles and develop leadership competencies.
9. Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities.
10. Utilize the knowledge related to financial planning in nursing services and education during budgetary process.

### COURSE OUTCOME :

On completion of the course, the student will be able to:

CO-1:	Recall the roles of a nurse manager, leadership styles in nursing, and principles of management in healthcare settings.	K1
CO-2:	Explain the significance of leadership and management in nursing practice	K2
CO-3:	Demonstrate how to create a staffing plan, allocate resources, or manage a nursing team in a clinical or hospital setting..	K3
CO-4:	Compare and contrast autocratic, democratic, and laissez-faire leadership styles and assess their effectiveness in various nursing environments..	K4
CO-5:	Develop effective strategies for improving nursing practice, patient care, and team dynamics based on management principles.	K5
CO-6:	Evaluate the success of a leadership approach in improving patient satisfaction and staff morale, using relevant performance indicators.	K6

### COURSE CONTENT :

UNIT I	Health Care and Development of Nursing Services in India	T-1 Hours
· Current health care delivery system of India – review · Planning and development of nursing services and education at global and national scenario · Recent trends and issues of nursing service and management		



<b>UNIT II</b>	Management Basics Applied to Nursing	<b>T-2Hours</b>
<ul style="list-style-type: none"><li>Definitions, concepts and theories of management</li><li>Importance, features and levels of management</li><li>Management and administration</li><li>Functions of management</li><li>Principles of management</li><li>Role of a nurse as a manager</li><li>Introduction to Management Process</li><li>Planning</li><li>Organizing</li><li>Staffing</li><li>Directing/Leading</li><li>Controlling</li></ul>		
<b>UNIT III</b>	Planning Nursing Services	<b>T-4Hours</b>
<ul style="list-style-type: none"><li>Vision, Mission, philosophy, objectives</li><li>Nursing service policies, procedures and manuals</li><li>Functional and operational planning</li><li>Strategic planning</li><li>Program planning – Gantt chart &amp; milestone chart</li><li>Budgeting – concepts, principles, types,</li><li>Budget proposal, cost benefit analysis</li><li>Planning hospital and patient care unit (Ward)</li><li>Planning for emergency and disaster</li></ul>		
<b>UNIT IV</b>	Organizing	<b>T-4Hours</b>
<ul style="list-style-type: none"><li>Organizing as a process – assignment, delegation and coordination</li><li>Hospital – types, functions &amp; organization</li><li>Organizational development</li><li>Organizational structure</li><li>Organizational charts</li><li>Organizational effectiveness</li><li>Hospital administration, Control &amp; line of authority</li><li>Hospital statistics including hospital utilization indices</li><li>Nursing care delivery systems and trends</li><li>Role of nurse in maintenance of effective organizational climat</li></ul>		
<b>UNIT V</b>	Staffing (Human resource management)	<b>T-6 Hours</b>
<p>Staffing – Philosophy, staffing activities</p> <ul style="list-style-type: none"><li>Recruiting, selecting, deployment</li><li>Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</li><li>Staffing units – Projecting staffing requirements/calculation of requirements of staff resources</li><li>Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system</li><li>Categories of nursing personnel including job description of all levels</li><li>Assignment and nursing care responsibilities</li><li>Turnover and absenteeism</li><li>Staff welfare</li><li>Discipline and grievances</li><li>In-Service Education</li><li>Nature and scope of in-service education program</li><li>Principles of adult learning – review</li><li>Planning and organizing in-service educational program</li><li>Methods, techniques and evaluation</li><li>Preparation of report</li><li>Material Resource Management</li><li>Procurement, purchasing process, inventory control &amp; role of nurse</li><li>Auditing and maintenance in hospital and patient care unit</li></ul>		
<b>UNIT VI</b>	Directing and Leading	<b>T-5 Hours</b>



# TECHNO INDIA UNIVERSITY

## W E S T B E N G A L

Definition, principles, elements of directing · Supervision and guidance · Participatory management · Inter-professional collaboration · Management by objectives · Team management · Assignments, rotations · Maintenance of discipline · Leadership in management

UNIT VII	Leadership	<b>T-4Hours</b>
	<ul style="list-style-type: none"><li>· Definition, concepts, and theories · Leadership principles and competencies · Leadership styles: Situational leadership, Transformational leadership · Methods of leadership development · Mentorship/preceptorship in nursing · Delegation, power &amp; politics, empowerment, mentoring and coaching</li><li>· Decision making and problem solving · Conflict management and negotiation · Implementing planned change</li></ul>	
UNIT VIII	Controlling	<b>T-4 Hours</b>
	<ul style="list-style-type: none"><li>· Implementing standards, policies, procedures, protocols and practices · Nursing performance audit, patient satisfaction · Nursing rounds, Documentation – records and reports · Total quality management – Quality assurance, Quality and safety · Performance appraisal · Program evaluation review technique (PERT) · Bench marking, Activity plan (Gantt chart) · Critical path analysis</li></ul>	
UNIT IX	Organizational Behavior and Human Relations	
	<ul style="list-style-type: none"><li>· Concepts and theories of organizational behavior · Group dynamics · Review – Interpersonal relationship</li><li>· Human relations · Public relations in the context of nursing · Relations with professional associations and employee unions · Collective bargaining · Review – Motivation and morale building · Communication in the workplace – assertive communication · Committees – importance in the organization, functioning</li></ul>	
Unit X	Financial Management	<b>T-2 Hours</b>
	<ul style="list-style-type: none"><li>· Definition, objectives, elements, functions, principles &amp; scope of financial management · Financial planning (budgeting for nursing department) · Proposal, projecting requirement for staff, equipment and supplies for – Hospital &amp; patient care units &amp; emergency and disaster units</li><li>· Budget and Budgetary process · Financial audit</li></ul>	
Unit XI	Nursing Informatics/ Information Management – Review	<b>T-1 Hours</b>
	<ul style="list-style-type: none"><li>· Patient records · Nursing records · Use of computers in hospital, college and community · Telemedicine &amp; Tele nursing · Electronic Medical Records (EMR), EHR</li></ul>	



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Unit XII	Personal Management – Review	<b>T-1 Hours</b>
· Emotional intelligence · Resilience building · Stress and time management – de stressing · Career planning		
Unit XIII	Establishment of Nursing Educational Institutions	<b>T-4 Hours</b>
· Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines · Coordination with regulatory bodies – INC and State Nursing Council · Accreditation – Inspections · Affiliation with university/State council/board of examinations		
Unit XIV	Planning and Organizing	<b>T-4 Hours</b>
· Philosophy, objectives and mission of the college · Organization structure of school/college · Review – Curriculum planning · Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation · Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance · Infrastructure facilities – college, classrooms, hostel, library, labs, computer lab, transport facilities · Records & reports for students, staff, faculty and administrative · Committees and functioning · Clinical experiences		
Unit XV	Staffing and Student Selection	<b>T-4 Hours</b>
· Faculty/staff selection, recruitment and placement, job description · Performance appraisal · Faculty development · Faculty/staff welfare · Student recruitment, admission, clinical placement.		
UNIT XVI	Directing and Controlling	<b>T-4 Hours</b>
· Review – Curriculum implementation and evaluation · Leadership and motivation, supervision – review · Guidance and counseling · Quality management – educational audit · Program evaluation, evaluation of performance · Maintaining discipline · Institutional records and reports – administrative, faculty, staff and students		
Unit XVII	PROFESSIONAL CONSIDERATIONS	<b>T-4 Hours</b>
· Review – Legal and Ethical Issues · Nursing as a profession – Characteristics of a professional nurse · Nursing practice – philosophy, aim and objectives · Regulatory bodies – INC and SNC constitution and functions · Review – Professional ethics · Code of ethics and professional conduct – INC & ICN · Practice standards for nursing – INC · International Council for Nurses (ICN) · Legal aspects in nursing: · Consumer protection act, patient rights · Legal terms related to practice, legal system – types of law, tort law &		



liabilities · Laws related to nursing practice – negligence, malpractice, breach, penalties · Invasion of privacy, defamation of character · Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice.

**Unit XVIII****T-2 Hours**

· Continuing Nursing Education · Career opportunities · Membership with professional organizations – national and international · Participation in research activities · Publications – journals, newspaper

**THEORY TOTAL HOURS-60 HRS    PRACTICAL TOTAL HOURS -80 HRS**

Books:

1. TEXTBOOK OF NURSING MANAGEMENT&LEADERSHIP ,SUKHBIRKAUR,JAYPEE PUBLISHERS
2. TEXTBOOK OF NURSING MANAGEMENT &LEADERSHIP , I CLEMENT, JAYPEE

## **MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING -I**

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 3 <sup>rd</sup> Yr., 6 <sup>th</sup> Sem.
<b>Course Title:</b> <b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING -I</b>	<b>Subject Code:</b> TIU-UNS-T415
<b>Contact Hours/Week :</b> Skill Lab: 1 Credit (40 hours); Clinical: 3 Credits (240 hours)	<b>Credit:</b> 3 (60 HOURS )

**COURSE OBJECTIVE:**

On completion of the program, the students will be able to:-

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.



3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.

**COURSE OUTCOME :****On completion of the course, the students will be able to:-**

<b>CO-1</b>	Understanding of Obstetrical and Gynecological Health	<b>K2</b>
<b>CO-2</b>	Clinical skills in maternal and neonatal care	<b>K4</b>
<b>CO-3</b>	Infection control and safety, critical thinking and problem solving	<b>K3</b>
<b>CO-4</b>	Understanding of family planning and women's health	<b>K2</b>
<b>CO-5</b>	Professional and Ethical Practices	<b>K3</b>
<b>CO-6</b>	Interdisciplinary collaboration, research and evidence- based practice	<b>K2</b>

<b>UNIT I</b>	<b>Introduction to midwifery:-</b> History of midwifery in India, <i>Current scenario</i> : Trends of maternity care in India, Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates Maternal death audit, National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <i>Current trends in midwifery and OBG nursing</i> : Respectful maternity and newborn care (RMNC), Midwifery-led care units (MLCU) Women centered care, physiologic birthing and demedicalization of birth Birthing centers, water birth, lotus birth, Essential competencies for midwifery practice (ICM) Universal rights of child-bearing Women, Sexual and reproductive health and rights Women's expectations & choices about care <i>Legal provisions in midwifery practice in India</i> : INC/MOH&FW regulations, ICM code of ethics Ethical issues in maternal and neonatal care, Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers, Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community), Scope of practice for midwives	8 (T)
<b>UNIT II</b>	<b>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal &amp; Newborn physiology)</b> <i>Review</i> : Female organs of reproduction, Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations, Foetal skull – bones, sutures, fontanelles, diameters, moulding, Fetopelvic relationship, Physiology of menstrual cycle, menstrual hygiene, Fertilization, conception and implantation, Embryological development, Placental development and function, placental barrier, Fetal growth and development, Fetal circulation & nutrition	6 (T) 3 (L)



<b>UNIT III</b>	<p><b>Assessment and management of normal pregnancy (ante-natal):</b></p> <p><b>Pre-pregnancy Care</b></p> <p>Review of sexual development (<i>Self Learning</i>) Socio-cultural aspects of human sexuality (<i>Self Learning</i>), Preconception care, Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) Planned parenthood</p> <p><b>Pregnancy assessment and antenatal care (I, II &amp; III Trimesters)</b></p> <p><b>Normal pregnancy</b></p> <p>Physiological changes during pregnancy, Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory Tests, Review of maternal nutrition &amp; malnutrition, Building partnership with women following RMC protocol, Fathers' engagement in maternity care</p> <p><b>Ante-natal care:</b></p> <p><b>I st Trimesters</b></p> <p><b>II Trimester</b></p> <p><b>III Trimester</b></p>	12 (T) 10 (L) 40 (C)
<b>UNIT IV</b>	<p><b>Physiology, management and care during labour</b></p> <p>Normal labour and birth, Onset of birth/labour, Per vaginal examination (if necessary), Stages of labour, Organization of labour room – Triage, preparation for birth, Positive birth environment, Respectful care and communication, Drugs used in labour as per GoI guidelines</p> <p><b>Fist Stage</b></p> <p><b>Second stage</b></p> <p><b>Fourth Stage</b></p>	12 (T) 12 (L) 80 (C)
<b>UNIT V</b>	<p><b>Postpartum care/Ongoing care of women</b></p> <p>Normal puerperium urination – Physiology, Post-natal assessment and care – facility and home-based care. Perineal hygiene and care, Bladder and bowel function, Minor disorders of puerperium and its management, Physiology of lactation and lactation management, Postnatal counseling and psychological support, Normal postnatal baby blues and recognition of post-natal depression, Transition to parenthood, Care for the woman up to 6 weeks after childbirth</p> <p>Cultural competence (Taboos related to postnatal diet and practices), Diet during lactation-review, Post-partum family planning, Follow-up of postnatal mothers, Drugs used in the postnatal period, Records and reports</p>	7 (T) 6 (L) 40 (C)
<b>UNIT VI</b>	<p><b>Assessment and ongoing care of normal neonates</b></p> <p>Family centered care Respectful newborn care and communication.</p> <p>Normal Neonate – Physiological adaptation, Newborn assessment – Screening for congenital anomalies, Care of newborn up to 6 weeks after the childbirth (Routine care of newborn), Skin to skin contact and thermoregulation, Infection prevention, Immunization, Minor disorders of newborn and its management.</p>	7 (T) 7 (L) 40 (C)
<b>UNIT VII</b>	<p><b>Family welfare services</b></p> <p>Impact of early/frequent childbearing Comprehensive range of family planning methods, Temporary methods – Hormonal, non-hormonal and barrier methods, Permanent methods – Male sterilization and female</p> <p>Sterilization. Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods, Emergency contraceptives, Recent trends and research in contraception, Family planning counseling using Balanced Counseling Strategy (BCS), Legal and rights aspects of FP, Human rights aspects of FP adolescents, Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review). Importance of follow up and recommended timing</p> <p>Gender related issues in SRH</p> <p>Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife, Special courts for abused people, Gender sensitive health services including family planning</p>	8 (T) 2 (L) 40 (C)

### **TOTAL THEORY HOURS = 60 HOURS**

11. Describe the methods of contraception and role of nurse/midwife in family welfare services.

12. Recognize the importance of and actively participate in family welfare programs.

13. Provide youth friendly health services and care for women affected by gender based violence



### COURSE CONTENTS:

#### Books:

1. Sandeep kaur, textbook of Midwifery/obstetrics and gynecologynursing,CBS Publishers & distributors pvt. ltd

2. DC Dutta's, textbook of obstetrics and gynecology, japee brothers medical.

#### Supplementary Reading

1. DR.Shallymagon/Sanju Sira, textbook of midwifery & obstetrics, lotus publishers

## 7<sup>th</sup> Semester

### COMMUNITY HEALTH NURSING - II

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 4thYr., 7 <sup>th</sup> semester
<b>Course Title:</b> COMMUNITY HEALTH NURSING - II	<b>Subject Code:</b> TIU-UNS- T411
<b>Contact Hours/Week:</b> 5-5-0(L-T-P)	<b>Credit:</b> : 5(theory)

#### COURSE OBJECTIVE :

Enable the student to:

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centers.as per predetermined protocols/drug standing orders approved by MOH&FW.
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings.
3. Describe the methods of collection and interpretation of demographic data.
4. Explain population control and its impact on the society and describe the approaches towards limiting family size.
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs.
6. Identify health problems of older adults and provide primary care, counseling and supportive health services.
7. Participate in screening for mental health problems in the community and providing appropriate referral services.
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data.
9. Discuss about effective management of health information in community diagnosis and intervention.
10. Describe the management system of delivery of community health services in rural and urban area.s
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports.
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers.
13. Identify the roles and responsibilities of health team members and explain their job description.
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management.
15. Demonstrate skills in proper bio-medical waste management as per protocols.
16. Explain the roles and functions of various national and international health agencies.



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## COURSE OUTCOME :

On completion of the course, the student will be able to:

Course Outcomes (COs)	Description	Cognitive Level
CO1	Apply knowledge to provide primary health care and emergency first aid in community settings according to protocols.	K3
CO2	Analyze demographic data to assess community health needs and support health planning.	K4
CO3	Evaluate maternal, newborn, and child health programs to improve reproductive and adolescent health outcomes.	K5
CO4	Create health action plans by interpreting HMIS and surveillance data for public health initiatives.	K6
CO5	Demonstrate leadership in supervising healthcare workers and ensuring quality service at community levels.	K3

## COURSE CONTENT :

UNIT I	Management of common conditions and emergencies including first aid	10 (T) Hours
<ul style="list-style-type: none"> <li>· Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System, upper respiratory infections, lower respiratory infection, Common heart diseases, anemia, blood cancers, bleeding disorders</li> <li>· Urinary System, Urinary tract infections, First aid in common emergency conditions</li> <li>· Review - High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies.</li> </ul>		
UNIT II	Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)	20(T)Hours
<ul style="list-style-type: none"> <li>· Present situation of reproductive, maternal and child health in India</li> <li>· Antenatal care □ Objectives, antenatal visits and examination, nutrition during pregnancy, counseling □ Calcium and iron supplementation in pregnancy</li> <li>· Antenatal care at health centre level □ Birth preparedness</li> <li>· High risk approach, Referral, follow up and maintenance of records and reports</li> <li>· Monitoring and active management of different stages of labour</li> <li>· Care of women immediately after birth</li> <li>· Maintenance of records and reports</li> <li>· Use of Safe child birth check list</li> <li>· National Programs □</li> </ul>		
UNIT III	Demography, Surveillance and Interpretation of Data	4 (T) Hours
<ul style="list-style-type: none"> <li>· Demography and vital statistics social implications, Sources of vital statistics, registration of vital events, sample registration system □ Morbidity and mortality indicators, calculation and interpretation</li> </ul>		



Surveillance, Collection, analysis, interpretation, use of data · Review: Common sampling techniques – random and nonrandom techniques.

<b>UNIT IV</b>	<b>Population and its Control</b>	<b>6(T) Hours</b>
<ul style="list-style-type: none"><li>· Population Explosion and its impact on Social, Economic development of individual, society and country.</li><li>· Population Control · Educational Development · Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods, Terminal Methods · Emergency Contraception · Counseling in reproductive, sexual health including problems of adolescents · Medical Termination of pregnancy and MTP Act · National Population Stabilization Fund/· Family planning 2020 · National Family Welfare Program · Role of a nurse in Family Welfare Program</li></ul>		
<b>UNIT V</b>	<b>Occupational Health</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"><li>· Occupational health hazards · Occupational diseases · ESI Act · National/ State Occupational Health Programs · Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problem</li></ul>		
<b>UNIT VI</b>	<b>Geriatric Health Care</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"><li>· Health problems of older adults · Management of common geriatric ailments: counseling, supportive treatment of older adults · Organization of geriatric health services · National program for health care of elderly (NPHCE) · State level programs/Schemes for older adults · Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems</li></ul>		
<b>UNIT VII</b>	<b>Mental Health Disorders</b>	<b>6 (T) Hours</b>
<ul style="list-style-type: none"><li>· Screening, management, prevention and referral for mental health disorders · Review: o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug de-addiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act · Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients</li></ul>		
<b>UNIT VIII</b>	<b>Health Management Information System (HMIS)</b>	<b>4 (T) Hours</b>
<ul style="list-style-type: none"><li>□ Introduction to health management system: data elements, recording and reporting formats, data quality issues · Review: o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data · Analysis of data for community needs assessment and preparation of health action plan</li></ul>		
<b>UNIT IX</b>	<b>Management of delivery of community health services:</b>	<b>12 (T)Hours</b>



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· Planning, budgeting and material management of CHC, PHC, SC/HWC · Manpower planning as per IPHS standards · Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central · Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals · Defense services · Institutional services · Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services

<b>UNIT X</b>	<b>Leadership, Supervision and Monitoring</b>	<b>15 (T) HOURS</b>
	<p>· Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPH (Female), Multipurpose health Worker (Male), AWWs and ASHA · Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) · Health objectives, composition and roles &amp; responsibilities · Health team management · Review: Leadership &amp; supervision – concepts, principles &amp; methods · Leadership in health · Concepts of records and reports · Types of records – community related records, registers, guidelines for maintaining Report writing – purposes · Medical Records Department · Electronic Medical Records (EMR) – capabilities and components of EMR, electronic benefits and disadvantages of HER , Nurses' responsibility in record keeping and reporting</p>	
<b>UNIT XI</b>	<b>Disaster Management</b>	<b>6(T)HOURS</b>
	<p>· Disaster types and magnitude · Disaster preparedness · Emergency preparedness □ Common problems during disasters and methods to overcome · Basic disaster supplies kit □ Disaster response including emergency relief measures and Life saving techniques Use disaster management module</p>	
<b>UNIT XII</b>	<b>Bio-Medical Waste Management</b>	<b>3(T)HOURS</b>
	<p>Waste collection, segregation, transportation and management in the community □ Waste management in health center/clinics □ Bio-medical waste management guidelines – 2016, 2018 (Review</p>	
<b>UNIT XIII</b>	<b>Health Agencies</b>	<b>3(T)HOURS</b>
	<p>International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other □ National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India.</p>	
<b>TOTAL THEORY HOURS - 100HRS</b>		

**Books:** 1. KESHAV SWARNAKAR  
2.K.K.GULANI      3. K . PARK



## Nursing Research

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 2 <sup>nd</sup> Year, IV Semester
<b>Course Title:</b> Nursing Research	<b>Subject Code:</b> TIU-UNS-T413
<b>Contact Hours/Week:</b> 1-2-3 (L-T-P)	<b>Credit:</b> 1(Theory )Clinical Project 40 hrs

### COURSE OBJECTIVE :

Enable the student to:

1. Identify research priority areas
2. Formulate research questions/problem statement/hypotheses
3. Review related literature on selected research problem and prepare annotated bibliography
4. Prepare sample data collection tool
5. Analyze and interpret the given data
6. Practice computing, descriptive statistics and correlation
7. Draw figures and types of graphs on given select data
8. Develop a research proposal
9. Plan and conduct a group/individual research project

### COURSE OUTCOME :

On completion of the course, the student will be able to:

Course Outcome (CO)	Description	Level
<b>CO1: Understand the Fundamentals of Nursing Research</b>	Explain the importance, scope, and ethics of nursing research in healthcare.	<b>K2</b>
<b>CO2: Identify Research Problems and Questions</b>	Develop problem statements, research questions, and hypotheses relevant to nursing practice.	<b>K3</b>
<b>CO3: Review and Analyze Literature</b>	Conduct a systematic literature review to support evidence-based nursing practice.	<b>K4</b>
<b>CO4: Apply Research Methodologies</b>	Differentiate between qualitative and quantitative research methods in nursing.	<b>K3</b>
<b>CO5: Design a Research Study</b>	Formulate research designs, sampling techniques, and data collection methods.	<b>K6</b>



<b>CO6: Utilize Data Analysis Techniques</b>	Interpret statistical and thematic data analysis in nursing research.	<b>K5</b>
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### COURSE CONTENT:

<b>Unit No.</b>	<b>Topic</b>	<b>Subtopics</b>	<b>Hours</b>
<b>1</b>	<b>Introduction to Research</b>	<ul style="list-style-type: none"> <li>- Definition &amp; significance of nursing research</li> <li>- Scientific methods &amp; characteristics of good research</li> <li>- Overview of the research process</li> <li>- Evidence-Based Practice (EBP)</li> </ul>	4
<b>2</b>	<b>Research Problem and Review of Literature</b>	<ul style="list-style-type: none"> <li>- Identification of research problems</li> <li>- Formulating problem statements and objectives</li> <li>- Steps in reviewing literature</li> <li>- Writing reviews and bibliographies</li> </ul>	6
<b>3</b>	<b>Research Approaches and Designs</b>	<ul style="list-style-type: none"> <li>- Types of research (Qualitative, Quantitative)</li> <li>- Historical, survey, and experimental research</li> <li>- Descriptive, exploratory, and evaluative designs</li> </ul>	6
<b>4</b>	<b>Sampling and Data Collection</b>	<ul style="list-style-type: none"> <li>- Sampling techniques (probability &amp; non-probability)</li> <li>- Sample size determination</li> <li>- Methods of data collection (interviews, questionnaires, observations)</li> </ul>	6
<b>5</b>	<b>Data Analysis and Interpretation</b>	<ul style="list-style-type: none"> <li>- Descriptive and inferential statistics</li> <li>- Data coding, classification, and tabulation</li> <li>- Presentation of data (graphs, charts, tables)</li> </ul>	6
<b>6</b>	<b>Introduction to Statistics</b>	<ul style="list-style-type: none"> <li>- Measures of central tendency (mean, median, mode)</li> <li>- Measures of dispersion (range, variance, standard deviation)</li> <li>- Correlation and regression</li> <li>- Application of statistical software</li> </ul>	6
<b>7</b>	<b>Communication &amp; Utilization of Research Findings</b>	<ul style="list-style-type: none"> <li>- Writing research reports</li> <li>- Presentation of findings (poster, oral, written)</li> <li>- Utilization of research in nursing practice</li> <li>- Ethical considerations in research</li> </ul>	6
<b>8</b>	<b>Practicum Project (Research)</b>	<ul style="list-style-type: none"> <li>- Formulating a research proposal</li> <li>- Data collection, analysis, and interpretation</li> <li>- Report writing and presentation</li> </ul>	40 (Practical)

Books:-

**Nursing Research: Generating and Assessing Evidence for Nursing Practice**      **Denise F. Polit & Cheryl Tatano Beck**

**Essentials of Nursing Research: Appraising Evidence for Nursing Practice**      **Denise F. Polit & Cheryl Tatano Beck**



### MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING -II including Safe Delivery App Module

<b>Program:</b> B. Sc Nursing	<b>Year, Semester:</b> 4 <sup>th</sup> Yr., 7 <sup>th</sup> Sem.
<b>Course Title:</b> <b>MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING -II</b> <b>including Safe Delivery App Module</b>	<b>Subject Code:</b> TIU-UNS-T415
<b>Contact Hours/Week :</b> T-60 Hours	<b>Credit:</b> T-3 Credits

#### COURSE OBJECTIVE:

On completion of the program, the students will be able to:-

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

#### COURSE OUTCOME :

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

<b>CO-1</b>	Understanding of Obstetrical and Gynecological	<b>K2</b>
<b>CO-2</b>	Clinical skills in maternal and neonatal care	<b>K4</b>
<b>CO-3</b>	Infection control and safety, critical thinking and problem solving	<b>K3</b>
<b>CO-4</b>	Understanding of family planning and women's health	<b>K2</b>
<b>CO-5</b>	Professional and ethical practices	<b>K3</b>
<b>CO-6</b>	Interdisciplinary collaboration, research and evidence- based practice	<b>K2</b>

#### COURSE CONTENTS:

<b>UNIT I</b>	<b>Recognition and Management of problems during Pregnancy</b> Assessment of high-risk pregnancy. <b>Problems/Complications of Pregnancy -</b> Hyper-emesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole, Unintended or mistimed pregnancy, Post abortion care & counseling, Bleeding in late pregnancy placenta previa, abruption placenta, trauma, Medical conditions complicating pregnancy – Anemia, PIH/Preeclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility, Infections in pregnancy infection, bacterial, viral, protozoal, – urinary tract infection, fungal, malaria in pregnancy. Surgical conditions complicating pregnancy – appendicitis, acute Abdomen. COVID-19 & pregnancy and children, Hydramnios, Multiple pregnancy, Abnormalities of placenta and cord, Intra uterine growth restriction	12 (T) 10 (L) 80 (C)
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## WEST BENGAL

	Intra uterine fetal death, Gynaecological conditions complicating Pregnancy, Mental health issues during pregnancy, Adolescent pregnancy, Elderly primi, grand multiparity, Management and care of conditions as per the GoI protocol, Policy for the referral services, Drugs used in management of high-risk Pregnancies, Maintenance of records and reports	
<b>UNIT II</b>	<b>Recognition and management of abnormal labour</b> Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour), Premature rupture of membranes Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder), Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional Labour, Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) Obstetric emergencies – Foetal distress, uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism Episiotomy and suturing, Obstetric procedures – Forceps delivery, Vacuum delivery, Version, Induction of labour – Medical & surgical Caesarean section – indications and preparation Nursing management of women undergoing Obstetric operations and procedures. Drugs used in management of abnormal labour. Anesthesia and analgesia in obstetrics	20 (T) 15 (L) 80 (C)
<b>UNIT III</b>	<b>Recognition and Management of postnatal problems</b> Physical examination, identification of deviation from normal Puerperal complications and its management-Puerperal pyrexia, Puerperal sepsis complications, Secondary Postpartum hemorrhage, Vulval hematoma, breast engorgement including mastitis/breast abscess, feeding problem, Thrombophlebitis, DVT, Uterine sub involution, Vesico vaginal fistula(VVF), Recto vaginal fistula (RVF), Postpartum depression/psychosis, Drugs used in abnormal puerperium, Policy about referral	9 (T) 5 (L) 40 (C)
<b>UNIT IV</b>	<b>Assessment and management of Highrisk newborn (Review)</b> Models of newborn care in India – NBCC; SNCUs Screening of high-risk newborn, Protocols, levels of neonatal care, infection control, Prematurity, Post-maturity, Low birth weight, Kangaroo Mother Care Birth asphyxia/Hypoxic encephalopathy, Neonatal sepsis, Hypothermia Respiratory distress, Jaundice, Neonatal infections, High fever, Convulsions Neonatal tetanus, Congenital anomalies, Baby of HIV positive mothers Baby of Rh negative mothers, Birth injuries, SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care, Calculation of fluid requirements, EBM/formula feeds/tube feeding, Home based newborn care program community facility integration in newborn care, Decision making about management and referral, Bereavement counseling, Drugs used for high risk newborns, Maintenance of records and reports	7 (T) 5 (L) 40 (C)
<b>UNIT V</b>	<b>Assessment and management of women with gynecological disorders</b> Gynecological assessment – History and Physical assessment, Breast Self-Examination, Congenital abnormalities of female reproductive system, Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with Menstrual abnormalities, Abnormal uterine bleed, Pelvic inflammatory disease, Infections of the reproductive tract, Uterine displacement, Endometriosis, Uterine and cervical fibroids and polyps, Tumors – uterine, cervical, ovarian, vaginal, vulval Cysts – ovarian, vulval, Cystocele, urethrocele, rectocele, Genitor-urinary fistulas, Breast disorders – infections, deformities, cysts, tumor HPV vaccination, Disorders of Puberty and menopause, Hormonal replacement therapy Assessment and management of couples with infertility – Infertility – definition, causes. Counseling the infertile couple Investigations – male and female. Artificial reproductive technology Surrogacy, sperm and ovum donation, cryopreservation Adoption – counseling, procedures, injuries and Trauma; Sexual violence Drugs used in treatment of gynaecological disorders	12 (T) 5 (L) 80 (C)

**TOTAL THEORY HOURS = 60 HOURS**

**Books:**

1. Sandeep kaur, textbook of Midwifery/obstetrics and gynecologynursing,CBS Publishers ltd
2. DC Dutta's, textbook of obstetrics and gynecology, japee brothers medical.

**& distributors pvt.**



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Supplementary Reading

1. DR.Shallymagon/Sanju Sira, textbook of midwifery & obstetrics, lotus publishers