

		used for immunization & immune-suppression & nurse's responsibilities	<p>hydrocortisone, Dexamethasone</p> <ul style="list-style-type: none"> • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> ○ Activated charcoal ○ Ipecac ○ Antidotes, ○ Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs- Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants 		
XV	4	Demonstrate awareness of common drugs used in alternative system of medicine.	<p>Introduction to drugs used in alternative systems of medicine:</p> <ul style="list-style-type: none"> • Ayurveda, homeopathy, unani and siddha etc. • Drugs used for common ailments 	<ul style="list-style-type: none"> • Lecture cum Discussion • Observational visit 	<ul style="list-style-type: none"> • Short answer • Objective type

**ADULT HEALTH NURSING II WITH INTEGRATED
PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING (with Health
Assessment module)**

PLACEMENT : IV SEMESTER

THEORY - 120 hours (6 Credits)
PRACTICUM - Lab/Skill lab- 40 hrs (1 Credit)
Clinical - 480 hours (6 Credits)

DESCRIPTION: This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical / Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive /palliative and rehabilitative care to adult patients with various Medical Surgical disorders.

COMPETENCIES

On completion of the course the students will apply nursing process and critical thinking in delivering holistic nursing care with selected Medical & Surgical conditions.

At the completion of Adult Health Nursing II course, students will

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 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 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 OUTLINE

UNIT	TIME (HRS)	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
I	10(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p>Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear <ul style="list-style-type: none"> ○ External ear: deformities otalgia, foreign bodies and tumors ○ Middle ear- impacted wax, tympanic, membrane perforation, otitis media, and tumors. ○ Inner ear- Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections –Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of hearing aids, nasal packing, medication administration • Visit to audiology and speech clinic 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay • OSCE • Assessment of skill (using checklist) • Quiz • Drug book
II	10(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and	<p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> • Review of anatomy physiology of the eye • History, physical assessment, diagnostic assessment <p>Eye Disorders</p>	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of visual aids, lens, medication administration • Visit to eye bank 	<ul style="list-style-type: none"> • MCQ • Short Essay • OSCE • Drug book

		<p>management of patients with disorders of eye</p> <p>Describe eye donation, banking and transplantation</p>	<ul style="list-style-type: none"> • Refractive errors • Eyelids – infection, deformities • Conjunctiva – inflammation and infection bleeding • Cornea- inflammation and infection • Lens- cataract • Glaucoma • Retinal detachment • Blindness • Eye banking, Eye donation 		
III	9(T) 4 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <ul style="list-style-type: none"> • Demonstrate skill in genitourinary assessment • Prepare patient for genitourinary investigations • Prepare and provide health education on prevention of renal calculi 	<p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tract infections- acute, chronic, lower, upper • Nephritis, nephrotic syndrome, • Renal calculi • Acute and chronic renal failure • Disorders of ureter, urinary bladder and Urethra • Disorders of prostate - inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book & • Field visit- Visits hemodialysis unit 	<ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	5 (T)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical,</p>	<p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic 	<ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education 	<ul style="list-style-type: none"> • Short essay

		nutritional, and nursing management of male reproductive disorders	<p>tests</p> <ul style="list-style-type: none"> • Infections of testis, penis and adjacent structures – Phimosis, Epididymitis, and Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders - gynecomastia, tumor, climacteric changes 		
V	8(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers 	<ul style="list-style-type: none"> • OSCE • Short notes
VI	16(T) 4(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • History, physical, neurological assessment, diagnostic tests • Headache, Head injuries • Spinal injuries – Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression – 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study 	<ul style="list-style-type: none"> • OSCE, short notes, Essay • Drug book

			<p>herniation of in vertebral disc</p> <ul style="list-style-type: none"> • Intra cranial and cerebral aneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders – Chorea, Seizures & Epilepsies • Cerebro-vascular disorders-CVA • Cranial, spinal neuropathies – Bell’s palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases - Alzheimer’s disease, Parkinson’s disease • <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis • Rehabilitation of patient with neurological deficit 	unit,	
VII	12 (T) 4 (P)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <ul style="list-style-type: none"> • Prepare and provides health education on prevention of HIV infection • Describe the national infection control programmes • Describe the drug therapy for AIDS 	<p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment – History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission • Role of Nurse; Counseling, Health education and home care consideration • National AIDS Control Program – NACO, various national and international agencies, Infection control programs • Rehabilitation 	<ul style="list-style-type: none"> • Lecture, discussion • Case Discussion / seminar • Refer Module on HIV/AIDS 	

VIII	10(T) 4(L)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	<p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> • Structure and characteristics of normal and cancer cells • History, physical assessment, diagnostic tests. • Prevention screening early detections warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment - Chemotherapy, Radiotherapy - Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer-anxiety, depression, insomnia, anger • Palliative care • Supportive care • Hospice care 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration, • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit, 	<ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching
------	---------------	---	---	---	---

IX	15(T) 4(L)	Explain the types, policies, guidelines, prevention and management of disaster the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<p>Nursing management of patient in Emergency and Disaster situations</p> <p>Disaster Nursing</p> <ul style="list-style-type: none"> • Concept and principles of disaster nursing, Related Policies • Types of disaster; Natural and manmade • Disaster preparedness - Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management • Medico legal aspects 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • Refer Trauma care management/ ATCN module • Guided reading on National Disaster Management Authority (NDMA) guidelines 	<ul style="list-style-type: none"> • OSCE • Case presentations and case study
X	8(T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	<p>Nursing care of the elderly</p> <ul style="list-style-type: none"> • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programmes for elderly, privileges, community programs and 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes 	<ul style="list-style-type: none"> • OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population

			health services <ul style="list-style-type: none"> • Home and institutional care 		
XI	12(T) 8(L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	Nursing management of patients in critical Care units <ul style="list-style-type: none"> • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment, and supplies, • Special equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families— Communication with patient and family • End of life care 	<ul style="list-style-type: none"> • Lecture and discussion • Demonstration of ACLS, mechanical ventilators, cardiac monitors • Clinical practice in different ICUs 	Objective questions and short notes Case presentations Assessment of skill on BLS/ACLS, monitoring of patients in ICU. Written assignment on ethical and legal issues in critical care
XII	5(T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/industrial health disorders	Nursing management of patients occupational and industrial disorders <ul style="list-style-type: none"> • History, physical examination, Diagnostic tests • Occupational diseases and management 	<ul style="list-style-type: none"> • Lecture and discussion • Industrial visit 	<ul style="list-style-type: none"> • Assignment on industrial health hazards

ADULT HEALTH NURSING II - CLINICAL PRACTICUM

CLINICAL PRACTICUM: 6 Credits (480 Hours)

PRACTICE COMPETENCIES

On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult / geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency / disaster conditions.

The students will be competent to

1. Utilize the nursing process in providing care to the sick adults in the hospital
 - a. Perform complete health assessment to establish a data base for providing quality patient care
 - b. Integrate the knowledge of diagnostic tests in patient assignment
 - c. Identify nursing diagnoses and list them according to priority
 - d. Formulate nursing care plan, using problem solving approach
 - e. Apply scientific principles while giving nursing care to patients
 - f. Develop skill in performing nursing procedures applying scientific principle
 - g. Establish /develop interpersonal relationship with patients and family members
 - h. Evaluate the expected outcomes and modify the plan according to the patient needs
2. Provide comfort and safety to adult patients in the hospital
3. Maintain safe environment for patients during hospitalization
4. Explain nursing actions appropriately to the patients and family members
5. Ensure patient safety while providing nursing procedures
6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients
7. Provide pre, intra and post-operative care to patients undergoing surgery
8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders
9. Integrate evidence-based information while giving nursing care to patients
10. Demonstrate the awareness of legal and ethical issues in nursing practice

I. Nursing Management of Patients with ENT disorders

A. Skill Lab

Use of manikins and simulators

- Tracheostomy care
- Instilling Ear and Nasal medications
- Bandage application

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
ENT Ward & OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	<ul style="list-style-type: none"> • Examination of ear, nose, throat and History taking • Applying bandages to Ear, Nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures <ul style="list-style-type: none"> ○ Auditory screening tests ○ Audiometric tests • Preparing the patient and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing • Preparation and after care of patients undergoing ENT surgical procedures • Instillation of drops/medication 	<ul style="list-style-type: none"> • ENT assessment -1 • Case study/Clinical presentation -1 • Drug Book 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Case report study / Clinical presentation • Drug Book

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders	<ul style="list-style-type: none"> • History taking, Examination of eyes and interpretation • Assisting 	<ul style="list-style-type: none"> • Eye assessment – 1 • Health teaching • Case study/Clinical Presentation– 1 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • Clinical presentation

		Educate the patients and their families	procedures <ul style="list-style-type: none"> ○ Visual acuity ○ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, ○ Refraction tests ● Pre and post-operative care ● Instillation of drops/medication ● Eye irrigation ● Application of eye bandage ● Assisting with foreign body removal 		
--	--	---	---	--	--

III. Nursing Management of Patients with kidney and urinary system disorders

A. Skill Lab

Use of manikins and simulators

- Assessment-kidney & urinary system
- Preparation –dialysis
- Catheterization and care

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Renal ward/nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	<ul style="list-style-type: none"> ● Assessment of kidney and urinary system <ul style="list-style-type: none"> ○ History taking ○ Physical examination ○ Testicular self-examination ○ digital rectal exam ● Preparation and assisting with diagnostic and therapeutic procedures <ul style="list-style-type: none"> ○ Cystoscopy, Cystometrogram, ○ Contrast studies-IVP etc ○ Peritoneal dialysis ○ Hemodialysis, ○ Lithotripsy ○ Specific tests-Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc ● Catheterization -care 	<ul style="list-style-type: none"> ● Assessment - 1, ● Drug presentation - 1 ● Care study/Clinical presentation - 1 ● Preparing and assisting in hemodialysis 	<ul style="list-style-type: none"> ● Clinical evaluation ● Care plan ● OSCE ● Quiz ● Drug presentation

- | | | | | | |
|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none"> • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise | | |
|--|--|--|---|--|--|

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Burns unit/reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	<ul style="list-style-type: none"> • Assessment of burns • First aid of burns • Fluid & electrolyte replacement therapy • Skin care • Care of Burn wounds <ul style="list-style-type: none"> – Bathing – Dressing • Pre-operative and post-operative care of patients • Caring of skin graft and post cosmetic surgery • Rehabilitation 	<ul style="list-style-type: none"> • burn wound assessment – 1 • care study/case presentation -1 	<ul style="list-style-type: none"> • Clinical evaluation, • Care study/case report

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises
- Crutch walking

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	<ul style="list-style-type: none"> • History taking; Neurological Examination • Patient monitoring • Prepare and assist for various invasive and non-invasive diagnostic procedures • Range of motion exercises, muscle strengthening • Care of medical, surgical and rehabilitative patients 	<ul style="list-style-type: none"> • Neuro-assessment –1 • Case study/ case presentation- 1 • Drug presentation -1 	<ul style="list-style-type: none"> • Clinical evaluation • Neuro assessment • OSCE • Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Isolation ward/Medical ward	1	Develop skill in the Management of patients with immunological disorders	<ul style="list-style-type: none"> • History taking • Immunological status assessment (e.g. HIV) and Interpretation of specific tests • Caring of patients with low immunity • Practicing of standard safety measures, precautions/ barrier nursing / reverse barrier/isolation skills 	<ul style="list-style-type: none"> • Assessment of immune status • Teaching of isolation to patient and family care givers • Nutritional management • Care Note – 1 	<ul style="list-style-type: none"> • Care note • Quiz • Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	<ul style="list-style-type: none"> • History taking & physical examination of cancer patients • Screening for common cancers – TNM classification • Preparation, assisting and after care patients undergoing diagnostic procedures <ul style="list-style-type: none"> – Biopsies/FNAC – Pap smear – Bone-marrow aspiration • Various modalities of treatment <ul style="list-style-type: none"> – Chemotherapy – Radiotherapy – Pain management – Stoma therapy – Hormonal therapy – Immuno therapy – Gene therapy – Alternative therapy • Stoma care and feeding • Caring of patients treated with nuclear medicine • Rehabilitation 	<ul style="list-style-type: none"> • Assessment – 1 • Care study/clinical presentation -1 • Pre and post-operative care of patient with various modes of cancer treatment • Teaching on BSE to family members 	<ul style="list-style-type: none"> • Clinical evaluation • Care study • Quiz • Drug book

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

- Assessment –primary and secondary survey
- Trauma care-bandaging, wound care, splinting, positions

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Emergency room	2 week	Develop skill in providing care to patients with emergency health problems	<ul style="list-style-type: none"> • Practicing ‘triage’ • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement 	<ul style="list-style-type: none"> • Triage • Immediate care • Use of emergency trolley 	<ul style="list-style-type: none"> • Clinical evaluation • Quiz

IX. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation
- Central & Peripheral line
- Pacemaker

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Critical Care Unit	2 Weeks	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> • Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic 	<ul style="list-style-type: none"> • Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients 	<ul style="list-style-type: none"> • Clinical evaluation • OSCE • RASS scale assessment • Use of VAE bundle VAP, CAUTI, BSI

			alkalosis <ul style="list-style-type: none"> • Setting up of Ventilator modes and settings and care of patient on a ventilator • Set up of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration- infusion, intracardiac, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU 		<ul style="list-style-type: none"> • Case Presentation
--	--	--	---	--	---

X. Nursing Management of Patients with geriatric illness

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical postings

Clinical area/unit	Duration in weeks	Learning Outcomes	Procedural competencies/Clinical skills	Clinical Requirements	Assessment methods
Geriatric ward	1 week	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> • History taking and assessment of Geriatric patient 	<ul style="list-style-type: none"> • Geriatric assessment – 1 • Care of normal and geriatric patient with illness • Fall risk assessment 1 • Functional status assessment - 1 	<ul style="list-style-type: none"> • Clinical evaluation • Care plan

EDUCATIONAL TECHNOLOGY IN NURSING EDUCATION

PLACEMENT	:	IV SEMESTER
	THEORY:	2 credits (40 hrs)
	PRACTICUM:	1 credit (40 hrs)

DESCRIPTION: This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning.

COMPETENCIES

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

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

COURSE OUTLINE
THEORY & PRACTICAL (LAB)

UNIT	TIME (Hours)		LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
	T	P				
I	4	2	<p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> <p>Explain the teaching learning process, nature, characteristics and principles</p>	<p>Introduction and theoretical foundations:</p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> • Definition of teaching & learning • Teaching learning as a process • Nature and characteristics of teaching • Principles of teaching • Barriers to teaching • Nature and characteristics of learning • Characteristics of adult learners • Principles of learning • Learning theories • Barriers to learning 	<ul style="list-style-type: none"> • Lecture cum discussion <p>Group exercise: Preparation of comparison table for different educational philosophies</p>	<ul style="list-style-type: none"> • Quiz <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Learning theories-analysis of any one
II	5	5	<p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p>	<p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> • Essential qualities of a teacher • Teaching styles-Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p>	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short Answer • Objective type

			<p>Explain the determinants of learning and initiates self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing curriculum development</p> <p>Develop skill in writing learning outcomes, and lesson plan</p>	<ul style="list-style-type: none"> • Types of learners • Determinants of learning-learning needs, readiness to learn, learning styles • Emotional intelligence of the learner • Motivational factors-personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> • 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 	<p>Self-assessment exercise:</p> <ul style="list-style-type: none"> • Identify your learning style using any learning style inventory (ex. Kolb’s learning style inventory) • Lecture cum discussion <p>Individual/group exercise:</p> <ul style="list-style-type: none"> • Writing learning outcomes • Preparation of a lesson plan 	<p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Individual /Group
III	8	15	<p>Explain the principles and strategies of classroom management</p> <p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p>	<p>Implementation <i>Teaching in Classroom and Skill lab: Teaching Methods</i></p> <ul style="list-style-type: none"> • Classroom management-principles and strategies • Classroom communication <ul style="list-style-type: none"> ○ Facilitators and Barriers to classroom communication ○ Information communication technology (ICT)- ICT used in education <p><i>Teaching methods: Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> • Lecture, Group 	<ul style="list-style-type: none"> • Lecture cum Discussion • Practice teaching/ Micro teaching • Exercise (Peer teaching) • Patient 	<ul style="list-style-type: none"> • Short Answer • Objective type • Assessment of microteaching

			<p>Explain active learning strategies and participate actively in team and collaborative learning</p>	<p>discussion, microteaching</p> <ul style="list-style-type: none"> • 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 <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter professional education 	<p>teaching session</p> <ul style="list-style-type: none"> • Construction of game-puzzle • Teaching in groups- interdisciplinary 	
IV	3	3	<p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Compare the advantages of different clinical education models</p> <p>Develop skill in using different clinical teaching strategies</p>	<p>Teaching in the clinical setting: Teaching methods</p> <ul style="list-style-type: none"> • Clinical learning environment • Factors influencing selection of clinical learning experiences • Models of clinical education-traditional mode, collaborative model, preceptor model, integration of education and 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 	<ul style="list-style-type: none"> • Lecture cum discussion • Debate: which clinical education model is the best? • Writing clinical outcomes- assignments in pairs • Written assignment on preceptorship 	<ul style="list-style-type: none"> • Short answer • Assessment of written assignment

				study, nursing rounds, concept mapping, project, debate, game, role play, clinical simulation, PBL, questioning, written assignment, process recording		
V	5	5	<p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p>	<p>Educational/Teaching media</p> <ul style="list-style-type: none"> • Media use- Purpose, components, principles and steps • Types of media- <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected- drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, 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 <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources- videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer learning resources</i></p> <ul style="list-style-type: none"> ○ Computers ○ Web-based videoconferencing ○ E-learning, Smart classroom <p><i>Telecommunication (Distance education)</i></p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, 	<ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids- (Integrate with practice teaching sessions) 	<ul style="list-style-type: none"> • Short Answer • Objective type • Assessment of the teaching media prepared

				<p>videoconferencing Telephones- Telehealth/telenursing <i>Mobile technology</i></p>		
VI	5	3	<p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p>	<p>Assessment/Evaluation Methods/strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment tests <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay type questions, • Short answer questions (SAQ), • Multiple choice questions (MCQ-single response & multiple response) <p><i>Assessment of skills:</i></p> <p>Clinical evaluation-</p> <ul style="list-style-type: none"> • Observation (checklist, rating scales, videotapes) • Written communication-progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning-</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions 	<ul style="list-style-type: none"> • Lecture cum Discussion • Exercise on constructing assessment tool/s 	<ul style="list-style-type: none"> • Short Answer • Objective type • Assessment of tool/s prepared

VII	3	3	<p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p> <p>Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students</p>	<p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/ techniques-basics • Roles of counselor • Organization of counseling services • Issues for counseling in nursing students <p><i>Discipline and grievance in students</i></p> <p>Managing disciplinary/grievance problems-preventive guidance & counseling</p> <ul style="list-style-type: none"> • Role of students' grievance redressal cell/ committee 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling 	<ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment
VIII	5	2	<p>Recognize the importance of value- based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p>	<p>Ethics and Evidence Based Teaching (EBT) in nursing education</p> <p><i>Ethics-Review</i></p> <ul style="list-style-type: none"> • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship 	<ul style="list-style-type: none"> • Value clarification exercise • Case study analysis (student encountered scenarios) 	<ul style="list-style-type: none"> • Short answer • Evaluation of case study analysis