



## CHOITHRAM COLLEGE OF NURSING

Accredited by NAAC, Affiliated to INC, MPNRC Bhopal, MPMSU Jabalpur  
Choithram Hospital & Research Centre Manik Bagh Road, Indore 452014 (M.P.)



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**CRITERIA 1.3.1: cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics.**

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### **CHOITHRAM COLLEGE OF NURSING CRITERIA 1.3.1**

### **HIGHLIGHTED SYLLABUS RELATED TO CROSS CUTTING ISSUES**

**2018-2019**



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Sl. No.	Unit	Learning Objectives	Contents	Teaching/Learning Activities	Assessment Methods
IV	6	Describe the structure & function of nervous system	<b>The Nervous System</b> <ul style="list-style-type: none"> <li>Structure of neurologia &amp; neurons</li> <li>Somatic Nervous system <ul style="list-style-type: none"> <li>Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves</li> </ul> </li> <li>Autonomic Nervous System- sympathetic, parasympathetic <ul style="list-style-type: none"> <li>Structure, location</li> </ul> </li> </ul> Alterations in disease Applications and implications in nursing	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
V	6	Explain the structure & functions of sensory organs	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus) Alterations in disease Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VI	7	Describe the structure & function of circulatory and lymphatic system	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"> <li>The Circulatory System <ul style="list-style-type: none"> <li>Blood – Microscopic structure</li> <li>Structure of Heart</li> <li>Structure of blood vessels–Arterial &amp; Venous System,</li> <li>Circulation: systemic, pulmonary, coronary</li> </ul> </li> <li>Lymphatic system <ul style="list-style-type: none"> <li>Lymphatic vessels and lymph</li> <li>Lymphatic tissues <ul style="list-style-type: none"> <li>Thymus gland</li> <li>Lymph nodes</li> <li>Spleen</li> <li>Lymphatic nodules</li> </ul> </li> </ul> </li> </ul> Alterations in disease Applications and implications in nursing	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using models, charts, slides, specimens</li> <li>Record book</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>





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Sl. No.	Unit	Learning Objectives	Content	Teaching Learning Activities	Assessment method
		<ul style="list-style-type: none"> <li>• Explain concept and scope of nursing</li> <li>• Describe values, code of ethics and professional conduct for nurses in India</li> </ul>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>• Definition and characteristics of a profession</li> <li>• Nursing:               <ul style="list-style-type: none"> <li>▪ Definition, concepts, philosophy, objectives</li> <li>▪ Characteristics, nature and scope of nursing practice</li> <li>▪ Functions of nurse</li> <li>▪ Qualities of a nurse</li> <li>▪ Categories of nursing personnel</li> <li>▪ Nursing as a profession</li> <li>▪ History of Nursing in India</li> </ul> </li> <li>• Values: Definition, Types, values Clarification and values in professional Nursing: Caring and Advocacy</li> <li>• Ethics:               <ul style="list-style-type: none"> <li>▪ Definition and Ethical Principles Code of ethics and professional conduct for nurses.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
III	4	<ul style="list-style-type: none"> <li>• Explain the admission and discharge procedure</li> <li>• Performs admission and discharge procedure</li> </ul>	<b>Hospital admission and discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital               <ul style="list-style-type: none"> <li>▪ Unit and its preparation admission bed</li> <li>▪ Admission procedure</li> <li>▪ Special considerations</li> <li>▪ Medico-legal issues</li> <li>▪ Roles and responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital               <ul style="list-style-type: none"> <li>▪ Types: Planned discharge, LAMA and abscond, Referrals and transfers</li> <li>▪ Discharge Planning</li> <li>▪ Discharge procedure</li> <li>▪ Special considerations</li> <li>▪ Medico-legal issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Lab Practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess skills with check list</li> <li>• Clinical practical examination</li> </ul>







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Unit	Time (hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			Development, Theories & methods of memorizing and Forgetting <ul style="list-style-type: none"> <li>Thinking: Types and levels, stages of development, Relationship with language and communication</li> <li>Intelligence: Meaning, classification, uses, theories</li> <li>Aptitude: Concept, types, Individual differences and variability</li> <li>Psychometric assessments of cognitive processes</li> <li>Alterations in cognitive processes Applications</li> </ul>		
IV	8	Describe motivation, emotions, stress, attitudes and their influence on behaviour	<b>Motivation and Emotional Processes:</b> <ul style="list-style-type: none"> <li>Motivation: Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</li> <li>Emotions &amp; stress               <ul style="list-style-type: none"> <li>Emotion: Definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness</li> <li>Stress: stressors, cycle, effect, adaptation &amp; coping</li> </ul> </li> <li>Attitude: Meaning, nature, development, factors affecting,               <ul style="list-style-type: none"> <li>Behaviour and attitudes</li> <li>Attitudinal change</li> </ul> </li> <li>Psychometric assessments of emotions and attitudes</li> <li>Alterations in emotions</li> <li>Applications</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Role plays</li> <li>Case Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
V	7	Explain the concepts of personality and its influence on behaviour	<b>Personality</b> <ul style="list-style-type: none"> <li>Definitions, topography, types, Theories</li> <li>Psychometric assessments of Personality</li> <li>Alterations in personality</li> <li>Applications</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>





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## MICROBIOLOGY

Placement: First Year

Time: Theory-60 Hours (Theory 45+15 lab)

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	5	Explain concepts and principles of microbiology and their importance in nursing.	<b>Introduction:</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>	<ul style="list-style-type: none"><li>Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>Short answers</li><li>Objective type</li></ul>
II	10	5 <ul style="list-style-type: none"><li>Describe structure, classification morphology and growth of bacteria</li><li>Identify Micro-organisms</li></ul>	<b>General characteristics of Microbes</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<ul style="list-style-type: none"><li>Temperature</li><li>Moisture</li><li>Blood and body fluids</li></ul></li><li>Laboratory methods for Identification of Micro-organisms</li><li>Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation</li><li>Culture; various medias</li></ul>	<ul style="list-style-type: none"><li>Lecture discussion</li><li>Demonstration</li></ul>	<ul style="list-style-type: none"><li>Short answers</li><li>Objective type</li></ul>
III	10	2 <ul style="list-style-type: none"><li>Describe the methods of infection control</li><li>Identify the role of nurse in hospital infection control programme</li></ul>	<b>Infection control</b> <ul style="list-style-type: none"><li>Infection: Sources, portals of entry and exit, transmission</li><li>Asepsis</li><li>Disinfection; types &amp; methods</li><li>Sterilization; Types &amp; methods</li><li>Chemotherapy and antibiotics</li><li>Standard safety measures</li><li>Biomedical waste management</li><li>Role of Nurse</li><li>Hospital acquired infection</li><li>Hospital infection control programme</li></ul>	<ul style="list-style-type: none"><li>Lecture discussion</li><li>Demonstration</li><li>Visits to CSSD</li><li>Clinical practice</li></ul>	<ul style="list-style-type: none"><li>Short answers</li><li>Objective type</li></ul>







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## SOCIOLOGY

Placement: Second Year

Time: Theory 60 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Learning Activities	Assessment methods
I	1	State the importance of sociology in Nursing	<b>Introduction</b> <ul style="list-style-type: none"><li>• Definition of Sociology</li><li>• Nature and Scope of the discipline</li><li>• Importance and application of Sociology in Nursing</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>
II	3	Describe the interrelationship of individual in society and community	<b>Individual &amp; Society</b> <ul style="list-style-type: none"><li>• Society and Community</li><li>• Nature of Society</li><li>• Difference between Society and Community</li><li>• Process of Socialisation and individualization</li><li>• Personal disorganization</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>
III	3	Describe the influence of culture and on health and disease	<b>Culture</b> <ul style="list-style-type: none"><li>• Nature of culture</li><li>• Evolution of culture</li><li>• Diversity and uniformity of culture</li><li>• Culture and socialization</li><li>• Transcultural society</li><li>• Influence on health and disease</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Panel discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>
IV	4	Identify various social groups and their interactions	<b>Social groups and Processes</b> <ul style="list-style-type: none"><li>• The meaning and classification of groups</li><li>• Primary &amp; Secondary Group</li><li>• In-group V/s. Out-group, Class, Tribe, Caste</li><li>• Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction &amp; Social Processes</li><li>• Co-operation, Competition, Conflict</li><li>• Accommodation, Assimilation &amp; Isolation</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>• Essay type</li><li>• Short answers</li></ul>





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Unit	Theme (SLO)	Learning Objective	Content	Teaching Learning Activity	Assessment method
			<ul style="list-style-type: none"> <li>Management and counselling of blood donors, phlebotomy procedure, &amp; post donation management.</li> <li>Blood bank functioning &amp; hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</li> <li>Role of a nurse in Organ donation, retrieval and banking</li> <li>Alternative therapies</li> <li>Nursing procedures Drugs used in treatment of blood &amp; cardio vascular disorders.</li> </ul>		
VI	10	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genitourinary system.	<b>Nursing management of patient (adults including elderly) with genitourinary problems</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of genitourinary system.</li> <li>Nursing Assessment History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetic &amp; nursing management of-               <ul style="list-style-type: none"> <li>Nephritis</li> <li>Nephrotic syndrome</li> <li>Nephrosis</li> <li>Renal calculus</li> <li>Tumours</li> <li>Acute renal failure</li> <li>Chronic renal failure</li> <li>End stage renal disease</li> <li>Dialysis, renal transplant</li> <li>Congenital disorders, urinary infections</li> <li>Benign prostate hypertrophy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management problem</li> </ul>







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II	3	Explain Maternal, prenatal and genetic influences on development of defects and diseases	<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</li><li>• Consanguinity atopy</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal Age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Infertility</li><li>• Spontaneous abortion</li><li>• Neural Tube Defects and the role of folic acid in lowering the risks</li><li>• Down syndrome (Trisomy 21)</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
III	2	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>• Screening for<ul style="list-style-type: none"><li>▪ Congenital abnormalities</li><li>▪ Developmental delay</li><li>▪ Dysmorphism</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
IV	2	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"><li>• Cancer genetics – Familial Cancer</li><li>• Inborn errors of metabolism</li><li>• Blood group alleles and haematological disorder</li><li>• Genetic haemochromatosis</li><li>• Huntington's disease</li><li>• Mental illness</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
V	5	Describe the role of nurse in genetic services and counselling	<b>Services related to Genetics</b> <ul style="list-style-type: none"><li>• Genetic testing</li><li>• Human genome project</li><li>• Gene therapy</li><li>• The Eugenics movement</li><li>• Genetic Counselling Legal and Ethical issues Role of nurse</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>





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Unit	Time (hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
V	1	1	<p>Describe the laboratory tests for examination of Urine and faeces</p> <p><b>Urine and faeces</b></p> <ul style="list-style-type: none"><li>• Urine<ul style="list-style-type: none"><li>▪ Physical characteristics</li><li>▪ Analysis</li><li>▪ Culture and sensitivity</li></ul></li><li>• Faeces<ul style="list-style-type: none"><li>▪ Characteristics</li><li>▪ Stool examination: occult blood, ova, parasite &amp; cyst, reducing substance etc.</li><li>▪ Methods of collection for various tests, inference &amp; normal values.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Demonstration</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>

## Section- B Genetics

Placement: Second Year

Time: Theory – 15 hours

**Course Description:** This course is designed to enable students to acquire understanding of Genetics, its role in causation and management of defects and diseases.

Unit	Time (hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
I	3	Explain nature, Principles and Perspectives of heredity	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Practical application Of genetics in Nursing</li> <li>Impact of genetic condition on families</li> <li>Review of cellular division mitosis and meiosis.</li> <li>Characteristics and structure of genes</li> <li>Chromosomes – sex determination</li> <li>Chromosomal aberrations</li> <li>Patterns of inheritance <ul style="list-style-type: none"> <li>Mendelian theory of inheritance</li> <li>Multiple allots and blood groups</li> <li>Sex linked inheritance</li> <li>Mechanism of inheritance</li> <li>Errors in transmission (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>





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Unit	Time (hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment method
			<ul style="list-style-type: none"> <li>▪ Status of special groups: Females, Children, Elderly, challenged groups and Sick persons</li> <li>• Life Style</li> <li>• Hygiene</li> <li>• Physical activity               <ul style="list-style-type: none"> <li>▪ Recreation and sleep</li> <li>▪ Sexual life</li> <li>▪ Spiritual life philosophy</li> <li>▪ Self-reliance</li> <li>▪ Dietary pattern</li> <li>▪ Education</li> <li>▪ Occupation</li> </ul> </li> <li>• Financial Management               <ul style="list-style-type: none"> <li>▪ Income</li> <li>▪ Budget</li> <li>▪ Purchasing power</li> <li>▪ Security</li> </ul> </li> </ul>		
III	10	Describe concept, scope, uses methods and approaches of epidemiology.	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses and terminology used in epidemiology.</li> <li>• Dynamics of disease transmission: epidemiological triad.</li> <li>• Morbidity and mortality: measurements</li> <li>• Levels of prevention</li> <li>• Methods of epidemiology of               <ul style="list-style-type: none"> <li>▪ Descriptive</li> <li>▪ Analytical: Epidemic investigation</li> <li>▪ Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
IV	25	Describe Epidemiology and nursing management of common Communicable diseases.	<b>Epidemiology and nursing management of common Communicable Diseases</b> <ul style="list-style-type: none"> <li>• Respiratory infections               <ul style="list-style-type: none"> <li>▪ Small Pox</li> <li>▪ Chicken Pox</li> <li>▪ Measles</li> <li>▪ Influenza</li> <li>▪ Rubella</li> <li>▪ ARI's &amp; Pneumonia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Seminar</li> <li>• Supervised field practice-health centres, clinics and homes</li> <li>• Group projects/ Health education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>







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II	3	Explain Maternal, prenatal and genetic influences on development of defects and diseases	<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</li><li>• Consanguinity atopy</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal Age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Infertility</li><li>• Spontaneous abortion</li><li>• Neural Tube Defects and the role of folic acid in lowering the risks</li><li>• Down syndrome (Trisomy 21)</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
III	2	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>• Screening for<ul style="list-style-type: none"><li>▪ Congenital abnormalities</li><li>▪ Developmental delay</li><li>▪ Dysmorphism</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
IV	2	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> <ul style="list-style-type: none"><li>• Cancer genetics – Familial Cancer</li><li>• Inborn errors of metabolism</li><li>• Blood group alleles and haematological disorder</li><li>• Genetic haemochromatosis</li><li>• Huntington's disease</li><li>• Mental illness</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li><li>• Explain using charts, slides</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>
V	5	Describe the role of nurse in genetic services and counselling	<b>Services related to Genetics</b> <ul style="list-style-type: none"><li>• Genetic testing</li><li>• Human genome project</li><li>• Gene therapy</li><li>• The Eugenics movement</li><li>• Genetic Counselling Legal and Ethical issues Role of nurse</li></ul>	<ul style="list-style-type: none"><li>• Lecture discussion</li></ul>	<ul style="list-style-type: none"><li>• Short answers</li><li>• Objective type</li></ul>







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Unit	Time (hrs)	Learning Objectives	Content	Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>• Ocular tumours</li> <li>• Disorders of posterior chamber and retina: Retinal and vitreous problems.</li> <li>• Retinal detachment</li> <li>• Ocular emergencies and their prevention</li> <li>• Blindness</li> <li>• National blindness control program               <ul style="list-style-type: none"> <li>• Eye Banking</li> <li>• Eye prostheses and Rehabilitation</li> </ul> </li> <li>• Role of a nurse</li> <li>• Communication with visually impaired patient, Eye camps.</li> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of eye.</li> </ul>		
III	16	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders.	<b>Nursing management of patient with neurological disorders:</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system.</li> <li>• Nursing Assessment               <ul style="list-style-type: none"> <li>• History and Physical and neurological assessment and Glasgow coma scale.</li> </ul> </li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders.</li> <li>• Congenital malformations</li> <li>• Headache</li> <li>• Head Injuries</li> <li>• Spinal Injuries:               <ul style="list-style-type: none"> <li>• Paraplegia</li> <li>• Hemiplegia</li> <li>• Quadriplegia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> <li>• Visit to rehabilitation centre</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management problem</li> </ul>





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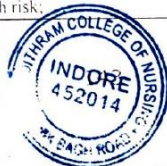
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Unit	Time (hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> <li>Physiology of menstrual cycle</li> <li>Human sexuality</li> <li>Foetal development               <ul style="list-style-type: none"> <li>Conception</li> <li>Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term – functions, abnormalities, the foetal sac, amniotic fluid, the umbilical cord,</li> <li>Foetal circulation, foetal skull, bones, sutures and measurements.</li> </ul> </li> <li>Review of Genetics</li> </ul>		
III	8	Describe the diagnosis and management of women during antenatal period.	<ul style="list-style-type: none"> <li><b>Assessment and management of pregnancy (ante-natal)</b> <ul style="list-style-type: none"> <li>Normal pregnancy</li> <li>Physiological changes during pregnancy.                   <ul style="list-style-type: none"> <li>Reproductive system</li> <li>Cardio vascular system</li> <li>Respiratory system</li> <li>Urinary system</li> <li>Gastro intestinal system</li> <li>Metabolic changes</li> <li>Skeletal changes</li> <li>Skin changes</li> <li>Endocrine system</li> <li>Psychological changes</li> <li>Discomforts of pregnancy</li> </ul> </li> <li>Diagnosis of pregnancy                   <ul style="list-style-type: none"> <li>Signs</li> <li>Differential diagnosis</li> <li>Confirmatory tests</li> </ul> </li> <li><b>Ante-natal care</b> <ul style="list-style-type: none"> <li>Objectives</li> <li>Assessment                       <ul style="list-style-type: none"> <li>History and physical examination</li> <li>Antenatal Examination</li> <li>Signs of previous child-birth</li> </ul> </li> <li>Relationship of foetus to uterus and pelvis: Lie, Attitude, Presentation. Position</li> <li>Per vaginal examination.</li> </ul> </li> <li>Screening and assessment for high risk</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Case discussion/ presentation</li> <li>Health talk</li> <li>Practice session</li> <li>Counseling session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management problems</li> </ul>





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Sl. No.	Topic	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Risk approach</li> <li>• History &amp; Physical Examination</li> <li>• Modalities of diagnosis: Invasive &amp; Non-Invasive, ultrasonic cardio-tomography, NST, CST</li> <li>• Antenatal preparation               <ul style="list-style-type: none"> <li>▪ Antenatal counseling</li> <li>▪ Antenatal exercises</li> <li>▪ Diet</li> <li>▪ Substance use</li> <li>▪ Education for child-birth</li> <li>▪ Husband and families</li> <li>▪ Preparation for safe confinement</li> <li>▪ Prevention from radiation</li> </ul> </li> <li>• Psycho-social and cultural aspects of pregnancy               <ul style="list-style-type: none"> <li>▪ Adjustment to pregnancy</li> <li>▪ Unwed mother</li> <li>▪ Single parent</li> <li>▪ Teenage pregnancy</li> <li>▪ Sexual violence</li> </ul> </li> <li>• Adoption</li> </ul>		
IV	12	<ul style="list-style-type: none"> <li>• Describe the physiology and stages of labour.</li> <li>• Describe the management of women during intranatal period</li> </ul>	<b>Assessment and management of intra-natal period.</b> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour</li> <li>• Management of labour.               <ul style="list-style-type: none"> <li>▪ First stage                   <ul style="list-style-type: none"> <li>- Signs and symptoms of onset of labour; normal and abnormal</li> <li>- Duration</li> <li>- Preparation of:                       <ul style="list-style-type: none"> <li>√Labour room</li> <li>√Woman</li> </ul> </li> <li>- Induction of labour</li> <li>- Pain relief and comfort in labour.</li> </ul> </li> <li>▪ Second stage                   <ul style="list-style-type: none"> <li>- Induction of labour</li> <li>- Pain relief and comfort in labour.</li> </ul> </li> <li>▪ Second stage                   <ul style="list-style-type: none"> <li>- Induction of labour</li> <li>- Pain relief and comfort in labour.</li> </ul> </li> <li>▪ Second stage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Case discussion/ presentation</li> <li>• Simulated practice</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management problems</li> </ul>







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Unit	Time (days)	Learning Objectives	Content	Teaching Learning Activities	Assessment methods
IV	4	Describe the research approaches and designs	<b>Research approaches and designs</b> <ul style="list-style-type: none"><li>• Historical, survey and experimental</li><li>• Qualitative and Quantitative designs</li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li><li>• Explain types of research approaches used from examples of published and unpublished research studies with rationale</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective type</li></ul>
V	8	<ul style="list-style-type: none"><li>• Explain the sampling process</li><li>• Describe the methods of data collection</li></ul>	<b>Sampling and data collection</b> <ul style="list-style-type: none"><li>• Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques.</li><li>• Data- why, what, from whom, when and where to collect</li><li>• Data collection methods and instruments:<ul style="list-style-type: none"><li>▪ Methods of data collection</li><li>▪ Questioning, interviewing</li><li>▪ Observations, record analysis &amp; measurement</li><li>▪ Types of instruments</li><li>▪ Validity &amp; Reliability of the Instrument</li><li>▪ Pilot study</li></ul></li><li>• Data collection procedure</li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li><li>• Reading assignment on examples of data collection tools.</li><li>• Preparation of sample data collection tool.</li><li>• Conduct group research project.</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective type</li></ul>
VI	4	Analyse, Interpret and summarize the research data	<b>Analysis of data:</b> <ul style="list-style-type: none"><li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li><li>• Preparation of sample tables.</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective type</li></ul>
VII	15	<ul style="list-style-type: none"><li>• Explain the use of statistics, scales of measurement and graphical presentation of data</li></ul>	<b>Introduction to statistics</b> <ul style="list-style-type: none"><li>• Definition, use of statistics, scales of measurement.</li><li>• Frequency distribution and graphical presentation of data</li></ul>	<ul style="list-style-type: none"><li>• Lecture Discussion</li><li>• Practice on graphical presentations</li><li>• Practice on computation of measures of central tendency, variability &amp; correlation</li></ul>	<ul style="list-style-type: none"><li>• Short answer</li><li>• Objective type</li></ul>







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Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"><li>■ Perspectives of nursing education: Global and national.</li><li>■ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.</li></ul>
IX	12	25	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"><li>■ Concepts –Definition, importance, need scope,</li><li>■ principles of adult learning, assessments of learning needs, priorities, resources.</li><li>■ Program planning, implementation and evaluation of continuing education programs.</li><li>■ Research in continuing education.</li><li>■ Distance education in nursing.</li></ul>
X	10	10	<b>Curriculum Development</b> <ul style="list-style-type: none"><li>■ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li><li>■ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li><li>■ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li><li>■ Equivalency of courses: Transcripts, credit system.</li></ul>
XI	8	4	<b>Teacher preparation</b> <ul style="list-style-type: none"><li>■ Teacher –roles &amp; responsibilities, functions, characteristics, competencies, qualities</li><li>■ Preparation of professional teacher</li><li>■ Organizing professional aspects of teacher preparation programs</li><li>■ Evaluation: self and peer</li><li>■ Critical analysis of various programs of teacher education in India.</li></ul>





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## Course Content

Unit	Hours	Content
I	5	<b>Introduction</b> <ul style="list-style-type: none"><li>■ Current principles, practices and trends in Pediatric Nursing</li><li>■ Role of pediatric nurse in various settings -Expanded and extended</li></ul>
II	35	<ul style="list-style-type: none"><li>■ <b>Pathophysiology, assessment</b>(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders<ul style="list-style-type: none"><li>• Child with respiratory disorders:<ul style="list-style-type: none"><li>- Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration.</li><li>- Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis</li></ul></li><li>• Child with gastro-intestinal disorders:<ul style="list-style-type: none"><li>- Diarrheal diseases, gastro-esophageal reflux.</li><li>- <b>Hepatic disorders</b>: Hepatitis, Indian childhood cirrhosis, liver transplantation.</li><li>- Malabsorption syndrome, Malnutrition</li></ul></li><li>• Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation</li><li>• Child with cardio-vascular disorders:<ul style="list-style-type: none"><li>- Acquired: Rheumatic fever, Rheumatic heart disease,</li><li>- Congenital: Cynotic and acynotic</li></ul></li><li>• Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia</li><li>• Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome</li><li>• Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors</li><li>• Child with blood disorders: Anemias, <b>thalassemias</b>, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation</li><li>• Child with skin disorders</li><li>• Common Eye and ENT disorders</li><li>• Common Communicable diseases</li></ul></li></ul>
III	35	<ul style="list-style-type: none"><li>■ <b>Assessment</b>(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders<ul style="list-style-type: none"><li>• Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia</li></ul></li></ul>





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## **CHOITHRAM COLLEGE OF NURSING CRITERIA 1.3.1**

### **HIGHLIGHTED SYLLABUS RELATED TO CROSS CUTTING ISSUES**

**2019-2020**







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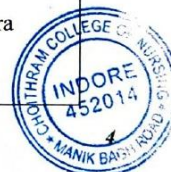
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	Alterations in disease Applications and implications in nursing
V	<b>The Sensory Organs</b> <ul style="list-style-type: none"><li>● Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)</li></ul> Application in disease Applications and implications in nursing
VI.	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"><li>● The Circulatory System<ul style="list-style-type: none"><li><input type="checkbox"/> Blood – Microscopic structure</li><li><input type="checkbox"/> Structure of Heart</li><li><input type="checkbox"/> Structure of blood vessels - Arterial &amp; Venous System</li><li><input type="checkbox"/> Circulation – systemic, pulmonary, coronary</li></ul></li><li>● Lymphatic system<ul style="list-style-type: none"><li><input type="checkbox"/> Lymphatic vessels and lymph</li><li><input type="checkbox"/> Lymphatic tissues<ul style="list-style-type: none"><li>- Thymus gland</li><li>- Lymph nodes</li><li>- Spleen</li><li>- Lymphatic nodules</li></ul></li></ul></li></ul> Alterations in disease Applications and implications in nursing
VII.	<b>The Respiratory System</b> <ul style="list-style-type: none"><li>● Structure of the organs of respiration</li><li>● Muscles of respiration: Intercostals and Diaphragm</li></ul> Alterations in disease Applications and implications in nursing
VIII.	<b>The Digestive System</b> <p>Structure of alimentary tract and accessory organs of digestion</p> Alterations in disease Applications and implications in nursing
IX.	<b>The Excretory System (Urinary)</b> <ul style="list-style-type: none"><li>● Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra</li></ul> Alterations in disease Applications and implications in nursing







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	<ul style="list-style-type: none"><li><input type="checkbox"/> History of Nursing in India</li><li>• Values: Definition, Types</li><li>Values Clarification and values in professional Nursing: Caring and Advocacy</li><li>• Ethics:<ul style="list-style-type: none"><li><input type="checkbox"/> Definition and Ethical principles</li><li><input type="checkbox"/> Code of ethics and professional conduct for nurses</li></ul></li></ul>
III.	<b>Hospital admission and discharge</b> <ul style="list-style-type: none"><li>• Admission to the hospital<ul style="list-style-type: none"><li><input type="checkbox"/> Unit and its preparation admission bed</li><li><input type="checkbox"/> Admission procedure</li><li><input type="checkbox"/> Special considerations</li><li><input type="checkbox"/> Medico-legal issues</li><li><input type="checkbox"/> Roles and Responsibilities of the nurse</li></ul></li><li>• Discharge from the hospital<ul style="list-style-type: none"><li><input type="checkbox"/> Types: Planned discharge LAMA and abscond, Referrals and transfer</li><li><input type="checkbox"/> Discharge Planning</li><li><input type="checkbox"/> Discharge procedure</li><li><input type="checkbox"/> Special considerations</li><li><input type="checkbox"/> Medico-legal issues</li><li><input type="checkbox"/> Role and Responsibilities of the nurse</li><li><input type="checkbox"/> Care of the unit after discharge</li></ul></li></ul>
IV.	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"><li>• Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication<ul style="list-style-type: none"><li><input type="checkbox"/> Methods of Effective Communication,<ul style="list-style-type: none"><li>- Attending skills</li><li>- Rapport building skills</li><li>- Empathy skills</li></ul></li><li><input type="checkbox"/> Barriers to effective communication,</li></ul></li><li>• Helping Relationship (NPR): Dimensions of Helping Relationship, Phases of a helping relationship</li><li>• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable</li></ul>





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IV	<b>Motivation and Emotional Processes</b> <ul style="list-style-type: none"><li>• Motivation: Meaning, concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</li><li>• Emotions &amp; stress<ul style="list-style-type: none"><li><input type="checkbox"/> Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li><li><input type="checkbox"/> Stress: stressors, cycle, effect, adaptation &amp; coping</li></ul></li><li>• Attitude: Meaning, nature, development, factors affecting,<ul style="list-style-type: none"><li><input type="checkbox"/> Behaviour and attitudes</li><li><input type="checkbox"/> Attitudinal change</li></ul></li><li>• Psychometric assessments of emotions and attitudes</li><li>• Alterations in emotions</li><li>• Application</li></ul>
V	<b>Personality</b> <ul style="list-style-type: none"><li>• Definitions, topography, types, theories</li><li>• Psychometric assessments of personality</li><li>• Alterations in personality</li><li>• Applications</li></ul>
VI	<b>Development Psychology</b> <ul style="list-style-type: none"><li>• Psychology of people at different ages from infancy to old age</li><li>• Psychology of vulnerable individuals – challenged, woken, sick, etc.</li><li>• Psychology of groups</li></ul>
VII	<b>Mental hygiene and mental Health</b> <ul style="list-style-type: none"><li>• Concepts of mental hygiene and mental health</li><li>• Characteristics of mentally healthy person</li><li>• Warning signs of poor mental health</li><li>• Promotive and preventive mental health strategies and services</li><li>• Ego Defense mechanisms and implications</li><li>• Personal and social adjustments</li><li>• Guidance and counseling</li><li>• Role of nurse</li></ul>
VIII	<b>Psychological assessment &amp; tests</b> <ul style="list-style-type: none"><li>• Types, development, Characteristics, Principles, Uses, Interpretations and role of nurse in psychological assessment</li></ul>





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	<ul style="list-style-type: none"><li>• Hospital acquired infection</li><li>• Hospital infection control programme<ul style="list-style-type: none"><li><input type="checkbox"/> Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse's accountability, continuing education etc.</li></ul></li></ul>
IV	<b>Pathogenic organisms</b> <ul style="list-style-type: none"><li>• Micro-organism<ul style="list-style-type: none"><li><input type="checkbox"/> Cocci-gram positive and gram negative</li><li><input type="checkbox"/> Bacilli-gram positive and gram negative</li><li><input type="checkbox"/> Spirochete</li><li><input type="checkbox"/> Mycoplasma</li><li><input type="checkbox"/> Rickettsiae</li><li><input type="checkbox"/> Chlamydiae</li></ul></li><li>• Viruses</li><li>• Fungi-Superficial and Deep mycoses</li><li>• Parasites</li><li>• Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection</li><li>• Identification of disease Producing micro-organisms</li><li>• Collection, handling and transportation of various specimens</li></ul>
V	<b>Immunity</b> <ul style="list-style-type: none"><li>• Immunity – Types, classification</li><li>• Antigen and antibody reaction</li><li>• Hypersensitivity – skin test</li><li>• Serological test</li><li>• Immunoprophylaxis</li><li>• Vaccines &amp; sera-Types &amp; classification, storage and handling, cold chain</li><li>• Immunization for various disease</li><li>• Immunization Schedule</li></ul>







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	<ul style="list-style-type: none"><li>• Influence on health and disease</li></ul>
IV. 4 hrs.	<b>Social groups and Processes</b> <ul style="list-style-type: none"><li>• The meaning and classification of groups</li><li>• Primary &amp; Secondary group</li><li>• In-group V/s. Out-group, class Tribe, Caste</li><li>• Economic, Political, Religious groups, Mob, Crowd, Public and audience Interaction &amp; Social Processes</li><li>• Co-Operation, Competition, Conflict</li><li>• Accommodation, Assimilation &amp; Isolation</li></ul>
V. 6 hrs	<b>Population</b> <ul style="list-style-type: none"><li>• Society and population</li><li>• Population distribution in India. Demographic Characteristics</li><li>• Malthusian theory of Populations</li><li>• Population explosion in India and its impact on health status</li><li>• Family welfare programme</li></ul>
VI. 5 hrs.	<b>Family and Marriage</b> <ul style="list-style-type: none"><li>• Family –functions</li><li>• Types-joint, Nuclear, Blended and extended family:</li><li>• The modern Family-Changes, Problems-Dowry etc., Welfare Services</li><li>• Changes &amp; legislations on family and marriage in India-marriage acts</li><li>• Marriage: Forms and functions of marriage,</li><li>• Marriage and family problems in India</li><li>• Family, marriage and their influence on health and health practices</li></ul>
VII. 7 hrs	<b>Social Stratification</b> <ul style="list-style-type: none"><li>• Meaning &amp; types of social stratification</li><li>• The Indian Caste System-origin &amp; features</li><li>• Features of Caste in India today</li><li>• Social Class system and status</li><li>• Social Mobility-Meaning &amp; Types</li><li>• Race as a biological concept, criteria of racial classification</li><li>• Salient features of Primary races-Racism</li><li>• Influence of Class, Caste and Race on health and health practices</li></ul>
VIII	<b>Types of Communities in India (Rural, Urban and Regional)</b>





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## Communication & Educational Technology

Placements: Second year

Time: Theory - 90 Hours

**Course Description:** This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal relations, teaching individuals and groups in clinical, community health and educational settings.

Unit	Content
I. 5 hrs	<b>Review of Communication process</b> <ul style="list-style-type: none"><li>• Process; elements and channel</li><li>• Facilitators</li><li>• Barriers and methods of overcoming techniques</li></ul>
II 5 hrs	<b>Interpersonal relations</b> <ul style="list-style-type: none"><li>• Purpose &amp; Types</li><li>• Phases</li><li>• Barriers &amp; Methods of overcoming</li><li>• Johari Window</li></ul>
III 5 hrs	<b>Human relations</b> <ul style="list-style-type: none"><li>• Understanding self</li><li>• Social behaviour, motivation, social attitudes</li><li>• Individual and groups</li><li>• Groups &amp; individual</li><li>• Human relations in context of Nursing</li><li>• Group dynamics</li><li>• Team work</li></ul>





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	<ul style="list-style-type: none"><li>• <b>Metastatic tumour</b></li><li>• <b>Skeletal system</b><ul style="list-style-type: none"><li><input type="checkbox"/> Bone healing, osteoporosis, osteomyelitis Arthritis &amp; tumours</li></ul></li></ul>
III  4 hrs. (T)  3 hrs. (P)	<b>Clinical Pathology</b> <ul style="list-style-type: none"><li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions<ul style="list-style-type: none"><li><input type="checkbox"/> Hemoglobin</li><li><input type="checkbox"/> RBC, White cell &amp; platelet counts</li><li><input type="checkbox"/> Bleeding time, clotting time and prothrombine time</li><li><input type="checkbox"/> Blood grouping and cross matching</li><li><input type="checkbox"/> Blood chemistry</li><li><input type="checkbox"/> Blood culture</li><li><input type="checkbox"/> Serological and immunological tests</li><li><input type="checkbox"/> Other blood tests</li><li><input type="checkbox"/> Examination of Bone marrow</li><li><input type="checkbox"/> Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal value</li></ul></li></ul>
IV  2 hrs. (T)  1 hrs. (P)	<b>Examination of body cavity fluids, transudates and exudates</b> <ul style="list-style-type: none"><li>• The laboratories tests used in CSF analysis</li><li>• Examination of other body cavity fluids, transudates and exudates – sputum, wound discharge etc.</li><li>• Analysis of semen sperm count, motility and morphology and their importance in infertility</li><li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li></ul>
V  1 hrs. (T)  1 hrs. (P)	<b>Urine and faeces</b> <ul style="list-style-type: none"><li><b>Urine</b><ul style="list-style-type: none"><li><input type="checkbox"/> Physical characteristics</li><li><input type="checkbox"/> Analysis</li><li><input type="checkbox"/> Culture and sensitivity</li></ul></li><li>• <b>Faeces</b><ul style="list-style-type: none"><li><input type="checkbox"/> Characteristics</li><li><input type="checkbox"/> Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li></ul></li><li>• Methods of collection for various tests, inference and normal values</li></ul>







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	Special therapies, Alternative therapies Nursing procedures Drug used in treatment of genito urinary disorders
VII 5 hrs.	<b>Nursing management of disorders of male (adults including elderly) reproductive system</b> <ul style="list-style-type: none"><li>• Review of anatomy and physiology of male reproductive system</li><li>• Nursing Assessment-History and physical assessment</li><li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system</li><li>• Congenital malformations cryptorchidism</li><li>• Hypospadiasis, Epispadiasis</li><li>• Infections</li><li>• Testes and adjacent structures</li><li>• Penis</li><li>• Prostate: inflammation, infection, hypertrophy, tumour</li><li>• Sexual Dysfunction</li><li>• Contraception</li><li>• Breast; gynecomastia, tumour</li><li>• Climacteric changes, special therapies, alternative therapies</li></ul> Nursing procedures Drugs used in treatment of disorders male reproductive system
VIII 10 hrs.	<b>Nursing management of patient (adults including elderly) with disorders of endocrine system</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>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of -<ul style="list-style-type: none"><li><input type="checkbox"/> Disorders of thyroid and parathyroid</li><li><input type="checkbox"/> Diabetes mellitus</li><li><input type="checkbox"/> Diabetes insipidus</li><li><input type="checkbox"/> Adrenal tumour</li><li><input type="checkbox"/> Pituitary disorders,</li></ul></li></ul>





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III 10 hrs	<b>Epidemiology</b> <ul style="list-style-type: none"><li>• Definition, concept, aims, scope, uses and terminology used in epidemiology</li><li>• Dynamics of disease transmission: epidemiological triad</li><li>• Morbidity and mortality: measurements</li><li>• Levels of prevention</li><li>• Methods of epidemiology of<ul style="list-style-type: none"><li><input type="checkbox"/> Descriptive</li><li><input type="checkbox"/> Analytical: Epidemic Investigation</li><li><input type="checkbox"/> Experimental</li></ul></li></ul>
IV 25 hrs	<b>Epidemiology and nursing management of Common Communicable</b> <ul style="list-style-type: none"><li>• Respiratory infections<ul style="list-style-type: none"><li><input type="checkbox"/> Small Pox</li><li><input type="checkbox"/> Chicken Pox</li><li><input type="checkbox"/> Measles</li><li><input type="checkbox"/> Influenza</li><li><input type="checkbox"/> Rubella</li><li><input type="checkbox"/> ARI's &amp; Pneumonia</li><li><input type="checkbox"/> Mumps</li><li><input type="checkbox"/> Diphtheria</li><li><input type="checkbox"/> Whooping cough</li><li><input type="checkbox"/> Meningococcal meningitis</li><li><input type="checkbox"/> Tuberculosis</li><li><input type="checkbox"/> SARS</li></ul></li><li>• Intestinal Infections<ul style="list-style-type: none"><li><input type="checkbox"/> Poliomyelitis</li><li><input type="checkbox"/> Viral Hepatitis</li><li><input type="checkbox"/> Cholera</li><li><input type="checkbox"/> Diarrhoeal diseases</li><li><input type="checkbox"/> Typhoid fever</li><li><input type="checkbox"/> Food poisoning</li><li><input type="checkbox"/> Amoebiasis</li><li><input type="checkbox"/> Hook worm infection</li><li><input type="checkbox"/> Ascariasis</li></ul></li></ul>





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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Dracunculiasis</li><li>• Arthropod infections<ul style="list-style-type: none"><li><input type="checkbox"/> Dengue</li><li><input type="checkbox"/> Malaria</li><li><input type="checkbox"/> Filariasis</li></ul></li><li>• Zoonoses</li><li>• Viral<ul style="list-style-type: none"><li><input type="checkbox"/> Rabies</li><li><input type="checkbox"/> Yellow fever</li><li><input type="checkbox"/> Japanese encephalitis</li><li><input type="checkbox"/> Kyansur forest disease</li></ul></li><li>• Bacterial<ul style="list-style-type: none"><li><input type="checkbox"/> Brucellosis</li><li><input type="checkbox"/> Plague</li><li><input type="checkbox"/> Human Salmonellosis</li><li><input type="checkbox"/> Anthrax</li><li><input type="checkbox"/> Leptospirosis</li></ul></li><li>• Rickettsial diseases<ul style="list-style-type: none"><li><input type="checkbox"/> Rickettsial zoonoses</li><li><input type="checkbox"/> Scrub typhus</li><li><input type="checkbox"/> Murine typhus</li><li><input type="checkbox"/> Tick typhus</li><li><input type="checkbox"/> Q fever</li></ul></li><li>• Parasitic zoonoses<ul style="list-style-type: none"><li><input type="checkbox"/> Taeniasis</li><li><input type="checkbox"/> Hydatid disease</li><li><input type="checkbox"/> Leishmaniasis</li></ul></li><li>• Surface infection<ul style="list-style-type: none"><li><input type="checkbox"/> Trachoma</li><li><input type="checkbox"/> Tetanus</li><li><input type="checkbox"/> Leprosy</li><li><input type="checkbox"/> STD &amp; RTI</li><li><input type="checkbox"/> Yaws</li></ul></li></ul> |
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	<input type="checkbox"/> HIV/AIDS
	Any Other
V.	<b>Epidemiology and Nursing Management of non Communicable Diseases</b>
10 hrs	<ul style="list-style-type: none"><li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li><li>• Anaemia</li><li>• Hypertension</li><li>• Stroke</li><li>• Rheumatic, Heart Disease</li><li>• Coronary Heart Disease</li><li>• Cancer</li><li>• Diabetes mellitus</li><li>• Blindness</li><li>• Accidents</li><li>• Mental illness</li><li>• Obesity</li><li>• Iodine Deficiency</li><li>• Fluorosis</li><li>• Epilepsy</li></ul>

MPMSU B Sc Nursing Syllabus





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## Section B- Genetics

Placements : Second year

Time : Theory – 15 Hrs.

**Course Description:** This course is designed to enable students to acquire understanding of genetics, its role in causation and management of defects and diseases.

Unit	Content
I 3 hrs.	<b>Introduction</b> <ul style="list-style-type: none"><li>• Practical application of genetics in Nursing</li><li>• Impact of genetic conditions on families</li><li>• Review of cellular division mitosis and meiosis</li><li>• Characteristics and structure of genes</li><li>• Chromosomes – Sex determination<ul style="list-style-type: none"><li><input type="checkbox"/> Chromosomal aberrations patterns of inheritance</li><li><input type="checkbox"/> Multiple allots and blood groups</li><li><input type="checkbox"/> Sex linked inheritance</li><li><input type="checkbox"/> Mechanism of inheritance</li><li><input type="checkbox"/> Errors in transmission (Mutation)</li></ul></li></ul>
II 3 hrs.	<b>Maternal, prenatal and genetic influences on development of defects and disease</b> <ul style="list-style-type: none"><li>• Condition affecting the mother, genetic and infections</li><li>• Consanguinity atony</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Spontaneous abortion</li><li>• Neural tube defects and the role of folic acid in lowering the risks</li><li>• Down syndrome (Trisomy 21)</li></ul>
III 2 hrs.	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>• Screening for<ul style="list-style-type: none"><li><input type="checkbox"/> Congenital abnormalities</li><li><input type="checkbox"/> Developmental delay</li><li><input type="checkbox"/> Dimorphism</li></ul></li></ul>





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	<ul style="list-style-type: none"><li><input type="checkbox"/> Existential Model</li><li><input type="checkbox"/> Psycho-analytical models</li><li><input type="checkbox"/> Behavioural model</li><li><input type="checkbox"/> Interpersonal Model</li></ul>
III 8 hrs.	<b>Assessment of mental health status</b> <ul style="list-style-type: none"><li>• History taking</li><li>• Mental status examination</li><li>• Mini mental status examination</li><li>• Neurological examination: Review</li><li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li><li>• Psychological tests</li><li>• Role and responsibilities of nurse</li></ul>
IV 6 hrs.	<b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"><li>• Therapeutic communication : Types, techniques, characteristics</li><li>• Types of relationship,</li><li>• Ethics and responsibilities</li><li>• Elements of nurse patient contract</li><li>• Review of technique of IPR - Johari window</li><li>• Goals, phases, tasks, therapeutic techniques</li><li>• Therapeutic impasse and its intervention</li></ul>
V 14 hrs.	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"><li>• Psycho Pharmacology</li><li>• Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, Family, Group Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies; Yoga, Meditation, bio feedback</li><li>• Alternative systems of medicine</li><li>• Occupational therapy</li><li>• Physical Therapy: electro convulsive therapy</li><li>• Geriatric considerations</li><li>• Role of nurse in above therapies</li></ul>







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	<ul style="list-style-type: none"><li>• Toxic Shock Syndrome</li><li>• Injuries and Trauma; Sexual violence</li></ul> Special therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme
V 10 hrs.	<b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"><li>• Review of anatomy and physiology of the skin and connective tissues and various deformities</li><li>• Nursing Assessment-History and physical assessment and assessment of burns and fluid and electrolyte loss</li><li>• Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Burns and Reconstructive and Cosmetic surgery;</li><li>• Type of Re-constructive and cosmetic surgery of burns, congenital deformities, injuries and cosmetic purposes.</li><li>• Role of nurse</li><li>• Legal aspects</li><li>• Rehabilitation</li><li>• Special therapies<ul style="list-style-type: none"><li>□ Psycho social aspects</li></ul></li></ul> Nursing procedures Drugs used in treatment of Burns reconstructive and cosmetic surgery
VI 10 hrs.	<b>Nursing management of patients with oncological conditions</b> <ul style="list-style-type: none"><li>• Structure &amp; characteristics of normal &amp; cancer cells</li><li>• Nursing Assessment-History and Physical assessment</li><li>• Prevention, screening, Early detection, Warning signs of cancer</li><li>• Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions</li><li>• Common malignancies of various body system; Oral, larynx, lung, Stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li><li>• Oncological emergencies</li><li>• Modalities of treatment<ul style="list-style-type: none"><li>□ Immunotherapy</li><li>□ Chemotherapy</li><li>□ Radiotherapy</li><li>□ Surgical Interventions</li><li>□ Stem cell and bone marrow transplants</li><li>□ Gene therapy</li><li>□ Other forms of treatment</li></ul></li><li>• Psychosocial aspects of cancer</li><li>• Rehabilitation</li><li>• Palliative care; symptom and pain management, nutritional support</li><li>• Home care</li><li>• Hospice care</li><li>• Stomal therapy</li></ul>





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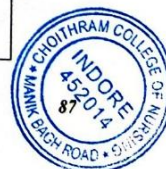
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	<ul style="list-style-type: none"><li>• Baby friendly hospital concept</li><li>• Accidents causes and prevention</li><li>• Value of play and selection of play material</li><li>• Preventive immunization, immunization programme and cold chain</li><li>• Preventive paediatrics</li><li>• Care of under five &amp; under five clinics/well baby clinics</li></ul>
III 15 hrs.	<b>Nursing care of a neonate</b> <ul style="list-style-type: none"><li>• Nursing care of a normal newborn/Essential newborn care</li><li>• Neonatal resuscitation</li><li>• Nursing management of a low birth weight baby.</li><li>• Kangaroo mother care</li><li>• Nursing management of common neonatal disorders</li><li>• Organization of neonatal unit</li><li>• Identification &amp; nursing management of common congenital malformations.</li></ul>
IV 10hrs.	<b>Integrated management of neonatal and childhood illnesses (IMNCI)</b>
V 20 hrs.	<b>Nursing management in common childhood diseases</b> <ul style="list-style-type: none"><li>• Nutritional deficiency disorders</li><li>• Respiratory disorders and infections</li><li>• Gastrointestinal infections, infestations and congenital disorders</li><li>• Cardio vascular problems: congenital defects and rheumatic fever, rheumatic heart disease</li><li>• Genito-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders.</li><li>• Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida.</li><li>• Hematological disorders: Anemias, thalassemia, ITP, Leukemia, hemophilia</li><li>• Endocrine disorders : Juvenile Diabetes Mellitus</li><li>• Orthopedic disorders: club feet, hip dislocation and fracture.</li><li>• Disorders of skin, eye, and ears</li><li>• Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.</li></ul>





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	<ul style="list-style-type: none"><li><input type="checkbox"/> Methods of data collection</li><li><input type="checkbox"/> Questioning, interviewing</li><li><input type="checkbox"/> Observations, record analysis and measurement</li><li><input type="checkbox"/> Types of instruments</li><li><input type="checkbox"/> Validity &amp; Reliability of the Instrument</li><li><input type="checkbox"/> Pilot study</li><li><input type="checkbox"/> Data collection procedure</li></ul>
<b>VI</b> 4 hrs.	<b>Analysis of data:</b> <ul style="list-style-type: none"><li>• Compilation, Tabulation, classification, summarization, presentation, interpretation of data</li></ul>
<b>VII</b> 15 hrs.	<b>Introduction to statistics</b> <ul style="list-style-type: none"><li>• Definition, use of statistics, scales of measurement.</li><li>• Frequency distribution and graphical presentation of data</li><li>• Mean, Median, Mode, Standard deviation</li><li>• Normal probability and tests of significance</li><li>• Co-efficient of correlation.</li><li>• Statistical packages and its application</li></ul>
<b>VIII</b> 4 hrs.	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"><li>• Communication of research findings<ul style="list-style-type: none"><li><input type="checkbox"/> Verbal report</li><li><input type="checkbox"/> Writing research report</li><li><input type="checkbox"/> Writing scientific article/paper</li></ul></li><li>- Critical review of published research</li><li>- Utilization of research findings</li></ul>







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	<ul style="list-style-type: none"><li>• Risk approach</li><li>• History and Physical Examination</li><li>• Modalities of diagnosis; Invasive &amp; Non-Invasive, ultrasonic, cardiotomography, NST, CST</li><li>• Antenatal preparation<ul style="list-style-type: none"><li><input type="checkbox"/> Antenatal counseling</li><li><input type="checkbox"/> Antenatal exercises</li><li><input type="checkbox"/> Diet</li><li><input type="checkbox"/> Substance use</li><li><input type="checkbox"/> Education for child-birth</li><li><input type="checkbox"/> Husband and families</li><li><input type="checkbox"/> Preparation for safe-confinement</li><li><input type="checkbox"/> Prevention from radiation</li></ul></li><li>• Psycho-social and cultural aspects of pregnancy<ul style="list-style-type: none"><li><input type="checkbox"/> Adjustment to pregnancy</li><li><input type="checkbox"/> Unwed mother</li><li><input type="checkbox"/> Single parent</li><li><input type="checkbox"/> Teenage pregnancy</li><li><input type="checkbox"/> Sexual violence</li></ul></li><li>• Adoption</li></ul>
IV 12 hrs.	<b>Assessment and management of intra-natal period</b> <ul style="list-style-type: none"><li>• Physiology of labour, mechanism of labour</li><li>• Management of labour<ul style="list-style-type: none"><li><input type="checkbox"/> First stage<ul style="list-style-type: none"><li>- Signs and symptoms of onset of labour; normal and abnormal</li><li>- Duration</li><li>- Preparation of;<ul style="list-style-type: none"><li><input type="checkbox"/> Labour room</li><li><input type="checkbox"/> Woman</li></ul></li><li>- Assessment and observation of women in labour; partogram-maternal and foetal monitoring</li><li>- Active management of labour, Induction of labour</li><li>- Pain relief and comfort in labour</li></ul></li><li>• Second stage<ul style="list-style-type: none"><li><input type="checkbox"/> Signs and symptoms; normal and abnormal</li><li><input type="checkbox"/> Duration</li><li><input type="checkbox"/> Conduct of delivery ; Principles and techniques</li><li><input type="checkbox"/> Episiotomy (only if required)</li></ul></li></ul></li></ul>





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Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"><li>□ Perspectives of nursing education: Global and national.</li><li>□ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.</li></ul>
IX	12	25	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"><li>□ Concepts - Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li><li>□ Program planning, implementation and evaluation of continuing education programs.</li><li>□ Research in continuing education.</li><li>□ Distance education in nursing.</li></ul>
X	10	10	<b>Curriculum Development</b> <ul style="list-style-type: none"><li>□ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li><li>□ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li><li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li><li>□ Equivalency of courses: Transcripts, credit system.</li></ul>
XI	8	4	<b>Teacher preparation</b> <ul style="list-style-type: none"><li>□ Teacher - roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li><li>□ Preparation of professional teacher</li><li>□ Organizing professional aspects of teacher preparation programs</li><li>□ Evaluation: self and peer</li><li>□ Critical analysis of various programs of teacher education in India.</li></ul>





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## Course Content

Unit	Hours	Content
I	2	<b>Principles and practice of Psychiatric nursing</b> □ Review
II	10	<b>Crisis Intervention</b> □ Crisis, Definition □ Phases In The Development of A Crisis □ Types of Crisis; Dispositional , Anticipated Life Transitions □ Traumatic Stress, Maturational/ Development , Reflecting Psychopathology □ Psychiatric Emergencies and their management □ Grief and grief reaction □ Crisis Intervention; Phases □ Post traumatic stress disorder (PTSD) □ Role of the Nurse
III	4	<b>Anger/ Aggression Management</b> □ Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse
IV	5	<b>The Suicidal Client</b> □ Epidemiological Factors □ Risk Factors • <b>Predisposing Factors:</b> Theories of Suicide-Psychological, Sociological ,Biological □ Nursing Management
V	5	<b>Disorders of Infancy, Childhood, and Adolescence</b> □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management
VI	5	<b>Delirium, Dementia, and Amnestic Disorders</b> □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management
VII	10	<b>Substance-Related Disorders</b> □ Substance-Use Disorders □ Substance-Induced Disorders □ Classes Of Psychoactive Substances □ Predisposing Factors







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### **CHOITHRAM COLLEGE OF NURSING CRITERIA 1.3.1**

### **HIGHLIGHTED SYLLABUS RELATED TO CROSS CUTTING ISSUES**

**2020-2021**





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## Anatomy

Placements : First year

Time :Theory - 60 hrs.

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

Unit	Content
I.	<b>Introduction to Anatomical terms organization of the human body</b> <ul style="list-style-type: none"><li>• Human Cell structure</li><li>• Tissues-Definition, types, characteristics, classification, location, functions and formation</li><li>• Membranes and glands- classification and structure</li></ul> Alterations in disease Applications and implications in nursing
II.	<b>The Skeletal System</b> <ul style="list-style-type: none"><li>• Bones –types, structure, Axial &amp; Appendicular Skeleton,</li><li>• Bone formation and growth</li><li>• Description of bones</li><li>• Joints – Classification and structure</li></ul> Alterations in disease Applications and implications in nursing
III.	<b>The Muscular System</b> <ul style="list-style-type: none"><li>• Types and structure of muscles</li><li>• Muscle group</li></ul> Alterations in disease Applications and implications in nursing
IV.	<b>The Nervous system</b> <ul style="list-style-type: none"><li>• Structure of neurologia &amp; neurons</li><li>• Somatic Nervous system<ul style="list-style-type: none"><li>□ Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves</li></ul></li><li>• Autonomic nervous System- sympathetic, parasympathetic<ul style="list-style-type: none"><li>□ Structure, location</li></ul></li></ul>





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	<ul style="list-style-type: none"><li><input type="checkbox"/> Mental state (mentally challenged), assessment of Self-Care ability;</li><li><input type="checkbox"/> Communication methods and special considerations:</li><li><input type="checkbox"/> Respiration (distress); Types, Assessment, management</li><li><input type="checkbox"/> Comfort – (Pain)-Nature, Types, factors influencing Pain, Coping, Assessment, Management;</li><li><input type="checkbox"/> Treatments related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric analysis</li></ul>
XV	<b>Care of Terminally ill patient</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Concepts of Loss, Grief, grieving Process</li><li><input type="checkbox"/> Signs of clinical death</li><li><input type="checkbox"/> Care of dying patient: special considerations</li><li>-Advance directives: euthanasia, will, dying declaration, organ donation etc</li><li><input type="checkbox"/> Medico legal issues</li><li><input type="checkbox"/> Care of dead body: equipment, procedure and care of unit</li><li><input type="checkbox"/> Autopsy</li><li><input type="checkbox"/> Embalming</li></ul>
XVI	<b>Professional Nursing concepts and practices</b> <ul style="list-style-type: none"><li>• Conceptual and theoretical models of nursing practice: Introduction to models holistic model, health belief model, health promotion model etc</li><li>• Introduction to theories in Nursing; Peplau's, Henderson's Orem's, Neuman's, Roger's and Roy's</li><li>• Linking theories with nursing process</li></ul>







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IV	<b>Motivation and Emotional Processes</b> <ul style="list-style-type: none"><li>• Motivation: Meaning, concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</li><li>• Emotions &amp; stress<ul style="list-style-type: none"><li>□ Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li><li>□ Stress: stressors, cycle, effect, adaptation &amp; coping</li></ul></li><li>• Attitude: Meaning, nature, development, factors affecting,<ul style="list-style-type: none"><li>□ Behaviour and attitudes</li><li>□ Attitudinal change</li></ul></li><li>• Psychometric assessments of emotions and attitudes</li><li>• Alterations in emotions</li><li>• Application</li></ul>
V	<b>Personality</b> <ul style="list-style-type: none"><li>• Definitions, topography, types, theories</li><li>• Psychometric assessments of personality</li><li>• Alterations in personality</li><li>• Applications</li></ul>
VI	<b>Development Psychology</b> <ul style="list-style-type: none"><li>• Psychology of people at different ages from infancy to old age</li><li>• Psychology of vulnerable individuals – challenged, woken, sick, etc.</li><li>• Psychology of groups</li></ul>
VII	<b>Mental hygiene and mental Health</b> <ul style="list-style-type: none"><li>• Concepts of mental hygiene and mental health</li><li>• Characteristics of mentally healthy person</li><li>• Warning signs of poor mental health</li><li>• Promotive and preventive mental health strategies and services</li><li>• Ego Defense mechanisms and implications</li><li>• Personal and social adjustments</li><li>• Guidance and counseling</li><li>• Role of nurse</li></ul>
VIII	<b>Psychological assessment &amp; tests</b> <ul style="list-style-type: none"><li>• Types, development, Characteristics, Principles, Uses, Interpretations and role of nurse in psychological assessment</li></ul>





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	<ul style="list-style-type: none"><li>• Hospital acquired infection</li><li>• Hospital infection control programme<ul style="list-style-type: none"><li><input type="checkbox"/> Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse's accountability, continuing education etc.</li></ul></li></ul>
IV	<b>Pathogenic organisms</b> <ul style="list-style-type: none"><li>• Micro-organism<ul style="list-style-type: none"><li><input type="checkbox"/> Cocci-gram positive and gram negative</li><li><input type="checkbox"/> Bacilli-gram positive and gram negative</li><li><input type="checkbox"/> Spirochete</li><li><input type="checkbox"/> Mycoplasma</li><li><input type="checkbox"/> Rickettsiae</li><li><input type="checkbox"/> Chlamydiae</li></ul></li><li>• Viruses</li><li>• Fungi-Superficial and Deep mycoses</li><li>• Parasites</li><li>• Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection</li><li>• Identification of disease Producing micro-organisms</li><li>• Collection, handling and transportation of various specimens</li></ul>
V	<b>Immunity</b> <ul style="list-style-type: none"><li>• Immunity – Types, classification</li><li>• Antigen and antibody reaction</li><li>• Hypersensitivity – skin test</li><li>• Serological test</li><li>• Immunoprophylaxis</li><li>• Vaccines &amp; sera-Types &amp; classification, storage and handling, cold chain</li><li>• Immunization for various disease</li><li>• Immunization Schedule</li></ul>





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	<ul style="list-style-type: none"><li>• Influence on health and disease</li></ul>
IV. 4 hrs.	<b>Social groups and Processes</b> <ul style="list-style-type: none"><li>• The meaning and classification of groups</li><li>• Primary &amp; Secondary group</li><li>• In-group V/s. Out-group, class Tribe, Caste</li><li>• Economic, Political, Religious groups, Mob, Crowd, Public and audience Interaction &amp; Social Processes</li><li>• Co-Operation, Competition, Conflict</li><li>• Accommodation, Assimilation &amp; Isolation</li></ul>
V. 6 hrs	<b>Population</b> <ul style="list-style-type: none"><li>• Society and population</li><li>• Population distribution in India. Demographic Characteristics</li><li>• Malthusian theory of Populations</li><li>• Population explosion in India and its impact on health status</li><li>• Family welfare programme</li></ul>
VI. 5 hrs.	<b>Family and Marriage</b> <ul style="list-style-type: none"><li>• Family –functions</li><li>• Types-joint, Nuclear, Blended and extended family:</li><li>• The modern Family-Changes, Problems-Dowry etc., Welfare Services</li><li>• Changes &amp; legislations on family and marriage in India-marriage acts</li><li>• Marriage: Forms and functions of marriage,</li><li>• Marriage and family problems in India</li><li>• Family, marriage and their influence on health and health practices</li></ul>
VII. 7 hrs	<b>Social Stratification</b> <ul style="list-style-type: none"><li>• Meaning &amp; types of social stratification</li><li>• The Indian Caste System-origin &amp; features</li><li>• Features of Caste in India today</li><li>• Social Class system and status</li><li>• Social Mobility-Meaning &amp; Types</li><li>• Race as a biological concept, criteria of racial classification</li><li>• Salient features of Primary races-Racism</li><li>• Influence of Class, Caste and Race on health and health practices</li></ul>
VIII	<b>Types of Communities in India (Rural, Urban and Regional)</b>







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	<ul style="list-style-type: none"><li>• <b>Metastatic tumour</b></li><li>• <b>Skeletal system</b><ul style="list-style-type: none"><li>□ Bone healing, osteoporosis, osteomyelitis Arthritis &amp; tumours</li></ul></li></ul>
III	<b>Clinical Pathology</b> <ul style="list-style-type: none"><li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions<ul style="list-style-type: none"><li>□ Hemoglobin</li><li>□ RBC, White cell &amp; platelet counts</li><li>□ Bleeding time, clotting time and prothrombine time</li><li>□ Blood grouping and cross matching</li><li>□ Blood chemistry</li><li>□ Blood culture</li><li>□ Serological and immunological tests</li><li>□ Other blood tests</li><li>□ Examination of Bone marrow</li><li>□ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal value</li></ul></li></ul>
IV	<b>Examination of body cavity fluids, transudates and exudates</b> <ul style="list-style-type: none"><li>• The laboratories tests used in CSF analysis</li><li>• Examination of other body cavity fluids, transudates and exudates – sputum, wound discharge etc.</li><li>• Analysis of semen, sperm count, motility and morphology and their importance in infertility</li><li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li></ul>
V	<b>Urine and faeces</b> <ul style="list-style-type: none"><li>1 hrs. (T) Urine<ul style="list-style-type: none"><li>□ Physical characteristics</li><li>□ Analysis</li><li>□ <b>Culture and sensitivity</b></li></ul></li><li>1 hrs. (P) Faeces<ul style="list-style-type: none"><li>□ <b>Characteristics</b></li><li>□ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li></ul></li><li>• Methods of collection for various tests, inference and normal values</li></ul>





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V	<b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b>
30 hrs.	<ul style="list-style-type: none"><li>• Review of anatomy and physiology of blood and cardio vascular system,</li><li>• <b>Nursing Assessment</b>-History and physical assessment</li><li>• Etiology, Pathophysiology, clinical manifestation diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of -</li><li>• <b>Vascular system</b><ul style="list-style-type: none"><li><input type="checkbox"/> <b>Hypertension, hypotension</b></li><li><input type="checkbox"/> <b>Artherosclerosis</b></li><li><input type="checkbox"/> Raynaud's disease</li><li><input type="checkbox"/> Aneurism and peripheral Vascular disorders</li></ul></li><li>• <b>Heart</b><ul style="list-style-type: none"><li>• Coronary artery diseases<ul style="list-style-type: none"><li><input type="checkbox"/> Ischemic Heart Disease</li><li><input type="checkbox"/> <b>Coronary atherosclerosis</b></li><li><input type="checkbox"/> <b>Angina pectoris</b></li><li><input type="checkbox"/> Myocardial infarction</li></ul></li><li>• Valvular disorders of the heart<ul style="list-style-type: none"><li><input type="checkbox"/> Congenital and acquired</li><li><input type="checkbox"/> Rheumatic Heart disease</li></ul></li><li>• Endocarditis, pericarditis, Myocarditis</li><li>• Cardio Myopathies</li><li>• Cardiac dysrhythmias, Heart Block</li><li>• Congestive cardiac failure<ul style="list-style-type: none"><li><input type="checkbox"/> <b>Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac temponade</b></li></ul></li><li>• Cardiac emergices and arrest</li><li>• <b>Cardio Pulmonary Resuscitation (CPR)</b></li></ul></li><li>• <b>Blood</b><ul style="list-style-type: none"><li><input type="checkbox"/> Anaemias</li><li><input type="checkbox"/> <b>Polycythemia</b></li><li><input type="checkbox"/> Bleeding disorders; clotting factor defects and platelets defects</li><li><input type="checkbox"/> Thalassemia</li></ul></li></ul>





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III	<b>Epidemiology</b>
10 hrs	<ul style="list-style-type: none"><li>• Definition, concept, aims, scope, uses and terminology used in epidemiology</li><li>• Dynamics of disease transmission: epidemiological triad</li><li>• Morbidity and mortality: measurements</li><li>• Levels of prevention</li><li>• Methods of epidemiology of<ul style="list-style-type: none"><li><input type="checkbox"/> Descriptive</li><li><input type="checkbox"/> Analytical: Epidemic Investigation</li><li><input type="checkbox"/> Experimental</li></ul></li></ul>
IV	<b>Epidemiology and nursing management of Common Communicable</b>
25 hrs	<ul style="list-style-type: none"><li>• Respiratory infections<ul style="list-style-type: none"><li><input type="checkbox"/> Small Pox</li><li><input type="checkbox"/> Chicken Pox</li><li><input type="checkbox"/> Measles</li><li><input type="checkbox"/> Influenza</li><li><input type="checkbox"/> Rubella</li><li><input type="checkbox"/> ARI's &amp; Pneumonia</li><li><input type="checkbox"/> Mumps</li><li><input type="checkbox"/> Diphtheria</li><li><input type="checkbox"/> Whooping cough</li><li><input type="checkbox"/> Meningococcal meningitis</li><li><input type="checkbox"/> Tuberculosis</li><li><input type="checkbox"/> SARS</li></ul></li><li>• Intestinal Infections<ul style="list-style-type: none"><li><input type="checkbox"/> Poliomyelitis</li><li><input type="checkbox"/> Viral Hepatitis</li><li><input type="checkbox"/> Cholera</li><li><input type="checkbox"/> Diarrhoeal diseases</li><li><input type="checkbox"/> Typhoid fever</li><li><input type="checkbox"/> Food poisoning</li><li><input type="checkbox"/> Amoebiasis</li><li><input type="checkbox"/> Hook worm infection</li><li><input type="checkbox"/> Ascariasis</li></ul></li></ul>







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## Section B- Genetics

**Placements :** Second year

**Time :** Theory – 15 Hrs.

**Course Description:** This course is designed to enable students to acquire understanding of genetics, its role in causation and management of defects and diseases.

Unit	Content
I 3 hrs.	<b>Introduction</b> <ul style="list-style-type: none"><li>• Practical application of genetics in Nursing</li><li>• Impact of genetic conditions on families</li><li>• Review of cellular division mitosis and meiosis</li><li>• Characteristics and structure of genes</li><li>• Chromosomes – Sex determination<ul style="list-style-type: none"><li><input type="checkbox"/> Chromosomal aberrations patterns of inheritance</li><li><input type="checkbox"/> Multiple allots and blood groups</li><li><input type="checkbox"/> Sex linked inheritance</li><li><input type="checkbox"/> Mechanism of inheritance</li><li><input type="checkbox"/> Errors in transmission (Mutation)</li></ul></li></ul>
II 3 hrs.	<b>Maternal, prenatal and genetic influences on development of defects and disease</b> <ul style="list-style-type: none"><li>• Condition affecting the mother: genetic and infections</li><li>• Consanguinity atopy</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Spontaneous abortion</li><li>• Neural tube defects and the role of folic acid in lowering the risks</li><li>• Down syndrome (Trisomy 21)</li></ul>
III 2 hrs.	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>• Screening for<ul style="list-style-type: none"><li><input type="checkbox"/> Congenital abnormalities</li><li><input type="checkbox"/> Developmental delay</li><li><input type="checkbox"/> Dimorphism</li></ul></li></ul>





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IX	<b>Nursing Management of patient with Substance use disorders</b>
5 hrs.	<ul style="list-style-type: none"><li>• Commonly used psychotropic substance: Classification, form, routes, action, intoxication and withdrawal</li><li>• Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li><li>• Nursing assessment –History, Physical, mental assessment and drug assay</li><li>• Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorder</li><li>• Geriatric considerations</li><li>• Follow-up and home care and rehabilitation</li></ul>
X	<b>Nursing management of patient with personality, Sexual and Eating disorders</b>
4 hrs.	<ul style="list-style-type: none"><li>• Classification of disorders</li><li>• Etiology, psycho-pathology, characteristics, diagnosis</li><li>• Nursing Assessment-history, Physical and mental assessment</li><li>• Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li><li>• Geriatric considerations</li><li>• Follow-up and home care and rehabilitation</li></ul>
XI	<b>Nursing management of childhood and adolescent disorders including mental deficiency</b>
6 hrs.	<ul style="list-style-type: none"><li>• Classification</li><li>• Etiology, psycho-pathology, characteristics, diagnosis, Nursing Assessment-History, Physical, mental and IQ assessment</li><li>• Treatment modalities and nursing management of childhood disorders including mental deficiency</li><li>• Follow-up and home care and rehabilitation</li></ul>
XII	<b>Nursing management of organic brain disorders</b>
5 hrs.	<p>Classification: ICD?</p> <ul style="list-style-type: none"><li>• Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis (parkinsons and alzheimers)</li><li>• Nursing assessment – History, Physical, mental and neurological assessment</li><li>• Treatment modalities and nursing management of organic brain disorders</li><li>• Geriatric considerations</li></ul>







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	<ul style="list-style-type: none"><li>• Toxic Shock Syndrome</li><li>• Injuries and Trauma; Sexual violence</li></ul> Special therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme
V 10 hrs.	<b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"><li>• Review of anatomy and physiology of the skin and connective tissues and various deformities</li><li>• Nursing Assessment-History and physical assessment and assessment of burns and fluid and electrolyte loss</li><li>• Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Burns and Reconstructive and Cosmetic surgery;</li><li>• Type of Re-constructive and cosmetic surgery of burns, congenital deformities, injuries and cosmetic purposes.</li><li>• Role of nurse</li><li>• Legal aspects</li><li>• Rehabilitation</li><li>• Special therapies<ul style="list-style-type: none"><li>□ Psycho social aspects</li></ul></li></ul> Nursing procedures Drugs used in treatment of Burns reconstructive and cosmetic surgery
VI 10 hrs.	<b>Nursing management of patients with oncological conditions</b> <ul style="list-style-type: none"><li>• Structure &amp; characteristics of normal &amp; cancer cells</li><li>• Nursing Assessment-History and Physical assessment</li><li>• Prevention, screening, Early detection, Warning signs of cancer</li><li>• Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions</li><li>• Common malignancies of various body system; Oral, larynx, lung, Stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li><li>• Oncological emergencies</li><li>• Modalities of treatment<ul style="list-style-type: none"><li>□ Immunotherapy</li><li>□ Chemotherapy</li><li>□ Radiotherapy</li><li>□ Surgical Interventions</li><li>□ Stem cell and bone marrow transplants</li><li>□ Gene therapy</li><li>□ Other forms of treatment</li></ul></li><li>• Psychosocial aspects of cancer</li><li>• Rehabilitation</li><li>• Palliative care; symptom and pain management, nutritional support</li><li>• Home care</li><li>• Hospice care</li><li>• Stomal therapy</li></ul>







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## Child Health Nursing

**Placements:** Third year

**Time :** Theory-90 hrs.  
Practical-270 hrs.  
Internship – 145 hrs

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

Unit	Content
I 15 hrs.	<b>Introduction</b> <b>Modern concepts of childcare</b> <ul style="list-style-type: none"><li>• Internationally accepted rights of the child</li><li>• National policy and legislations in relation to child health and welfare</li><li>• National programmes related to child health and welfare</li><li>• Agencies related to welfare services to the children</li><li>• Changing trends in hospital care, preventive, promotive and curative aspects of child health</li><li>• Child morbidity and mortality rates.</li><li>• Differences between an adult and child</li><li>• Hospital environment for sick child</li><li>• Impact of hospitalisation on the child and family.</li><li>• Grief and bereavement</li><li>• The role of a child health nurse in caring for a hospitalized child</li><li>• Principles of pre and post operative care of infants and children</li><li>• Child health nursing procedures</li></ul>
II 20 hrs.	<b>The healthy child</b> <ul style="list-style-type: none"><li>• Principles of growth and development</li><li>• <b>Factors affecting growth &amp; development</b></li><li>• <b>Growth and development</b> from birth to adolescence</li><li>• <b>The needs of normal children</b> through the stages of developmental and parental guidance</li><li>• <b>Nutritional needs of children &amp; infants</b> breast feeding exclusive breast feeding supplementary/artificial feeding and weaning.</li></ul>





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	<ul style="list-style-type: none"><li><input type="checkbox"/> Methods of data collection</li><li><input type="checkbox"/> Questioning, interviewing</li><li><input type="checkbox"/> Observations, record analysis and measurement</li><li><input type="checkbox"/> Types of instruments</li><li><input type="checkbox"/> Validity &amp; Reliability of the Instrument</li><li><input type="checkbox"/> Pilot study</li><li><input type="checkbox"/> Data collection procedure</li></ul>
<b>VI</b> 4 hrs.	<b>Analysis of data:</b> <ul style="list-style-type: none"><li>• <b>Compilation, Tabulation, classification, summarization, presentation, interpretation of data</b></li></ul>
<b>VII</b> 15 hrs.	<b>Introduction to statistics</b> <ul style="list-style-type: none"><li>• Definition, use of statistics, scales of measurement.</li><li>• Frequency distribution and graphical presentation of data</li><li>• Mean, Median, Mode, Standard deviation</li><li>• Normal probability and tests of significance</li><li>• Co-efficient of correlation.</li><li>• Statistical packages and its application</li></ul>
<b>VIII</b> 4 hrs.	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"><li>• Communication of research findings<ul style="list-style-type: none"><li><input type="checkbox"/> Verbal report</li><li><input type="checkbox"/> Writing research report</li><li><input type="checkbox"/> Writing scientific article/paper</li></ul></li><li>• Critical review of published research</li><li>• Utilization of research findings</li></ul>





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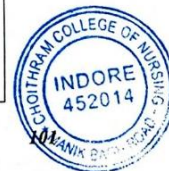
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	<ul style="list-style-type: none"><li>• Risk approach</li><li>• History and Physical Examination</li><li>• Modalities of diagnosis; Invasive &amp; Non-Invasive, ultrasonic, cardiotomography, NST,CST</li><li>• Antenatal preparation<ul style="list-style-type: none"><li><input type="checkbox"/> Antenatal counseling</li><li><input type="checkbox"/> Antenatal exercises</li><li><input type="checkbox"/> Diet</li><li><input type="checkbox"/> Substance use</li><li><input type="checkbox"/> Education for child-birth</li><li><input type="checkbox"/> Husband and families</li><li><input type="checkbox"/> Preparation for safe-confinement</li><li><input type="checkbox"/> Prevention from radiation</li></ul></li><li>• Psycho-social and cultural aspects of pregnancy<ul style="list-style-type: none"><li><input type="checkbox"/> Adjustment to pregnancy</li><li><input type="checkbox"/> Unwed mother</li><li><input type="checkbox"/> Single parent</li><li><input type="checkbox"/> Teenage pregnancy</li><li><input type="checkbox"/> Sexual violence</li></ul></li><li>• Adoption</li></ul>
IV 12 hrs.	<p><b>Assessment and management of intra-natal period</b></p> <ul style="list-style-type: none"><li>• Physiology of labour, mechanism of labour</li><li>• Management of labour<ul style="list-style-type: none"><li><input type="checkbox"/> First stage<ul style="list-style-type: none"><li>- Signs and symptoms of onset of labour; normal and abnormal</li><li>- Duration</li><li>- Preparation of;<ul style="list-style-type: none"><li><input type="checkbox"/> Labour room</li><li><input type="checkbox"/> Woman</li></ul></li><li>- Assessment and observation of women in labour; partogram-maternal and foetal monitoring</li><li>- Active management of labour, Induction of labour</li><li>- Pain relief and comfort in labour</li></ul></li><li>• Second stage<ul style="list-style-type: none"><li><input type="checkbox"/> Signs and symptoms; normal and abnormal</li><li><input type="checkbox"/> Duration</li><li><input type="checkbox"/> Conduct of delivery ; Principles and techniques</li><li><input type="checkbox"/> Episiotomy (only if required)</li></ul></li></ul></li></ul>







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Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"><li>□ Perspectives of nursing education: Global and national.</li><li>□ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.</li></ul>
IX	12	25	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"><li>□ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li><li>□ Program planning, implementation and evaluation of continuing education programs.</li><li>□ Research in continuing education.</li><li>□ Distance education in nursing.</li></ul>
X	10	10	<b>Curriculum Development</b> <ul style="list-style-type: none"><li>□ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li><li>□ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li><li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li><li>□ Equivalency of courses: Transcripts, credit system.</li></ul>
XI	8	4	<b>Teacher preparation</b> <ul style="list-style-type: none"><li>□ Teacher – roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li><li>□ Preparation of professional teacher</li><li>□ Organizing professional aspects of teacher preparation programs</li><li>□ Evaluation: self and peer</li><li>□ Critical analysis of various programs of teacher education in India.</li></ul>





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		<ul style="list-style-type: none"><li>• Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</li><li>• Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU</li></ul>
VI	10	<b>Developmental disturbances and implications for nursing</b> <ul style="list-style-type: none"><li>□ Adjustment reaction to school,</li><li>□ Learning disabilities</li><li>□ Habit disorders, speech disorders,</li><li>□ Conduct disorders,</li><li>□ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.</li></ul>
VII	10	<b>Challenged child and implications for nursing</b> <ul style="list-style-type: none"><li>□ Physically challenged, causes, features, early detection &amp; management</li><li>□ Cerebral palsied child,</li><li>□ Mentally challenged child.</li><li>□ Training &amp; rehabilitation of challenged children</li></ul>
VIII	5	<b>Crisis and nursing intervention</b> <ul style="list-style-type: none"><li>□ The hospitalized child,</li><li>□ Terminal illness &amp; death during childhood</li><li>□ Nursing intervention-counseling</li></ul>
IX	5	<b>Drugs used in Pediatrics</b> <ul style="list-style-type: none"><li>□ Criteria for dose calculation</li><li>□ Administration of drugs, oxygen and blood</li><li>□ Drug interactions</li><li>□ Adverse effects and their management</li></ul>
X	10	<b>Administration and management of pediatric care unit</b> <ul style="list-style-type: none"><li>□ Design &amp; layout</li><li>□ Staffing,</li><li>□ Equipment, supplies,</li><li>□ Norms, policies and protocols</li><li>□ Practice standards for pediatric care unit</li><li>□ Documentation</li></ul>
XI	5	<b>Education and training in Pediatric care</b> <ul style="list-style-type: none"><li>□ Staff orientation, training and development,</li><li>□ In-service education program,</li><li>□ Clinical teaching programs.</li></ul>





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### **CHOITHRAM COLLEGE OF NURSING CRITERIA 1.3.1**

### **HIGHLIGHTED SYLLABUS RELATED TO CROSS CUTTING ISSUES**

**2021-2022**







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	Alterations in disease Applications and implications in nursing
V	<b>The Sensory Organs</b> <ul style="list-style-type: none"><li>• Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)</li></ul> Application in disease Applications and implications in nursing
VI.	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"><li>• The Circulatory System<ul style="list-style-type: none"><li><input type="checkbox"/> Blood – Microscopic structure</li><li><input type="checkbox"/> Structure of Heart</li><li><input type="checkbox"/> Structure of blood vessels - Arterial &amp; Venous System</li><li><input type="checkbox"/> Circulation – systemic, pulmonary, coronary</li></ul></li><li>• Lymphatic system<ul style="list-style-type: none"><li><input type="checkbox"/> Lymphatic vessels and lymph</li><li><input type="checkbox"/> Lymphatic tissues<ul style="list-style-type: none"><li>- Thymus gland</li><li>- Lymph nodes</li><li>- Spleen</li><li>- Lymphatic nodules</li></ul></li></ul></li></ul> Alterations in disease Applications and implications in nursing
VII.	<b>The Respiratory System</b> <ul style="list-style-type: none"><li>• Structure of the organs of respiration</li><li>• Muscles of respiration: Intercostals and Diaphragm</li></ul> Alterations in disease Applications and implications in nursing
VIII.	<b>The Digestive System</b> Structure of alimentary tract and accessory organs of digestion Alterations in disease Applications and implications in nursing
IX.	<b>The Excretory System (Urinary)</b> <ul style="list-style-type: none"><li>• Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra</li></ul> Alterations in disease Applications and implications in nursing





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	<ul style="list-style-type: none"><li>- Creating therapeutic environment<ul style="list-style-type: none"><li><input type="checkbox"/> Recreational and diversional therapies</li></ul></li></ul>
XI	<b>Infection control in Clinical settings</b> <ul style="list-style-type: none"><li>• Infection Control<ul style="list-style-type: none"><li><input type="checkbox"/> Nature of infection</li><li><input type="checkbox"/> Chain of infection transmission</li><li><input type="checkbox"/> Defenses against infection: natural and acquired</li><li><input type="checkbox"/> Hospital acquired infection (Nosocomial infection)</li></ul></li><li>• Concept of asepsis: medical asepsis, and surgical asepsis</li><li>• Isolation precaution (Barrier nursing):<ul style="list-style-type: none"><li><input type="checkbox"/> Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li><li><input type="checkbox"/> Isolation: source and protective</li><li><input type="checkbox"/> Personal protecting equipments: types, uses and technique of wearing and removing</li><li><input type="checkbox"/> Decontamination of equipment and unit</li><li><input type="checkbox"/> Transportation of infected patients</li><li><input type="checkbox"/> Standard safety precautions (Universal Precautions)</li><li><input type="checkbox"/> Transmission based precautions</li></ul></li><li>• Biomedical waste management:<ul style="list-style-type: none"><li><input type="checkbox"/> Importance</li><li><input type="checkbox"/> Types of hospital waste</li><li><input type="checkbox"/> Hazards associated with hospital waste</li><li><input type="checkbox"/> Decontamination hospital waste</li><li><input type="checkbox"/> Segregation and Transportation of disposal</li></ul></li></ul>
XII	<b>Administration of Medications</b> <ul style="list-style-type: none"><li>• General Principles/Considerations<ul style="list-style-type: none"><li><input type="checkbox"/> Purposes of Medication</li><li><input type="checkbox"/> Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and Medication Errors</li></ul></li><li>• Drug forms</li><li>• Routes of administration</li><li><input type="checkbox"/> Storage and maintenance of drugs and Nurses responsibility</li><li><input type="checkbox"/> Broad classification of drug</li></ul>





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## Psychology

Placements : First year

Time : Theory - 60 hrs.

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

Unit	Content
I	<b>Introduction</b> <ul style="list-style-type: none"><li>History and origin of science of psychology</li><li>Definitions &amp; Scope of Psychology</li><li>Relevance to nursing</li><li>Methods of Psychology</li></ul>
II	<b>Biology of behaviour</b> <ul style="list-style-type: none"><li>Body mind relationship modulation process in health and illness</li><li>Genetics and behaviour: Heredity and environment' Brain and behaviour: Nervous system, Neurons and synapse,</li><li>Association with cortex, Rt and Lt Hemispheres</li><li>Psychology of Sensations</li><li>Muscular and glandular controls of behaviour</li><li>Nature of behaviour of an organism/Integrated response</li></ul>
III	<b>Cognitive processes</b> <ul style="list-style-type: none"><li>Attention: Types, determinants, Duration &amp; degree, alterations</li><li>Perception: Meaning, Principles, factors affecting, Errors,</li><li>Learning: Nature, Types, learner and learning, factors influencing, laws and theories, process, transfer, study habits</li><li>Memory: Meaning, Types, Nature, factors influencing, Development Theories and methods of memorizing and Forgetting</li><li>Thinking: Types and levels, stages of development, Relationship with language and communication</li><li>Intelligence: Meaning, classification, uses, theories</li><li>Aptitude: Concept, types Individual differences and variability</li><li>Psychometric assessment of cognitive processes</li><li>Alterations in cognitive processes</li><li>Applications</li></ul>







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Choithram Hospital & Research Centre Manik Bagh Road, Indore 452014 (M.P.)



• Phone: 0731-2362491 to 99, • Ext. No.: 407/578  
• Principal: +91-731-4939909

E-mail : cconursing@yahoo.co.in, choithramoffice@gmail.com  
Webiste : www.choithramnursing.com

	<ul style="list-style-type: none"><li>• Hospital acquired infection</li><li>• Hospital infection control programme<ul style="list-style-type: none"><li><input type="checkbox"/> Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse's accountability, continuing education etc.</li></ul></li></ul>
IV	<b>Pathogenic organisms</b> <ul style="list-style-type: none"><li>• Micro-organism<ul style="list-style-type: none"><li><input type="checkbox"/> Cocci-gram positive and gram negative</li><li><input type="checkbox"/> Bacilli-gram positive and gram negative</li><li><input type="checkbox"/> Spirochete</li><li><input type="checkbox"/> Mycoplasma</li><li><input type="checkbox"/> Rickettsiae</li><li><input type="checkbox"/> Chlamydiae</li></ul></li><li>• Viruses</li><li>• Fungi-Superficial and Deep mycoses</li><li>• Parasites</li><li>• Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection</li><li>• Identification of disease Producing micro-organisms</li><li>• Collection, handling and transportation of various specimens</li></ul>
V	<b>Immunity</b> <ul style="list-style-type: none"><li>• Immunity – Types, classification</li><li>• Antigen and antibody reaction</li><li>• Hypersensitivity – skin test</li><li>• Serological test</li><li>• Immunoprophylaxis</li><li>• Vaccines &amp; sera-Types &amp; classification, storage and handling, cold chain</li><li>• Immunization for various disease</li><li>• Immunization Schedule</li></ul>





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	<ul style="list-style-type: none"><li>● Influence on health and disease</li></ul>
IV. 4 hrs.	<b>Social groups and Processes</b> <ul style="list-style-type: none"><li>● The meaning and classification of groups</li><li>● Primary &amp; Secondary group</li><li>● In-group V/s. Out-group, class Tribe, Caste</li><li>● Economic, Political, Religious groups, Mob, Crowd, Public and audience Interaction &amp; Social Processes</li><li>● Co-Operation, Competition, Conflict</li><li>● Accommodation, Assimilation &amp; Isolation</li></ul>
V. 6 hrs	<b>Population</b> <ul style="list-style-type: none"><li>● Society and population</li><li>● Population distribution in India. Demographic Characteristics</li><li>● Malthusian theory of Populations</li><li>● Population explosion in India and its impact on health status</li><li>● Family welfare programme</li></ul>
VI. 5 hrs.	<b>Family and Marriage</b> <ul style="list-style-type: none"><li>● Family –functions</li><li>● Types-joint, Nuclear, Blended and extended family:</li><li>● The modern Family-Changes, Problems-Dowry etc., Welfare Services</li><li>● Changes &amp; legislations on family and marriage in India-marriage acts</li><li>● Marriage: Forms and functions of marriage,</li><li>● Marriage and family problems in India</li><li>● Family marriage and their influence on health and health practices</li></ul>
VII. 7 hrs	<b>Social Stratification</b> <ul style="list-style-type: none"><li>● Meaning &amp; types of social stratification</li><li>● The Indian Caste System-origin &amp; features</li><li>● Features of Caste in India today</li><li>● Social Class system and status</li><li>● Social Mobility-Meaning &amp; Types</li><li>● Race as a biological concept, criteria of racial classification</li><li>● Salient features of Primary races-Racism</li><li>● Influence of Class, Caste and Race on health and health practices</li></ul>
VIII	<b>Types of Communities in India (Rural, Urban and Regional)</b>





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## Pathology and Genetics

### Section A- Pathology

Placements : Second year

Time: Theory – 45 hours (Pathology 30 & Genetics 15 hrs)

**Course Description:** This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in practice of nursing.

Unit	Content
I 3 hrs.	<ul style="list-style-type: none"><li>• <b>Introduction</b><ul style="list-style-type: none"><li><input type="checkbox"/> Importance of the study of pathology</li><li><input type="checkbox"/> Definition of terms</li><li><input type="checkbox"/> Methods and techniques</li><li><input type="checkbox"/> Cellular and Tissue changes</li><li><input type="checkbox"/> Infiltration and regeneration</li><li><input type="checkbox"/> Inflammations and Infections</li><li><input type="checkbox"/> Wound healing</li><li><input type="checkbox"/> Vascular changes</li></ul></li><li>• <b>Cellular growth, Neoplasm</b><ul style="list-style-type: none"><li><input type="checkbox"/> Normal and cancer cell</li><li><input type="checkbox"/> Benign and malignant growths</li><li><input type="checkbox"/> In situ carcinoma</li></ul></li><li>• Disturbance of fluid and electrolyte imbalance</li></ul>
II 10hrs. (T)	<b>Special pathology</b> <ul style="list-style-type: none"><li>• Pathological changes in disease conditions of various system: <b>Respiratory tract</b></li></ul>
5 hrs. (P)	<ul style="list-style-type: none"><li><input type="checkbox"/> Tuberculosis, Bronchitis, Pleural effusion and pneumonia, Lung abscess, emphysema, bronchiectasis</li><li><input type="checkbox"/> Bronchial asthma, chronic obstructive pulmonary disease &amp; tumours</li></ul>







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	<input type="checkbox"/> HIV/AIDS
	Any Other
V.	<b>Epidemiology and Nursing Management of non Communicable Diseases</b>
10 hrs	<ul style="list-style-type: none"><li>• <b>Malnutrition:</b> under nutrition, over nutrition, nutritional deficiencies</li><li>• <b>Anaemia</b></li><li>• <b>Hypertension</b></li><li>• <b>Stroke</b></li><li>• Rheumatic, Heart Disease</li><li>• <b>Coronary Heart Disease</b></li><li>• <b>Cancer</b></li><li>• <b>Diabetes mellitus</b></li><li>• Blindness</li><li>• Accidents</li><li>• <b>Mental illness</b></li><li>• <b>Obesity</b></li><li>• Iodine Deficiency</li><li>• Fluorosis</li><li>• Epilepsy</li></ul>

MPMSU B Sc Nursing Syllabus





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XII	<b>Nursing management of patient (adults including elderly) with Communicable Diseases</b>
20 hrs.	<ul style="list-style-type: none"><li>• Overview of infectious disease, the infectious process</li><li>• Nursing Assessment – History and physical assessment</li><li>• Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common communicable disease<ul style="list-style-type: none"><li><input type="checkbox"/> Tuberculosis</li><li><input type="checkbox"/> Diarrhoeal diseases</li><li><input type="checkbox"/> Hepatitis A-E</li><li><input type="checkbox"/> Herpes</li><li><input type="checkbox"/> Chickenpox</li><li><input type="checkbox"/> Smallpox</li><li><input type="checkbox"/> Typhoid</li><li><input type="checkbox"/> Meningitis</li><li><input type="checkbox"/> Gas gangrene</li><li><input type="checkbox"/> Leprosy</li><li><input type="checkbox"/> Dengue</li><li><input type="checkbox"/> Plague</li><li><input type="checkbox"/> Malaria</li><li><input type="checkbox"/> Diphtheria</li><li><input type="checkbox"/> Pertussis</li><li><input type="checkbox"/> Polio myelitis</li><li><input type="checkbox"/> Measles</li><li><input type="checkbox"/> Mumps</li><li><input type="checkbox"/> Influenza</li><li><input checked="" type="checkbox"/> Yellow fever</li><li><input type="checkbox"/> Filariasis</li><li><input type="checkbox"/> HIV, AIDS</li></ul></li></ul> <p>Reproductive Tract Infections Special Infection Control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Communicable diseases</p>





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## Section B- Genetics

**Placements :** Second year

**Time :** Theory – 15 Hrs.

**Course Description:** This course is designed to enable students to acquire understanding of genetics, its role in causation and management of defects and diseases.

Unit	Content
I 3 hrs.	<b>Introduction</b> <ul style="list-style-type: none"><li>• Practical application of genetics in Nursing</li><li>• Impact of genetic conditions on families</li><li>• Review of cellular division mitosis and meiosis</li><li>• Characteristics and structure of genes</li><li>• Chromosomes – Sex determination<ul style="list-style-type: none"><li><input type="checkbox"/> Chromosomal aberrations patterns of inheritance</li><li><input type="checkbox"/> Multiple allots and blood groups</li><li><input type="checkbox"/> Sex linked inheritance</li><li><input type="checkbox"/> Mechanism of inheritance</li><li><input type="checkbox"/> Errors in transmission (Mutation)</li></ul></li></ul>
II 3 hrs.	<b>Maternal, prenatal and genetic influences on development of defects and disease</b> <ul style="list-style-type: none"><li>• Condition affecting the mother: genetic and infections</li><li>• Consanguinity atopy</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Spontaneous abortion</li><li>• Neural tube defects and the role of folic acid in lowering the risks</li><li>• Down syndrome (Trisomy 21)</li></ul>
III 2 hrs.	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>• Screening for<ul style="list-style-type: none"><li><input type="checkbox"/> Congenital abnormalities</li><li><input type="checkbox"/> Developmental delay</li><li><input type="checkbox"/> Dimorphism</li></ul></li></ul>







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	<ul style="list-style-type: none"><li><input type="checkbox"/> Existential Model</li><li><input type="checkbox"/> Psycho-analytical models</li><li><input type="checkbox"/> Behavioural model</li><li><input type="checkbox"/> Interpersonal Model</li></ul>
III 8 hrs.	<b>Assessment of mental health status</b> <ul style="list-style-type: none"><li>• History taking</li><li>• Mental status examination</li><li>• Mini mental status examination</li><li>• Neurological examination: Review</li><li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li><li>• Psychological tests</li><li>• Role and responsibilities of nurse</li></ul>
IV 6 hrs.	<b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"><li>• Therapeutic communication : Types, techniques, characteristics</li><li>• Types of relationship,</li><li>• Ethics and responsibilities</li><li>• Elements of nurse patient contract</li><li>• Review of technique of IPR - Johari window</li><li>• Goals, phases, tasks, therapeutic techniques</li><li>• Therapeutic impasse and its intervention</li></ul>
V 14 hrs.	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"><li>• Psycho Pharmacology</li><li>• Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, Family, Group Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies; Yoga, Meditation, bio feedback</li><li>• Alternative systems of medicine</li><li>• Occupational therapy</li><li>• Physical Therapy: electro convulsive therapy</li><li>• Geriatric considerations</li><li>• Role of nurse in above therapies</li></ul>





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	<ul style="list-style-type: none"><li>• Toxic Shock Syndrome</li><li>• Injuries and Trauma; Sexual violence</li></ul> Special therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme
V 10 hrs.	<b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"><li>• Review of anatomy and physiology of the skin and connective tissues and various deformities</li><li>• Nursing Assessment-History and physical assessment and assessment of burns and fluid and electrolyte loss</li><li>• Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Burns and Reconstructive and Cosmetic surgery;</li><li>• Type of Re-constructive and cosmetic surgery of burns, congenital deformities, injuries and cosmetic purposes.</li><li>• Role of nurse</li><li>• Legal aspects</li><li>• Rehabilitation</li><li>• Special therapies<ul style="list-style-type: none"><li>□ Psycho social aspects</li></ul></li></ul> Nursing procedures Drugs used in treatment of Burns reconstructive and cosmetic surgery
VI 10 hrs.	<b>Nursing management of patients with oncological conditions</b> <ul style="list-style-type: none"><li>• Structure &amp; characteristics of normal &amp; cancer cells</li><li>• Nursing Assessment-History and Physical assessment</li><li>• Prevention, screening, Early detection, Warning signs of cancer</li><li>• Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions</li><li>• Common malignancies of various body system; Oral, larynx, lung, Stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li><li>• Oncological emergencies</li><li>• Modalities of treatment<ul style="list-style-type: none"><li>□ Immunotherapy</li><li>□ Chemotherapy</li><li>□ Radiotherapy</li><li>□ Surgical Interventions</li><li>□ Stem cell and bone marrow transplants</li><li>□ Gene therapy</li><li>□ Other forms of treatment</li></ul></li><li>• Psychosocial aspects of cancer</li><li>• Rehabilitation</li><li>• Palliative care; symptom and pain management, nutritional support</li><li>• Home care</li><li>• Hospice care</li><li>• Stomal therapy</li></ul>





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	<ul style="list-style-type: none"><li>• Child health emergencies: poisoning, foreign bodies, hemorrhage, burns and drowning.</li><li>• Nursing care of infant and children with HIV/AIDS.</li></ul>
VI 10 hrs.	<b>Management of behavioural &amp; social problems in children</b> <ul style="list-style-type: none"><li>• Management of common behavioural disorders</li><li>• Management of common psychiatric problems</li><li>• Management of challenged children: Mentally, Physically, &amp; Socially challenged</li><li>• Welfare services for challenged children in India.</li><li>• Child guidance clinics</li></ul>

MPMSU B Sc Nursing Syllabus







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	<ul style="list-style-type: none"><li><input type="checkbox"/> Methods of data collection</li><li><input type="checkbox"/> Questioning, interviewing</li><li><input type="checkbox"/> Observations, record analysis and measurement</li><li><input type="checkbox"/> Types of instruments</li><li><input type="checkbox"/> Validity &amp; Reliability of the Instrument</li><li><input type="checkbox"/> Pilot study</li><li><input type="checkbox"/> Data collection procedure</li></ul>
VI 4 hrs.	<b>Analysis of data:</b> <ul style="list-style-type: none"><li>• <b>Compilation, Tabulation</b>, classification, summarization, presentation, interpretation of data</li></ul>
VII 15 hrs.	<b>Introduction to statistics</b> <ul style="list-style-type: none"><li>• Definition, use of statistics, scales of measurement.</li><li>• Frequency distribution and graphical presentation of data</li><li>• Mean, Median, Mode, Standard deviation</li><li>• Normal probability and tests of significance</li><li>• Co-efficient of correlation.</li><li>• Statistical packages and its application</li></ul>
VIII 4 hrs.	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"><li>• Communication of research findings<ul style="list-style-type: none"><li><input type="checkbox"/> Verbal report</li><li><input type="checkbox"/> Writing research report</li><li><input type="checkbox"/> Writing scientific article/paper</li></ul></li><li>• Critical review of published research</li><li>• Utilization of research findings</li></ul>





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	<ul style="list-style-type: none"><li>• Food adulteration</li><li>• Substance abuse</li></ul> <p><b>H. Utilize community resources for self and family</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Trauma Services</li><li><input type="checkbox"/> Old age homes</li><li><input type="checkbox"/> Orphanage</li><li><input type="checkbox"/> Homes for physically and mentally challenged individuals</li><li><input type="checkbox"/> Homes for destitute</li></ul>
VI 20 hrs.	<p><b>National health and family welfare programmes and the role of a nurse</b></p> <ol style="list-style-type: none"><li>(1) National ARI programme</li><li>(2) Revised National Tuberculosis Control programme (RNTCP)</li><li>(3) National Anti-Malaria programme</li><li>(4) National Filaria Control programme</li><li>(5) National Guinea worm eradication programme</li><li>(6) National Leprosy eradication programme</li><li>(7) National AIDS control programme</li><li>(8) STD control programme</li><li>(9) National programme for control of blindness</li><li>(10) Iodine deficiency disorder programme</li><li>(11) Expanded programme on immunization</li><li>(12) National Family welfare programme- RCH programme historical development, organization, administration, research, constraints</li><li>(13) National water supply and sanitation programme</li><li>(14) Minimum Need programme</li><li>(15) National Diabetics control programme</li><li>(16) Polio Eradication: Pulse Polio Programme</li><li>(17) National Cancer Control Programme</li><li>(18) Yaws Eradication Programme</li><li>(19) National Nutritional Anemia Prophylaxis programme</li><li>(20) 20 point programme</li><li>(21) ICDS programme</li><li>(22) Mid-day meal applied nutritional programme</li><li>(23) National mental health programme</li></ol>





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Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"><li>□ Perspectives of nursing education: Global and national.</li><li>□ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.</li></ul>
IX	12	25	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"><li>□ Concepts - Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li><li>□ Program planning, implementation and evaluation of continuing education programs.</li><li>□ Research in continuing education.</li><li>□ Distance education in nursing.</li></ul>
X	10	10	<b>Curriculum Development</b> <ul style="list-style-type: none"><li>□ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li><li>□ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li><li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li><li>□ Equivalency of courses: Transcripts, credit system.</li></ul>
XI	8	4	<b>Teacher preparation</b> <ul style="list-style-type: none"><li>□ Teacher - roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li><li>□ Preparation of professional teacher</li><li>□ Organizing professional aspects of teacher preparation programs</li><li>□ Evaluation: self and peer</li><li>□ Critical analysis of various programs of teacher education in India.</li></ul>







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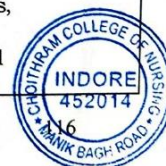


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## Contents Outline

Unit	Hours	Content
I	25	<b>Management of problems of women during pregnancy</b> <ul style="list-style-type: none"><li>□ Risk approach of obstetrical nursing care , concept &amp; goals.</li><li>□ Screening of high-risk pregnancy, newer modalities of diagnosis.</li><li>□ Nursing Management of Pregnancies at risk-due to obstetrical complication<ul style="list-style-type: none"><li>• Pernicious Vomiting.</li><li>• Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases.</li><li>• Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta.</li><li>• Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP)</li><li>• Iso-immune diseases. Rh and ABO incompatibility</li><li>• Hematological problems in pregnancy.</li><li>• Hydramnios-oligohydramnios</li><li>• Prolonged pregnancy- post term, post maturity.</li><li>• Multiple pregnancies.</li><li>• Intra uterine infection &amp; pain during pregnancy.</li><li>• Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death</li></ul></li></ul>
II	15	<b>Pregnancies at risk-due to pre-existing health problems</b> <ul style="list-style-type: none"><li>□ Metabolic conditions.</li><li>□ Anemia and nutritional deficiencies</li><li>□ Hepatitis</li><li>□ Cardio-vascular disease.</li><li>□ Thyroid diseases.</li><li>□ Epilepsy.</li><li>□ Essential hypertension</li><li>□ Chronic renal failure.</li><li>□ Tropical diseases.</li><li>□ Psychiatric disorders</li><li>□ Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis</li><li>□ Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use</li><li>□ Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst</li></ul>
III	15	<b>Abnormal labour, pre-term labour &amp; obstetrical emergencies</b> <ul style="list-style-type: none"><li>□ Etiology, pathophysiology and nursing management of<ul style="list-style-type: none"><li>• Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour.</li><li>• Abnormal lie, presentation, position compound presentation.</li></ul></li></ul>





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## **CHOITHRAM COLLEGE OF NURSING CRITERIA 1.3.1**

### **HIGHLIGHTED SYLLABUS RELATED TO CROSS CUTTING ISSUES**

**2022-2023**





# CHOITHRAM COLLEGE OF NURSING

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Choithram Hospital & Research Centre Manik Bagh Road, Indore 452014 (M.P.)



• Phone: 0731-2362491 to 99, • Ext. No.: 407/578  
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	<ul style="list-style-type: none"><li>• Hospital acquired infection</li><li>• Hospital infection control programme<ul style="list-style-type: none"><li><input type="checkbox"/> Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse's accountability, continuing education etc.</li></ul></li></ul>
IV	<b>Pathogenic organisms</b> <ul style="list-style-type: none"><li>• Micro-organism<ul style="list-style-type: none"><li><input type="checkbox"/> Cocci-gram positive and gram negative</li><li><input type="checkbox"/> Bacilli-gram positive and gram negative</li><li><input type="checkbox"/> Spirochete</li><li><input type="checkbox"/> Mycoplasma</li><li><input type="checkbox"/> Rickettsiae</li><li><input type="checkbox"/> Chlamydiae</li></ul></li><li>• Viruses</li><li>• Fungi-Superficial and Deep mycoses</li><li>• Parasites</li><li>• Rodents &amp; vectors Characteristics, Source, portal of entry, transmission of infection</li><li>• Identification of disease Producing micro-organisms</li><li>• Collection, handling and transportation of various specimens</li></ul>
V	<b>Immunity</b> <ul style="list-style-type: none"><li>• Immunity – Types, classification</li><li>• Antigen and antibody reaction</li><li>• Hypersensitivity – skin test</li><li>• Serological test</li><li>• Immunoprophylaxis</li><li>• Vaccines &amp; sera-Types &amp; classification, storage and handling, cold chain</li><li>• Immunization for various disease</li><li>• Immunization Schedule</li></ul>







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	Alterations in disease Applications and implications in nursing
V	<b>The Sensory Organs</b> <ul style="list-style-type: none"><li>• Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)</li></ul> Application in disease Applications and implications in nursing
VI.	<b>Circulatory and lymphatic system</b> <ul style="list-style-type: none"><li>• The Circulatory System<ul style="list-style-type: none"><li><input type="checkbox"/> Blood – Microscopic structure</li><li><input type="checkbox"/> Structure of Heart</li><li><input type="checkbox"/> Structure of blood vessels - Arterial &amp; Venous System.</li><li><input type="checkbox"/> Circulation – systemic, pulmonary, coronary</li></ul></li><li>• Lymphatic system<ul style="list-style-type: none"><li><input type="checkbox"/> Lymphatic vessels and lymph</li><li><input type="checkbox"/> Lymphatic tissues<ul style="list-style-type: none"><li>- Thymus gland</li><li>- Lymph nodes</li><li>- Spleen</li><li>- Lymphatic nodules</li></ul></li></ul></li></ul> Alterations in disease Applications and implications in nursing
VII.	<b>The Respiratory System</b> <ul style="list-style-type: none"><li>• Structure of the organs of respiration</li><li>• Muscles of respiration: Intercostals and Diaphragm</li></ul> Alterations in disease Applications and implications in nursing
VIII.	<b>The Digestive System</b> <ul style="list-style-type: none"><li>• Structure of alimentary tract and accessory organs of digestion</li></ul> Alterations in disease Applications and implications in nursing
IX.	<b>The Excretory System (Urinary)</b> <ul style="list-style-type: none"><li>• Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra</li></ul> Alterations in disease Applications and implications in nursing





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	<ul style="list-style-type: none"><li>- Creating therapeutic environment</li><li><input type="checkbox"/> Recreational and diversional therapies</li></ul>
XI	<b>Infection control in Clinical settings</b> <ul style="list-style-type: none"><li>• Infection Control<ul style="list-style-type: none"><li><input type="checkbox"/> Nature of infection</li><li><input type="checkbox"/> Chain of infection transmission</li><li><input type="checkbox"/> Defenses against infection: natural and acquired</li><li><input type="checkbox"/> Hospital acquired infection (Nosocomial infection)</li></ul></li><li>• Concept of asepsis: medical asepsis, and surgical asepsis</li><li>• Isolation precaution (Barrier nursing):<ul style="list-style-type: none"><li><input type="checkbox"/> Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li><li><input type="checkbox"/> Isolation: source and protective</li><li><input type="checkbox"/> Personal protecting equipments: types, uses and technique of wearing and removing</li><li><input type="checkbox"/> Decontamination of equipment and unit</li><li><input type="checkbox"/> Transportation of infected patients</li><li><input type="checkbox"/> Standard safety precautions (Universal Precautions)</li><li><input type="checkbox"/> Transmission based precautions</li></ul></li><li>• Biomedical waste management<ul style="list-style-type: none"><li><input type="checkbox"/> Importance</li><li><input type="checkbox"/> Types of hospital waste</li><li><input type="checkbox"/> Hazards associated with hospital waste</li><li><input type="checkbox"/> Decontamination hospital waste</li><li><input type="checkbox"/> Segregation and Transportation of disposal</li></ul></li></ul>
XII	<b>Administration of Medications</b> <ul style="list-style-type: none"><li>• General Principles/Considerations<ul style="list-style-type: none"><li><input type="checkbox"/> Purposes of Medication</li><li><input type="checkbox"/> Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and Medication Errors</li></ul></li><li>• Drug forms</li><li>• Routes of administration</li><li>• Storage and maintenance of drugs and Nurses responsibility</li><li>• Broad classification of drug</li></ul>







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IV	<b>Motivation and Emotional Processes</b> <ul style="list-style-type: none"><li>• Motivation: Meaning, concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution</li><li>• Emotions &amp; stress<ul style="list-style-type: none"><li>□ Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li><li>□ Stress: stressors, cycle, effect, adaptation &amp; coping</li></ul></li><li>• Attitude: Meaning, nature, development, factors affecting,<ul style="list-style-type: none"><li>□ Behaviour and attitudes</li><li>□ Attitudinal change</li></ul></li><li>• Psychometric assessments of emotions and attitudes</li><li>• Alterations in emotions</li><li>• Application</li></ul>
V	<b>Personality</b> <ul style="list-style-type: none"><li>• Definitions, topography, types, theories</li><li>• Psychometric assessments of personality</li><li>• Alterations in personality</li><li>• Applications</li></ul>
VI	<b>Development Psychology</b> <ul style="list-style-type: none"><li>• Psychology of people at different ages from infancy to old age</li><li>• Psychology of vulnerable individuals – challenged, woken, sick, etc.</li><li>• Psychology of groups</li></ul>
VII	<b>Mental hygiene and mental Health</b> <ul style="list-style-type: none"><li>• Concepts of mental hygiene and mental health</li><li>• Characteristics of mentally healthy person</li><li>• Warning signs of poor mental health</li><li>• Promotive and preventive mental health strategies and services</li><li>• Ego Defense mechanisms and implications</li><li>• Personal and social adjustments</li><li>• Guidance and counseling</li><li>• Role of nurse</li></ul>
VIII	<b>Psychological assessment &amp; tests</b> <ul style="list-style-type: none"><li>• Types, development, Characteristics, Principles, Uses, Interpretations and role of nurse in psychological assessment</li></ul>





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## Community Health Nursing – I Theory

**Placements:** Second year

**Time :** Theory - 90 Hours  
Practical – 135 Hours

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

Unit	Content
I. 2 hrs.	<b>Introduction</b> <ul style="list-style-type: none"><li>• Community health nursing</li><li>• Definition, concept and dimensions of health</li><li>• Definition, scope and importance of environment health</li><li>• Need for public awareness.</li><li>• Promotion of health</li><li>• Maintenance of health</li></ul>
II. 20 hrs	<b>Determinants of health</b> <ul style="list-style-type: none"><li>• Eugenics</li><li>• Ecosystem<ul style="list-style-type: none"><li><input type="checkbox"/> Concept of an ecosystem</li><li><input type="checkbox"/> Structure and function of an ecosystem</li><li><input type="checkbox"/> Producers, consumers and decomposers</li><li><input type="checkbox"/> Energy flowing the ecosystem</li><li><input type="checkbox"/> Ecological Succession</li><li><input type="checkbox"/> Food chains, food webs and ecological pyramids</li><li><input type="checkbox"/> Introduction, types, characteristics features, structure and function of the following ecosystem :-<ol style="list-style-type: none"><li>a. Forest ecosystem</li><li>b. Grassland ecosystem</li><li>c. Desert ecosystem</li><li>d. Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries)</li></ol></li></ul></li><li>• Environment:<ul style="list-style-type: none"><li><input type="checkbox"/> Physical: Land, Air, light, ventilation, Water, Housing, Mineral resources.</li></ul></li></ul>







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- Energy resources, Sanitation: disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: Infrastructure facilities and Linkages
- ☐ Acts regulating the environment: National Pollution Control Board
  - ☐ Bacterial & viral: Agents, host carriers and immunity
  - ☐ Arthropods and Rodents
  - ☐ Environmental ethics: Issues & Possible solutions.
  - ☐ Climate change: Global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust.
  - Food hygiene: Production, preservation, purchases, preparation, consumption
  - Acts regulating food hygiene prevention of food adulteration act, Drugs and cosmetic act
  - Socio-cultural
    - ☐ Customs, taboos
    - ☐ Marriage system
    - ☐ Family structure
    - ☐ Status of special groups; females, children, Elderly, challenged groups and sick persons
  - Life Style – Equitable use of resources for sustainable life style
  - Hygiene
  - Physical activity
    - ☐ Recreation and sleep
    - ☐ Sexual life
    - ☐ Spiritual life philosophy
    - ☐ Self reliance
    - ☒ Dietary pattern
    - ☐ Education
    - ☐ Occupation
  - Financial Management
    - ☐ Income
    - ☐ Budget
    - ☐ Purchasing power
    - ☐ Security





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V	<b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b>
30 hrs.	<ul style="list-style-type: none"><li>• Review of anatomy and physiology of blood and cardio vascular system,</li><li>• Nursing Assessment-History and physical assessment</li><li>• Etiology, Pathophysiology, clinical manifestation diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of -</li><li>• Vascular system<ul style="list-style-type: none"><li><input type="checkbox"/> Hypertension, hypotension</li><li><input type="checkbox"/> Artherosclerosis</li><li><input type="checkbox"/> Raynaud's disease</li><li><input type="checkbox"/> Aneurism and peripheral Vascular disorders</li></ul></li><li>• Heart<ul style="list-style-type: none"><li>• Coronary artery diseases<ul style="list-style-type: none"><li><input type="checkbox"/> Ischemic Heart Disease</li><li><input type="checkbox"/> Coronary atherosclerosis</li><li><input type="checkbox"/> Angina pectoris</li><li><input type="checkbox"/> Myocardial infarction</li></ul></li><li>• Valvular disorders of the heart<ul style="list-style-type: none"><li><input type="checkbox"/> Congenital and acquired</li><li><input type="checkbox"/> Rheumatic Heart disease</li></ul></li><li>• Endocarditis, pericarditis, Myocarditis</li><li>• Cardio Myopathies</li><li>• Cardiac dysrhythmias, Heart Block</li><li>• Congestive cardiac failure<ul style="list-style-type: none"><li><input type="checkbox"/> Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li></ul></li><li>• Cardiac emergencies and arrest</li><li>• Cardio Pulmonary Resuscitation (CPR)</li></ul></li><li>• Blood<ul style="list-style-type: none"><li><input type="checkbox"/> Anaemias</li><li><input type="checkbox"/> Polycythemia</li><li><input type="checkbox"/> Bleeding disorders; clotting factor defects and platelets defects</li><li><input type="checkbox"/> Thalassemia</li></ul></li></ul>





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## Section B- Genetics

Placements : Second year

Time : Theory – 15 Hrs.

**Course Description:** This course is designed to enable students to acquire understanding of genetics, its role in causation and management of defects and diseases.

Unit	Content
I 3 hrs.	<b>Introduction</b> <ul style="list-style-type: none"><li>● Practical application of genetics in Nursing</li><li>● Impact of genetic conditions on families</li><li>● Review of cellular division mitosis and meiosis</li><li>● Characteristics and structure of genes</li><li>● Chromosomes – Sex determination<ul style="list-style-type: none"><li>□ Chromosomal aberrations patterns of inheritance</li><li>□ Multiple allots and blood groups</li><li>□ Sex linked inheritance</li><li>□ Mechanism of inheritance</li><li>□ Errors in transmission (Mutation)</li></ul></li></ul>
II 3 hrs.	<b>Maternal, prenatal and genetic influences on development of defects and disease</b> <ul style="list-style-type: none"><li>● Condition affecting the mother- genetic and infections</li><li>● Consanguinity atopy</li><li>● Prenatal nutrition and food allergies.</li><li>● Maternal age</li><li>● Maternal drug therapy</li><li>● Prenatal testing and diagnosis</li><li>● Effect of Radiation, drugs and chemicals</li><li>● Spontaneous abortion</li><li>● Neural tube defects and the role of folic acid in lowering the risks</li><li>● Down syndrome (Trisomy 21)</li></ul>
III 2 hrs.	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"><li>● Screening for<ul style="list-style-type: none"><li>□ Congenital abnormalities</li><li>□ Developmental delay</li><li>□ Dimorphism</li></ul></li></ul>







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	<ul style="list-style-type: none"><li>• Influence on health and disease</li></ul>
IV. 4 hrs.	<b>Social groups and Processes</b> <ul style="list-style-type: none"><li>• The meaning and classification of groups</li><li>• Primary &amp; Secondary group</li><li>• In-group V/s. Out-group, class Tribe, Caste</li><li>• Economic, Political, Religious groups, Mob, Crowd, Public and audience Interaction &amp; Social Processes</li><li>• Co-Operation, Competition, Conflict</li><li>• Accommodation, Assimilation &amp; Isolation</li></ul>
V. 6 hrs	<b>Population</b> <ul style="list-style-type: none"><li>• Society and population</li><li>• Population distribution in India. Demographic Characteristics</li><li>• Malthusian theory of Populations</li><li>• Population explosion in India and its impact on health status</li><li>• Family welfare programme</li></ul>
VI. 5 hrs.	<b>Family and Marriage</b> <ul style="list-style-type: none"><li>• Family –functions</li><li>• Types-joint, Nuclear, Blended and extended family:</li><li>• The modern Family-Changes, Problems-Dowry etc., Welfare Services</li><li>• Changes &amp; legislations on family and marriage in India-marriage acts</li><li>• Marriage: Forms and functions of marriage,</li><li>• Marriage and family problems in India</li><li>• Family, marriage and their influence on health and health practices</li></ul>
VII. 7 hrs	<b>Social Stratification</b> <ul style="list-style-type: none"><li>• Meaning &amp; types of social stratification</li><li>• The Indian Caste System-origin &amp; features</li><li>• Features of Caste in India today</li><li>• Social Class system and status</li><li>• Social Mobility-Meaning &amp; Types</li><li>• Race as a biological concept, criteria of racial classification</li><li>• Salient features of Primary races-Racism</li><li>• Influence of Class, Caste and Race on health and health practices</li></ul>
VIII	<b>Types of Communities in India (Rural, Urban and Regional)</b>





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	<ul style="list-style-type: none"><li>Follow-up and home care and rehabilitation</li></ul>
<b>XIII</b> 6 hrs.	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"><li>Types of psychiatric emergencies and their management</li><li>Stress adaptation Model: stress and stressor, coping, resources and mechanism</li><li>Grief: Theories of grieving process, principles, techniques of counseling</li><li>Types of crisis</li><li>Crisis Intervention: Principles, Techniques and process</li><li>Geriatric considerations</li></ul> Role and responsibilities of nurse
<b>XIV</b> 4 hrs.	<b>Legal issues in Mental Health Nursing</b> <ul style="list-style-type: none"><li>The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li><li>Indian Lunacy Act. 1912</li><li>Rights of mentally ill clients</li><li>Forensic psychiatry</li><li>Acts related to narcotic and psychotropic substances and illegal drug trafficking</li><li>Admission and discharge procedure</li></ul> Role and responsibilities of nurse
<b>XV</b> 4 hrs.	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"><li>Development of Community Mental Health Services</li><li>National Mental Health Programme</li><li>Institutionalization Versus Deinstitutionalization</li><li>Model of preventive psychiatry: levels of prevention</li><li>Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse</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>





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	<ul style="list-style-type: none"><li><input type="checkbox"/> Existential Model</li><li><input type="checkbox"/> Psycho-analytical models</li><li><input type="checkbox"/> Behavioural model</li><li><input type="checkbox"/> Interpersonal Model</li></ul>
III 8 hrs.	<b>Assessment of mental health status</b> <ul style="list-style-type: none"><li>• History taking</li><li>• Mental status examination</li><li>• Mini mental status examination</li><li>• Neurological examination: Review</li><li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li><li>• Psychological tests</li></ul> Role and responsibilities of nurse
IV 6 hrs.	<b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"><li>• Therapeutic communication : Types, techniques, characteristics</li><li>• Types of relationship,</li><li>• Ethics and responsibilities</li><li>• Elements of nurse patient contract</li><li>• Review of technique of IPR - Johari window</li><li>• Goals, phases, tasks, therapeutic techniques</li><li>• Therapeutic impasse and its intervention</li></ul>
V 14 hrs.	<b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"><li>• Psycho Pharmacology</li><li>• Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, Family, Group Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies; Yoga, Meditation, bio feedback</li></ul> <b>Alternative systems of medicine</b> <ul style="list-style-type: none"><li>• Occupational therapy</li><li>• Physical Therapy: electro convulsive therapy</li><li>• Geriatric considerations</li></ul> Role of nurse in above therapies







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	<ul style="list-style-type: none"><li>• Role of the nurse; communication and Inter personal Relations</li><li>• Medico-Legal Aspects;</li></ul>
VIII 10 hrs.	<b>Nursing care of the elderly</b> <ul style="list-style-type: none"><li>• Nursing Assessment – History and Physical assessment</li><li>• <b>Ageing;</b></li><li>• Demography; Myths and realities</li><li>• Concepts and theories of <b>ageing</b></li><li>• <b>Cognitive Aspects of Ageing</b></li><li>• Normal biological ageing</li><li>• Age related body systems changes</li><li>• Psychosocial Aspects of aging</li><li>• Medications and elderly</li><li>• Stress &amp; coping in older adults</li><li>• <b>Common Health Problems &amp; Nursing management;</b></li><li>• Cardiovascular, Respiratory, Musculoskeletal,</li><li>• Endocrine, genito-urinary, gastrointestinal</li><li>• <b>Neurological, skin and other</b> Sensory organs<ul style="list-style-type: none"><li>□ Psychosocial and Sexual</li><li>□ <b>Abuse of elderly</b></li></ul></li><li>• Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual</li><li>• Role of nurse for caregivers of elderly</li><li>• Role of family and formal and non formal caregivers</li><li>• Use of aids and prosthesis (hearing aids, dentures),</li><li>• Legal &amp; Ethical Issues</li><li>• Provisions and Programmes for elderly; privileges, community programmes and health services;</li><li>• Home and institutional care</li></ul>
IX 10 hrs.	<b>Nursing management of patient in critical care units</b> <ul style="list-style-type: none"><li>• Nursing Assessment – History and Physical assessment</li><li>• Classification</li><li>• Principles of critical care nursing</li><li>• Organization; physical setup, policies, staffing norms,</li><li>• Protocols, equipment; and supplier</li><li>• Special equipments; ventilation, cardiac monitors, defibrillators.</li><li>• Resuscitation equipments</li><li>• Infection Control Protocols</li><li>• Nursing management of critically ill patient;</li><li>• Monitoring of critically ill patient</li><li>• CPR-Advance cardiac life support</li><li>• Treatments and procedures</li><li>• Transitional care</li><li>• Ethical and Legal Aspects</li><li>• Communication with patient and family</li><li>• Intensive care records</li><li>• Crisis Intervention</li></ul>





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## Medical Surgical Nursing (Adult including Geriatrics) – II

**Placements :** Third year

**Time :** Theory - 120 hrs.

Practical - 270 hrs.

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

Unit	Content
I 15 hrs.	<b>Nursing management of patient with disorders of Ear Nose and Throat.</b> <ul style="list-style-type: none"><li>• Review of anatomy and physiology of the Ear Nose and Throat</li><li>• Nursing Assessment – History and Physical assessment</li><li>• Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Ear Nose and Throat disorders:<ul style="list-style-type: none"><li>□ External ear : deformities otalgia, foreign bodies, and tumours</li><li>□ Middle Ear-Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li><li>□ Inner ear-Meniere's Disease, labyrinthitis, ototoxicity, tumours</li><li>□ Upper airway infections – Common cold, sinusitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis.</li></ul></li><li>• Upper respiratory airway - epistaxis,</li><li>• Nasal obstruction, laryngeal obstruction, cancer of the larynx</li><li>• Cancer of the oral cavity.</li><li>• Speech defects and speech therapy</li><li>• Deafness – Prevention, Control and rehabilitation</li><li>• Hearing Aids, implanted hearing devices</li><li>• Special therapies</li><li>• Nursing procedures</li><li>• Drugs used in treatment of disorders of Ear Nose and throat</li><li>• Role of nurse Communicating with hearing impaired and muteness.</li></ul>





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	<p>antihypertensives, diuretics, tocolytic agents, anticonvulsants,</p> <ul style="list-style-type: none"><li>• Analgesics and anesthetics in obstetrics.</li><li>• Effects of maternal medication on foetus and neonate</li></ul>
XII 10 hrs.	<p><b>Family Welfare programme</b></p> <ul style="list-style-type: none"><li>• Population trends and problems in India</li><li>• Concepts, aims, importance and history of family welfare programme</li><li>• National Population : dynamics, policy and education</li><li>• <b>National family welfare</b> programme; RCH, ICDS, MCH. Safe motherhood</li><li>• <b>Organization and administration</b>; at national, state, district, block and village levels</li><li>• <b>Methods of contraception</b>; spacing, temporary and permanent, Emergency <b>contraception</b></li><li>• Infertility and its management</li><li>• Counseling for family welfare</li><li>• Latest research in contraception</li><li>• Maintenance of vital statistics</li><li>• Role of national, international and voluntary organizations</li><li>• Role of a nurse in family welfare programme</li><li>• Training/supervision/Cooperation with other functionaries in community like ANMs, LHV's, Ammanwadi workers, TBAs (Traditional birth attendant Dai)</li></ul>







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Units	Hours		Course Content
	Theory	Practical	
XII	10	5	<b>Guidance and counseling</b> <ul style="list-style-type: none"><li>□ Concept, principles, need, difference between guidance and counseling, trends and issues.</li><li>□ Guidance and counseling services : diagnostic and remedial.</li><li>□ Coordination and organization of services.</li><li>□ Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling.</li><li>□ Professional preparation and training for counseling.</li></ul>
XIII	15	10	<b>Administration of Nursing Curriculum</b> <ul style="list-style-type: none"><li>□ Role of curriculum coordinator - planning, implementation and evaluation.</li><li>□ Evaluation of educational programs in nursing-course and program.</li><li>□ Factors influencing faculty staff relationship and techniques of working together.</li><li>□ Concept of faculty supervisor (dual) position.</li><li>□ Curriculum research in nursing.</li><li>□ Different models of collaboration between education and service</li></ul>
XIV	10		<b>Management of nursing educational institutions</b> <ul style="list-style-type: none"><li>□ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,</li></ul>
XV	5	5	<ul style="list-style-type: none"><li>□ Development and maintenance of standards and accreditation in nursing education programs.</li><li>□ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li><li>□ Role of Professional associations and unions.</li></ul>

## Activities :

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.





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Unit	Hours	Content
X	10	<b>Nursing practice</b> <ul style="list-style-type: none"><li>□ Framework, scope and trends.</li><li>□ Alternative modalities of care, alternative systems of health and complimentary therapies.</li><li>□ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li><li>□ Health promotion and primary health care.</li><li>□ Independent practice issues,- Independent nurse-midwifery practitioner.</li><li>□ Collaboration issues and models-within and outside nursing.</li><li>□ Models of Prevention,</li><li>□ Family nursing, Home nursing,</li><li>□ Gender sensitive issues and women empowerment.</li><li>□ Disaster nursing.</li><li>□ Geriatric considerations in nursing.</li><li>□ Evidence based nursing practice- Best practices</li><li>□ Trans-cultural nursing.</li></ul>
XI	25	<b>Computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"><li>□ Use of computers in teaching, learning, research and nursing practice.</li><li>□ Windows, MS office: Word, Excel, Power Point,</li><li>□ Internet, literature search,</li><li>□ Statistical packages,</li><li>□ Hospital management information system: softwares.</li></ul>

## Practical

Clinical posting in the following areas:

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

## Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)







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Unit	Hours	Content
V	5	<b>Infection control in intensive care unit</b> <ul style="list-style-type: none"><li>Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff</li></ul>
VI	10	<b>Gastrointestinal System</b> <ul style="list-style-type: none"><li>Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:-Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis</li></ul>
VII	10	<b>Renal System</b> <ul style="list-style-type: none"><li>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma</li><li>Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venous hemodialysis, Renal Transplant,</li></ul>
VIII	10	<b>Nervous System</b> <ul style="list-style-type: none"><li>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Common Neurological Disorders:-Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, GuilleinBarre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury</li><li>Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy</li><li>Problems associated with neurological disorders: Thermo regulation, Unconsciousness, Herniation syndrome</li></ul>
IX	5	<b>Endocrine System</b> <ul style="list-style-type: none"><li>Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing Management of :-Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH)</li></ul>
X	15	<b>Management of other Emergency Conditions</b> <ul style="list-style-type: none"><li>Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of trauma, Head injuries</li><li>Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock</li><li>Systemic inflammatory Response: The inflammatory response, Multiple organ dysfunction syndrome</li><li>Disseminated Intravascular Coagulation</li><li>Drug Overdose and Poisoning,</li><li>Acquired Immunodeficiency Syndrome (AIDS)</li></ul>

