



# MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

**Grade 'A' Accredited by NAAC**

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## Curriculum for Bachelor of Science (Nursing)

Amended upto AC-41/2021, Dated 27/08/2021

## **Amended History**

1. Approved as per Item No. 6.8, BOM – 09/2008, dated 08/11/2008
2. Amended upto BOM-34/2014, dated 27/02/2014.
3. Amended upto BOM- 45/2016, Resolution No 3.8 (a) Dated 28/04/2016.
4. Amended upto Resolution No. 4.3.3.1, Resolution No. 4.3.3.2, Resolution No. 4.3.3.3 of BOM 63/2021, dated 17/02/2021.
5. Amended upto Resolution No. 3.14, Resolution No 3.15.ii, Resolution No. 3.16.of AC-41/2021, dated 27/08/2021.



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*Nursing is an art; and if it is to be made an art, requires as exclusive a devotion, as hard a preparation as any painter's or sculptor's work; for what is the having to do with dead canvas or cold marble, compared with having to do with the living body.....the temple of God's spirit..... it is one of the fine arts. I have almost said the finest of fine arts.*

**Florence Nightingale**





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## **VISION**

To emerge as a "Centre for excellence" offering nursing education and research of a very high standard, to develop professionally competent nurses, recognised for excellence, leadership and compassionate care, in transforming the health locally and globally, by maintaining highest ethical standards.

## **MISSION**

Provide quality patient care through excellence in nursing education, practice and research

- Academic excellence in nursing through dedication in patient care, commitment to research, innovation in learning and trust in human values.
- Enable the students to develop into outstanding professionals with high ethical standards capable of transforming the health in the global society.
- Achieve these through team efforts making the institution socially diligent trend setter in nursing education.



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**PHILOSOPHY OF THE PROGRAMME:**

MGM New Bombay College of Nursing (NBCON) is a constituent unit of MGM Institute of Health Sciences (MGMIHS) Navi Mumbai. The philosophy of NBCON is consistent with the philosophy of MGMIHS.

We believe that .....

- the value of human life, the inherent worth of the individual and the attainment of a high standard of health as the right of every individual. The discipline of nursing is concerned with individual, family, and community and their responses to health and illness within the context of the changing health care environment.
- education provides students with opportunities to develop habits of critical, constructive thought so that they can make discriminating judgments in their search for truth. This type of intellectual development can best be attained in a teaching-learning environment which fosters sharing of knowledge, skills and attitudes as well as inquiry toward the development of new knowledge. The faculty and students comprise a community of learners with the teacher as the facilitator and the students responsible for their own learning.
- teaching and learning are essential continuing components of professional commitment to personal and professional growth and continued development of individual knowledge and abilities. This pursuit of knowledge and wisdom is the responsibility of both faculty and students.
- the importance of faculty involvement in research and clinical practice encourages to develop nursing theory as a basis for the improvement of nursing practice and for the development of educational programs.



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**OBJECTIVES OF THE PROGRAMME:**

MGM New Bombay College of Nursing endeavours to develop a nurse....

1. who demonstrates competency in the knowledge and skills in providing comprehensive nursing care based on problem solving approach in the hospital and community.
2. who demonstrates competency in the skills and techniques of nursing based on concepts and principles from selected areas of physical, biological and behavioral sciences.
3. who is professionally competent to be a member of health team in meeting the promotive, preventive and restorative health needs of the society.
4. who is capable to demonstrate skills in teaching , management, interpersonal relations and communication.
5. who demonstrates leadership qualities and decision-making abilities to function effectively in various situations.
6. who is aware of moral and ethical values and practices them in personal and professional life.
7. who recognizes the need for continued learning for their personal and professional development.



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## DURATION

Course Duration	=	4 Years
Weeks available per year	=	52 weeks
Vacation	=	6 weeks
Examination (including preparatory leave)	=	4 weeks
Holidays (Gazetted Holidays)	=	2 weeks
Available weeks	=	40 weeks

## COURSE OF INSTRUCTION

### First year

SL. NO.	SUBJECT	THEORY (IN HRS) CLASS & LAB	PRACTICAL (IN HRS ) CLINICAL	(IN HRS )
1	* English	60		
2	Anatomy	60		
3	Physiology	60		
4	Nutrition	60		
5	Biochemistry	30		
6	Nursing foundation	265+200	450	
7	Psychology	60		
8	Microbiology	60		
9	*Introduction to computers	45		
10	** Hindi/ Regional language	30		
11	Library work /self study			50
12	Co-curricular activities			50
	<b>Total hours</b>	<b>930</b>	<b>450</b>	<b>100</b>
	<b>Total hours = 1480 hrs</b>			

\*\* Optional

\* Final exam will be conducted at college level and marks will be sent to the University for inclusion in the mark list.



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## Second Year

SL. NO.	SUBJECT	THEORY (IN HRS) CLASS & LAB	PRACTICAL (IN HRS ) CLINICAL	(IN HRS )
1	Sociology	60		
2	Pharmacology	45		
3	Pathology &	30		
4	Genetics	15		
5	Medical –surgical nursing )Adult including geriatrics) –I	210	720	
6	Community Health Nursing-I	90	135	
7	Communication & Educational Technology	60+30		
8	Library wok /self study			50
9	Co-curricular activities			35
	<b>Total hours</b>	<b>540</b>	<b>855</b>	<b>85</b>
	<b>Total hours = 1480 hrs</b>			

## Third Year

SL. NO.	SUBJECT	THEORY (IN HRS) CLASS & LAB	PRACTICAL (IN HRS ) CLINICAL	(IN HRS )
1	Medical –Surgical Nursing (Adult including geriatrics )-II	120	270	
2	Child health nursing	90	270	
3	Mental Health Nursing	90	270	
4	Nursing Research & Statistics	45	45	
5	Library work/ self study			50
6	Co-curricular activities			50
	<b>Total hours</b>	<b>345</b>	<b>855</b>	<b>100</b>
	<b>Total hours = 1300 hrs</b>			



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## Fourth Year

SL. NO.	SUBJECT	THEORY (IN HRS) CLASS & LAB	PRACTICAL (IN HRS ) CLINICAL	(IN HRS )
1	Midwifery And Obstetrical Nursing	90	180	
2	Community Health Nursing –II	90	135	
3	Management of Nursing service and Education	60+30		
	<b>Total hours</b>	<b>270</b>	<b>315</b>	
<b>Total Hours = 585 Hrs</b>				

## Intern-Ship (Integrated Practice)

SL. NO.	SUBJECT	THEORY (IN HRS) CLASS & LAB	PRACTICAL (IN HRS ) CLINICAL	(IN WKS )
1	Midwifery And Obstetrical Nursing	-	240	5
2	Community Health Nursing –II	-	195	4
3	Medical Surgical Nursing (Adult and Geriatric)	-	430	9
4	Child Health	-	145	3
5	Mental Health	-	95	2
	<b>Total hours</b>		<b>1105</b>	<b>24</b>
<b>Total Hours ( Fourth yr + Internship)= 1690 Hrs</b>				

### Note:

1. Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
2. Internship should be carried out as 8 hours per day @ 48 hours per week.
3. Students during internship will be supervised by nursing teachers.
4. Fourth year final examination to be held only after completing internship.



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## SCHEME OF EXAMINATION

### First Year

Sl. No.	Subject	Duration Hours	Internal assessment	External examination	Total marks
	<b>Theory</b>				
1	Anatomy & Physiology	3	25	75	100
2	Nutrition & Biochemistry	3	25	75	100
3	Nursing Foundations	3	25	75	100
4	Psychology	3	25	75	100
5	Microbiology	3	25	75	100
6	*English	2		50	50
7	*Introduction to computer	2		50	50
	<b>Practical and Viva Voce</b>				
1	Nursing Foundations		100	100	200

\* Final exam will be conducted at college level and marks will be sent to the University for inclusion in the mark list.

### Second Year

Sl. No.	Subject	Duration Hours	Internal assessment	External examination	Total marks
	<b>Theory</b>				
1	Sociology	3	25	75	100
2	Medical Surgical Nursing –I	3	25	75	100
3.	Pharmacology, pathology, genetics	3	25	75	100
4.	Community Health Nursing - I	3	25	75	100
5.	Communication and Education Technology	3	25	75	100
1.	<b>Practical and Viva Voce</b> Medical – Surgical Nursing - I		100	100	200



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## Third Year

Sl. No.	Subject	Duration Hours	Internal assessment	External examination	Total marks
	<b>Theory</b>				
1	Medical Surgical Nursing -II	3	25	75	100
2.	Child Health Nursing	3	25	75	100
3	Mental Health Nursing	3	25	75	100
4	Nursing Research & Statistics	3	25	75	100
	<b>Practical and Viva Voce</b>				
1	Medical Surgical Nursing -II		50	50	100
2	Child Health Nursing		50	50	100
3	Mental Health Nursing		50	50	100

## Fourth Year

Sl. No	Subject	Duration Hours	Internal assessment	External examination	Total marks
	<b>Theory</b>				
1	Midwifery and Obstetrical Nursing	3	25	75	100
2	Community Health Nursing –II	3	25	75	100
3.	Management of Nursing Services and Education	3	25	75	100
	<b>Practical</b>				
1	Midwifery & Obstetrical Nursing		50	50	100
2	Community Health Nursing		50	50	100
3	Internship		100		100





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## **GENERAL RULES FOR EXAMINATION**

1. Anatomy and Physiology : Question paper : will consist of Section A – Anatomy of 37 marks and Section B – Physiology of 38 marks
2. Nutrition and Biochemistry: Question paper will consist of Section A – Nutrition of 45 marks and Section B – Biochemistry of 30 marks.
3. Pharmacology, Genetics, Pathology: Section A – Pharmacology of 38 marks and Section B – Pathology of 25 marks and Genetics of 12 marks.
4. Nursing Research & Statistics: Nursing Research should be 50 Marks and Statistics of 25 Marks.
5. Minimum pass marks shall be 40% for English only and to be conducted as college exam and marks to be sent to the University for inclusion in the mark list.
6. Theory and Practical exams for Introduction to computer to be conducted as college exam and marks to be sent to University for Inclusion in the mark sheet.
7. Minimum pass marks shall be 50% in each of the Theory and Practical papers separately.
8. A candidate has to pass in internal and external examinations in each of the papers separately.
9. Candidate must pass in internal and external examinations in each of the paper separately.
10. If a candidate fails in either theory or practical paper he/she to re-appear for both the papers (Theory and Practical).
11. The candidate if fails can be permitted for admission to next year.
12. The candidate shall have to clear all the previous examinations before appearing in final year examination.
13. The candidate shall have to clear all the previous examinations before appearing in final year examination.
14. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing in the examination.
15. A candidate must have 100% attendance in each of the practical areas before award of the degree.



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16. Final year examination results shall be withheld till the candidates complete required attendance for practical and internship.

## **MASTER PLAN**

(As per Indian Nursing Council Norms)

### **B.Sc. Nursing Program – 4 years duration**

<b>Sr. No.</b>	<b>Particulars</b>	<b>Weeks/hours</b>
1.	Weeks available	52
2.	Vacation (Winter = 2 weeks, Summer = 4 weeks)	06
3.	Examination (including preparatory leave)	04
4.	Gazetted holidays as per MGM University	02
5.	Available weeks	40
6.	Hours per week	40



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### **B.Sc NURSING PROGRAMME**

#### **Programme Outcome**

**After completing B.Sc Nursing programme the graduate will be able to;**

- PO1.** Apply knowledge of concepts and principles from selected areas of physical, biological, behavioural sciences and medicine in providing nursing care to individuals, families and communities.
- PO2.** Demonstrate skills in providing comprehensive nursing care to patients in the hospital based on nursing process approach.
- PO3.** Demonstrate critical thinking skills in making decisions for providing quality patient care.
- PO4.** Develop effective communication and interpersonal relationship with individuals, groups and members of health team.
- PO5.** Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.
- PO6.** Develop qualities of a professionally competent member of the health team in meeting promotive, preventive and restorative health needs of the society.
- PO7.** Demonstrate skills in teaching to individuals and groups in the class room, clinical and community health settings.
- PO8.** Demonstrate leadership and managerial skills in clinical and community health settings.
- PO9.** Conduct need based research studies in clinical and community health settings.
- PO10.** Determine the need for continued learning for personal and professional development.



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#### FIRST YEAR B.Sc. NURSING

#### Course Outcome

**At the end of the course the student;**

##### **Anatomy & Physiology**

- CO1 :** Describes normal body structure and alteration in various disease conditions.
- CO2 :** Describes normal human physiology and alteration in various disease conditions
- CO3 :** Explains nursing implications in altered body structures and functions.

##### **Nutrition and Biochemistry**

- CO4 :** Explains importance of nutrition for maintaining optimal health at different stages of life.
- CO5 :** Describes the classification, functions, sources and recommended daily allowances of nutrients.
- CO6 :** Explains normal biochemical composition in human body and alteration in various diseases relevant to practice of nursing.

##### **Nursing Foundation**

- CO7 :** Describes nursing profession and role of nurse in health and illness.
- CO8 :** Demonstrates skill in health assessment of patients using Nursing Process approach.
- CO9 :** Applies skill in performing nursing procedures by following scientific principles.
- CO10 :** Demonstrates skill in first aid management in emergencies including bandaging.

##### **Psychology**

- CO11 :** Recognizes fundamentals of psychology.
- CO12 :** Describes cognitive, motivational and emotional processes.
- CO13 :** Explains the concept of personality and its influence on behavior.
- CO14 :** Describes the role of nurse in mental health and hygiene.
- CO15 :** Explains the developmental psychology and role of nurse in psychological assessments.



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#### **Microbiology**

- CO16:** Describes classification, morphology, growth of different disease producing organisms their pathogenesis and laboratory tests.
- CO17 :** Practices infection control in the hospital.
- CO18 :** Explains immunity & immunization programme against various diseases.

#### **English**

- CO19 :** Develop skills in oral and written communication.
- CO20 :** Demonstrate presentation skills in class room and clinical settings.
- CO21 :** Demonstrate listening and reporting skills.

#### **Introduction to computers**

- CO22 :** Demonstrate skills in use of computer application in Nursing Education
- CO23 :** Demonstrate skills in use of computers application in Nursing Services.



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#### **SECOND YEAR B.Sc. NURSING**

##### **Sociology**

- CO24 :** Describes the concept of sociology and its importance in Nursing.
- CO25 :** Explains the social groups and processes.
- CO26 :** Explains social stratification, change and social systems in India.
- CO27 :** Differentiates the types of community, population and its demographics in India.
- CO28 :** Identifies the prevailing social problems and social control methods.

##### **Pharmacology, Pathology and Genetics**

- CO29 :** Explains pharmacodynamics, pharmacokinetics, classifications of drugs and nursing implications.
- CO30 :** Administers drugs based on the principles.
- CO31 :** Illustrates pathological changes in disease conditions of various systems.
- CO32 :** Describes the role of nurse in genetic services and counseling.

##### **Medical Surgical Nursing I**

- CO33 :** Demonstrates skill in providing care to hospitalized patients with common signs and symptoms and respiratory, digestive, cardiac and blood disorders.
- CO34 :** Demonstrates skill in providing care to hospitalized patients with genitourinary, endocrine, reproductive, Integumentary and immunological disorders.
- CO35 :** Identifies various instruments in the operation theatre and provides care to preoperative, intraoperative and postoperative patients.
- CO36 :** Demonstrates skill in caring for patients with communicable diseases.



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#### **Community Health Nursing I**

- CO37 :** Explains the epidemiology and determinants of health and environment.
- CO38 :** Demonstrates skill in bag technique and related home based procedures for management of common communicable and non-communicable diseases.
- CO39 :** Discusses the concepts, scope of demography and methods of population control.

#### **Communication and Education Technology**

- CO40 :** Establish effective interpersonal relations with patients, families and co-workers.
- CO41 :** Demonstrates teaching skills in the classroom, clinical and community setting using various educational media.
- CO42 :** Prepares various tools for assessment of knowledge, attitude and skill.



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#### **THIRD YEAR B.Sc. NURSING**

##### **Medical Surgical Nursing II**

- CO43 :** Demonstrates competency in caring for patients in specialized areas such as ENT, Ophthalmology, Neurology, Oncology and Burns.
- CO44 :** Demonstrates skill in providing critical care, emergency and disaster services.
- CO45 :** Demonstrates skill in providing nursing care to elderly patients.
- CO46 :** Demonstrates skill in caring for patients with disorders of female reproductive system

##### **Child Health Nursing**

- CO47 :** Describes the normal and altered growth and development of children at different age groups.
- CO48 :** Demonstrates skill in caring for hospitalized child.
- CO49 :** Develops skill in managing common neonatal problems.
- CO50 :** Develops nursing care plan for management of children with behavioural and social problems.

##### **Mental Health Nursing**

- CO51 :** Describes the trends, concepts and principles and legal implications of mental health nursing in hospital and community settings.
- CO52 :** Describes treatment modalities and therapies used in mental health disorders.
- CO53 :** Explains the management of patients with neurotic, psychotic disorders and substance abuse.
- CO54 :** Applies therapeutic communication techniques in assessing mental health status of patients.

##### **Nursing Research and Statistics**

- CO55:** Explains the research process.
- CO56 :** Demonstrates skill in conducting research projects.
- CO57 :** Computes the data and interprets the results.
- CO58 :** Reports research findings.





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#### FOURTH YEAR B.Sc. NURSING

##### Community Health Nursing II

- CO59 :** Explains role of nurse in health planning, policies and National health and family welfare programmes in India.
- CO60 :** Describes the delivery of community health services in rural and urban areas.
- CO61 :** Demonstrate skills in providing comprehensive care to individual, family and community.
- CO62:** Describes environmental, biodiversity and social issues related to environment conservation

##### Management of Nursing Service and Education

- CO63 :** Describes the management of nursing services in hospital and community.
- CO64 :** Explains administrative functioning of nursing education institutions.
- CO65 :** Describes nursing practice standards, ethical and legal responsibilities and career opportunities of a professional nurse.

##### Midwifery and Obstetrical Nursing

- CO66 :** Recognizes the concept of obstetrical nursing and role of nurse in family welfare programmes.
- CO67 :** Develops competency in assessment and management of women during antenatal, intra natal, postnatal period along with their neonates.
- CO68 :** Develops competency in assessment and management of women with high risk pregnancy along with their newborns.
- CO69 :** Demonstrates skill in managing abnormal labor.

##### Integrated Internship

- CO70 :** Provides comprehensive care to adult patients with Medical Surgical conditions including emergencies
- CO71 :** Provides comprehensive care to children with Medical Surgical Conditions including neonates.
- CO72 :** Provides comprehensive care to individual, family and community in rural and urban settings.
- CO73 :** Provides comprehensive care to patients with mental health problems.
- CO74 :** Provides comprehensive care to women during antenatal, intranatal and post natal period along with their neonates.



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## **COURSE PLANNING**

**I YEAR B.Sc. NURSING**



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## ANATOMY

**Placement: First Year**

**Theory : 45**

**Practical : 15**

**Course Description** -The course is designed to enable students to acquire the knowledge of the normal structure of various human body systems and understand the alteration in anatomical structure in disease and practice of Nursing.

### Specific Objectives:

1. Describe the anatomical terms, organisation of human body, structure of cell, tissues membranes and glands.
2. Describe the structure and functions of bones and joints.
3. Explain the structure and functions of muscles.
4. Describe the structure and functions of respiratory system.
5. Describe the structure and functions of digestive system.
6. Explain the structure and functions of circulatory and lymphatic system.
7. Describe the structure and functions of organs excretory (urinary) system.
8. Describe the structure and functions of male and female reproductive system.
9. Explain the structure and functions of endocrine system.
10. Describe the structure and functions of nervous system.
11. Explain the structure and functions of sensory organs.
12. List the abnormalities of anatomical structure in each body system.

Unit	Hrs	Theory	Hrs	Practical
I	4	<b>Introduction to anatomical terms, organization of human body</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Human cell structure &amp; Cell division</li> <li><input type="checkbox"/> Tissues (including glands) – Definition, types, characteristics, classification, location, functions and formations.</li> <li><input type="checkbox"/> Membranes &amp; glands – classification, structure.</li> <li><input type="checkbox"/> Alteration in Disease</li> <li><input type="checkbox"/> Application and implication in nursing.</li> </ul>	1	Demonstrate cell, types of tissue, membranes and glands
II	5	<b>Skeletal System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bones – types structure, axial, appendicular skeleton.</li> <li><input type="checkbox"/> Bone formation and growth</li> <li><input type="checkbox"/> Description of bones.</li> <li><input type="checkbox"/> <b>Joints</b> –Classification and structure</li> <li><input type="checkbox"/> Alteration in Disease</li> <li><input type="checkbox"/> Application and implication in nursing.</li> </ul>	2	Demonstrate using skeleton and loose bones.
III	4	<b>Muscular System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types and structure of muscle</li> <li><input type="checkbox"/> Muscle groups &amp; movements at a joint -Head, face, neck, Back, Upper Limb, Thorax, Abdominal, Pelvis, Perineum, Lower Limb</li> <li><input type="checkbox"/> Alteration in Disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	2	Demonstrate muscles and muscular movements



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Unit	Hrs	Theory	Hrs	Practical
IV	3	<b>Respiratory System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure of the organs of respiration -Trachea, lung, pleura.</li> <li><input type="checkbox"/> Musculoskeletal frame</li> <li><input type="checkbox"/> Mechanism of respiration</li> <li><input type="checkbox"/> Alteration in Disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of wet specimens
V	5	<b>Digestive System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure of elementary tract and accessory organs of digestion - Mouth, Tooth, Tongue, Salivary glands, Oesophagus, Stomach, Intestines, Liver, Biliary Apparatus, Pancreas, Peritoneum</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of wet specimen.
VI	5	<b>Circulatory System</b> <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</li> <li><input type="checkbox"/> Circulation - Systemic, Pulmonary, Hepatoportal and Coronary</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of wet specimen.
VII	3	<b>Lymphatic System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lymphatic vessels and lymph</li> <li><input type="checkbox"/> Lymphoid tissue - Thymus,</li> <li><input type="checkbox"/> Lymph node, Spleen, Lymph nodules.</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application and implication in nursing.</li> </ul>		
VIII	3	<b>Excretory System (Urinary)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure of organs of urinary system- Kidney, Ureter, Urinary bladder and urethra</li> <li><input type="checkbox"/> Structure of Skin</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of wet specimen.
IX	2	<b>Reproductive system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure of Male reproductive organs.</li> <li><input type="checkbox"/> Structure of female reproductive organs.</li> <li><input type="checkbox"/> Structure of Breast</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of wet specimen
X	2	<b>Endocrine System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure of Pituitary, Thyroid, Parathyroid &amp; Pancreas, thymus and adrenal glands.</li> </ul>	1	Demonstration of wet specimen



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		<input type="checkbox"/> Alteration in disease <input type="checkbox"/> Application and implication in nursing		
XI	7	<b>Nervous System</b> <input type="checkbox"/> Structure of neuroglia, neurons <input type="checkbox"/> Somatic Nervous System.-Brain, Spinal cord, cranial nerves and spinal nerves. <input type="checkbox"/> Autonomic Nervous System - ANS & PNS <input type="checkbox"/> Alteration in disease <input type="checkbox"/> Application and implication in nursing	2	Demonstration of wet specimen
XII	2	<b>Sensory organs</b> <input type="checkbox"/> Eye and Ear <input type="checkbox"/> Nose & tongue <input type="checkbox"/> Skin <input type="checkbox"/> Alteration in disease <input type="checkbox"/> Application and implication in nursing	2	Demonstration of wet specimen



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## PHYSIOLOGY

**Placement: First Year**

**Theory - 50 hours**

**Practical - 10 hours**

### Specific Objectives:

1. Describe the physiology of cell, tissues membranes and glands.
2. Describe the physiology of blood and demonstrate blood, cell count, coagulation, blood grouping and Haemoglobin.
3. Describe the physiology of Lymphatic & Immunological system.
4. Describe the neuromuscular transmission, and demonstrate muscle contraction and tone.
5. Describe the physiology and mechanism of respiration and demonstrate spirometry.
6. Describe physiology of Digestive system and demonstrates BMR.
7. Describe the functions of heart, demonstrates B.P and pulse monitoring
8. Describe physiology of excretory system.
9. Describe physiology of male and female reproductive system.
10. Describe physiology of Endocrine Glands.
11. Describe physiology of reflexes, brain, cranial and spinal nerves.
12. Describe physiology of sensory organs.

Unit	Hrs	Theory	Hrs	Practical
I	2	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tissue - formation and repair.</li> <li><input type="checkbox"/> Membranes and glands - functions</li> <li><input type="checkbox"/> Alteration in disease</li> <li><input type="checkbox"/> Application in nursing</li> </ul>		
II	8	<b>Circulatory System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Blood formation, Composition, Blood groups, blood coagulation.</li> <li><input type="checkbox"/> Haemoglobin: Structure, Synthesis and breakdown, variations of molecules and estimation.</li> <li><input type="checkbox"/> Functions of heart, conduction, cardiac cycle, circulation. Principles, control, factors influencing B.P and pulse.</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	4	Demonstration of blood cell counts, coagulation, grouping, and Haemoglobin estimation. Demonstration of measurement of pulse and B.P.
III	2	<b>Lymphatic &amp; Immunological System.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Circulation of lymph.</li> <li><input type="checkbox"/> Immunity - Formation of T cells &amp; B Cells.</li> <li><input type="checkbox"/> Types of immune response.</li> <li><input type="checkbox"/> Antigens</li> <li><input type="checkbox"/> Cytokines</li> <li><input type="checkbox"/> Antibodies.</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in Nursing</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
IV	3	<b>Muscular System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Muscle movements, muscle tones,</li> <li><input type="checkbox"/> Physiology of muscle contraction.</li> <li><input type="checkbox"/> Levels and maintenance of posture</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of muscle tone and contraction
V	4	<b>Respiratory System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functions of Respiratory organs.</li> <li><input type="checkbox"/> Physiology of respiration</li> <li><input type="checkbox"/> Pulmonary ventilation, Volume</li> <li><input type="checkbox"/> Mechanics of respiration.</li> <li><input type="checkbox"/> Gaseous exchange in lungs</li> <li><input type="checkbox"/> Carriage of Oxygen and carbon dioxide.</li> <li><input type="checkbox"/> Exchange of gases in tissues.</li> <li><input type="checkbox"/> Regulation of respiration.</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration in spirometry.
VI	5	<b>Digestive System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functions of organs of digestive tract.</li> <li><input type="checkbox"/> Movements of alimentary tract.</li> <li><input type="checkbox"/> Digestion in Mouth, stomach, small intestine, large intestine.</li> <li><input type="checkbox"/> Absorption of food.</li> <li><input type="checkbox"/> Functions of liver, Gall bladder, spleen &amp; pancreas.</li> <li><input type="checkbox"/> Metabolism of CHO, proteins and fats.</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in nursing</li> </ul>	1	Demonstration of BMR.
VII	5	<b>Excretory System.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Functions of kidneys, ureters, urinary bladder and urethra.</li> <li><input type="checkbox"/> Composition of urine.</li> <li><input type="checkbox"/> Mechanism of Urine formation.</li> <li><input type="checkbox"/> Functions of skin.</li> <li><input type="checkbox"/> Regulation of body temperature.</li> <li><input type="checkbox"/> Fluid and electrolyte balance.</li> <li><input type="checkbox"/> Alterations in disease.</li> <li><input type="checkbox"/> Application and implication in Nursing.</li> </ul>		
VIII	5	<b>Reproductive System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reproduction of cell – DNA, mitosis, meiosis, spermatogenesis, oogenesis.</li> <li><input type="checkbox"/> Introduction to embryology</li> <li><input type="checkbox"/> Function of Female reproductive Organs and Breast, female sexual cycle</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Functions of male reproductive organs, Male. function in reproduction, Male fertility system <input type="checkbox"/> Alteration in disease. <input type="checkbox"/> Application and implication in Nursing.		
<b>IX</b>	5	<b>Endocrine System.</b> <input type="checkbox"/> Functions of pituitary, pineal, thymus, thyroid, parathyroid, pancreas, suprarenal, placenta, ovaries and testes. <input type="checkbox"/> Alteration in disease. <input type="checkbox"/> Application and implication in Nursing.		
<b>X</b>	7	<b>Nervous System</b> <input type="checkbox"/> Functions of neuroglia and neurons <input type="checkbox"/> Stimulus & nerve impulse: definition, mechanism. <input type="checkbox"/> Functions of brain, spinal cord, and cranial and spinal nerves. <input type="checkbox"/> Cerebrospinal fluid- composition, circulation and function. <input type="checkbox"/> Reflex arc, reflex action and reflexes <input type="checkbox"/> Muscle tone and posture <input type="checkbox"/> Autonomic functions - Pain: somatic, visceral and referred <input type="checkbox"/> Autonomic learning and biofeedback <input type="checkbox"/> Alteration in disease. <input type="checkbox"/> Application and implication in Nursing.	1	Demonstrates nerve stimulus, reflex action, and reflexes.
<b>XI</b>	4	<b>Sensory Organs.</b> <input type="checkbox"/> Functions of skin, <input type="checkbox"/> Eye, ear, nose & tongue. <input type="checkbox"/> Alteration in disease. <input type="checkbox"/> Application and implication in Nursing.	2	Visual and Hearing Aquity.

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1. Waugh, Anne, "Ross & Wilson's Anatomy & Physiology in health & illness", Churchill Livingstone.
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5. Tortora, "Principles of Anatomy & Physiology," 10th ed., Wiley inter.
6. Chaurasia, B.D. "Human Anatomy", 4th ed., CBS publishers.
7. Sembulingam, "Essentials of Medical Physiology," J.P. Publications.
8. T Clenister and Jean Rosy. "Anatomy and Physiology for Nurses" William Hernmarni Medical BK. Ltd.
9. Ganong. F. William, "Review of Medical Physiology", Prentice Hall International Inc., Appleton and Lange.
10. Guyton and Hall, "Textbook of Medical Physiology," A Prism 2. Indian Edn. Pvt. Ltd.





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## ANATOMY AND PHYSIOLOGY

### INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks allotted	Weightage	Marks out of 25
1	First term Exam (Anatomy=25 marks &Physiology= 25 marks)	50	20%	5.0
2	Pre-final Exam (Anatomy=37marks &Physiology= 38 marks)	75	30%	7.5
3.	Record Book/ Assignments/ Lab work Anatomy = 25 marks Physiology = 25 marks	50	50%	12.5
	<b>Total</b>	<b>175</b>	<b>100%</b>	<b>25</b>

### UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

Anatomy = 37 marks

Physiology = 38 marks

75 marks

Internal assessment = 25 marks

**Grand Total = 100 marks**



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## GUIDELINES FOR RECORD BOOK

### Anatomy

#### Topics

1.	The Cell.
2.	The Tissues – Epithelial, muscular, nervous and connective.
3.	Bones of Appendicular skeleton – Scapula, humerus, radius, ulna.
4.	Bones of the axial skeleton – Hip, Femur, ankle and foot.
5.	The Joints
6.	Principal Muscles – Deltoid, Biceps, triceps, respiratory, abdominal and gluteal
7.	Respiratory System – Tracheo-broncheal tree, lungs
8.	Digestive System – Stomach, Biliary tract, Pancreas, Liver (microscopic) Large intestine, Small intestine.
9.	Abdominal region.
10.	Circulatory System – Structure of heart, aorta and its branches, venous branches, lymph node
11.	Urinary System – gross and microscopic structure of kidney, KUB
12.	Reproductive Male – testes with spermatic cord Female – uterus and its support
13.	Endocrine system – Pituitary, Thyroid, Adrenal, Thymus, Pineal
14.	Nervous system – Brain and Spinal Cord.
15.	Sense organs – Skin, Eye, Ear, Nose, Oral cavity

### Physiology

#### Topics

1.	Properties of cardiac and skeletal Muscles
2.	Reflex arc
3.	Blood – Bleeding time, clotting time, haemoglobin estimation, Blood Group, RBC, WBC
4.	Heart Sound
5.	Cardiac Cycle
6.	Action Potentials, ECG
7.	Spirometry
8.	BMR
9.	Menstrual Cycle
10.	Cranial Nerves



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**ANATOMY AND PHYSIOLOGY**

*Question Paper Format (University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

**Q1). Multiple choice question (20 MCQ x ½ mark each)**

Anatomy - 05 marks (10 MCQ)

Physiology - 05 marks (10 MCQ)

**Section B: (Anatomy questions)**

**Total: 32 marks**

Q2.) Short Answer Question: 2 marks each (Any six)

(6x 2=12marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

Q3) Short Notes: 4 marks each (Any three)

(3 x4 =12 marks)

- a.
- b.
- c.
- d.

Q4.) Long Answer Question: 8 marks (Any one)

(8 x1= 8 marks)

- a.
- b.

**Section C: (Physiology Questions)**

**Total: 33 marks**

Q5) Short Answer Question: 2 marks each (Any six)

(2x6 = 12 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

Q6) Short Notes: 4 marks each (Any three)

(3 x 4 = 12 marks)

- a.
- b.
- c.
- d.

Q7.) Long Answer Question: 9 marks ( Any one)

(9 x1= 9 marks)

- a.
- b.



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**ANATOMY AND PHYSIOLOGY**

*Question Paper Format (first term exam)*

*Grand Total = 50 Marks*

**Section A:**

**Total: 10 marks**

**Q1). Multiple choice question (20 MCQ x ½ mark each)**

Anatomy - 05 marks (10 MCQ)

Physiology - 05 marks (10 MCQ)

**Section B: (Anatomy questions)**

**Total: 20 marks**

Q2.) Short Answer Question: 2 marks each ( Any 2)

(2x 2=4 marks)

- a.
- b.
- c.

Q3) Short Notes : 5 marks each ( Any 2)

(2 x 5 = 10 marks)

- a.
- b.
- c.

Q4.) Long Answer Question: 6 marks (Any one)

(6 x1= 6 marks)

- a.
- b.

**Section C: (Physiology Questions)**

**Total: 20 marks**

Q5) Short Answer Question: 2 marks each ( Any 2)

(2 x 2 = 4 marks)

- a.
- b.
- c.

Q6) Short Notes: 5 marks each ( Any 2)

(2 x 5 = 10 marks)

- a.
- b.
- c.

Q7.) Long Answer Question: 6 marks ( Any one)

(6 x1= 6 marks)

- a.
- b.



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## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR RECORD BOOK / JOURNAL

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

**Total Marks: 25 marks**

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>		
	a) Organization	4	
	b) Adequacy of content	5	
	c) Relevance	4	
2.	<b>ILLUSTRATION</b>		
	1) Adequacy	3	
	2) Neatness	3	
	3) Presentation	4	
3.	<b>BIBLIOGRAPHY</b>	1	
4.	<b>PUNCTUALITY</b>	1	
	<b>TOTAL MARKS</b>	<b>25</b>	

Remarks :

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Signature of Student

Signature of Teacher



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## NUTRITION & BIOCHEMISTRY

### Nutrition

**Placement: First Year**

**Theory - 40 hours**

**Practical - 20 hours**

**Course Description:** The Course is designed to assist the students to acquire knowledge of the nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing.

#### Specific Objectives:

1. Describe the relationship between nutrition & health.
2. Describe the classification, functions, sources and recommended daily allowances (RDA) of Carbohydrates
3. Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats.
4. Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins.
5. Describe the classification, functions, sources and recommended daily allowances (RDA) of Energy.
6. Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins.
7. Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals.
8. Describe the sources, functions and requirements of water & electrolytes.
9. Describe the Cookery rules and preservation of nutrients
10. Describe and plan balanced diet for different categories of people
11. Describe various national programmes related to nutrition
12. Describe the role of nurse in assessment of nutritional status & nutrition education

Unit	Hrs	Theory	Hrs	Practical
I	5	<b>Introduction</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Nutrition: History, Concepts</li><li><input type="checkbox"/> Role of nutrition in maintaining health</li><li><input type="checkbox"/> Role of food &amp; its medicinal value</li><li><input type="checkbox"/> Factors affecting food &amp; nutrition : socio-économique, cultural, tradition, production, system of distribution, lifestyle &amp; food habits etc.</li><li><input type="checkbox"/> Food Resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer, pesticide problem, water logging, salinity, case studies.</li><li><input type="checkbox"/> Nutritional problems in India</li><li><input type="checkbox"/> National nutritional policy</li><li><input type="checkbox"/> Classification of foods</li></ul>		



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		<input type="checkbox"/> Food standards <input type="checkbox"/> Elements of nutrition: macro and micro		
II	2	<b>CARBOHYDRATES</b> <input type="checkbox"/> Classification <input type="checkbox"/> Caloric value <input type="checkbox"/> Recommended daily allowances <input type="checkbox"/> Dietary sources. <input type="checkbox"/> Functions <input type="checkbox"/> Digestion, absorption and Storage and metabolism <input type="checkbox"/> Malnutrition: Deficiencies and Over consumption		
III	2	<b>FATS</b> <input type="checkbox"/> Classification <input type="checkbox"/> Caloric value <input type="checkbox"/> Recommended daily allowances <input type="checkbox"/> Dietary sources. <input type="checkbox"/> Functions <input type="checkbox"/> Digestion, absorption and storage, metabolism <input type="checkbox"/> Malnutrition: Deficiencies and Over consumption		
IV	2	<b>PROTEINS</b> <input type="checkbox"/> Classification <input type="checkbox"/> Caloric value <input type="checkbox"/> Recommended daily allowances <input type="checkbox"/> Dietary sources. <input type="checkbox"/> Functions <input type="checkbox"/> Digestion, absorption and storage, metabolism <input type="checkbox"/> Malnutrition: Deficiencies and Over consumption		
V	3	<b>ENERGY</b> <input type="checkbox"/> Unit of Energy-Kcal <input type="checkbox"/> Energy requirements of different categories of people. <input type="checkbox"/> Measurements of energy <input type="checkbox"/> Body Mass Index(BMI) and basic metabolism <input type="checkbox"/> Basal Metabolic Rate (BMR) determination and factors affecting.		
VI	4	<b>VITAMINS</b> <input type="checkbox"/> Classification <input type="checkbox"/> Recommended daily allowances <input type="checkbox"/> Dietary sources.		



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		<input type="checkbox"/> Functions <input type="checkbox"/> Absorption, synthesis, Metabolism storage & excretion		
		<input type="checkbox"/> Absorption, synthesis, Metabolism storage & excretion <input type="checkbox"/> Deficiencies <input type="checkbox"/> Hypervitaminosis		
VII	3	<b>Minerals</b> <input type="checkbox"/> Classification <input type="checkbox"/> Recommended daily allowances <input type="checkbox"/> Dietary sources. <input type="checkbox"/> Functions <input type="checkbox"/> Absorption, synthesis, Metabolism storage & excretion <input type="checkbox"/> Deficiencies <input type="checkbox"/> Over consumption and toxicity		
VIII	3	<b>Water &amp; electrolytes</b> <input type="checkbox"/> Water: Daily requirements, regulation of water metabolism, distribution of body water, <input type="checkbox"/> Electrolytes: Types, sources, composition of body fluids. <input type="checkbox"/> Maintenance of fluid & Electrolyte balance <input type="checkbox"/> Over hydration, dehydration and water intoxication <input type="checkbox"/> Electrolyte imbalances		
IX	5	<b>Cookery rules and preservation of nutrients</b> <input type="checkbox"/> Principles, methods of cooking and serving – Preservation of nutrients <input type="checkbox"/> Safe food handling – toxicity <input type="checkbox"/> Storage of food <input type="checkbox"/> Food preservation, food additives and its principles <input type="checkbox"/> Prevention of food adulteration Act(PFA) <input type="checkbox"/> Food standards. <input type="checkbox"/> Preparation of simple beverages and different types of food.	15	Meal Planning demonstrations <input type="checkbox"/> Fluid diet <input type="checkbox"/> Milk diet <input type="checkbox"/> Egg diet <input type="checkbox"/> Soups <input type="checkbox"/> Low Cost Food <input type="checkbox"/> Multipurpose food <b>(Refer the procedure book for detailed list)</b>
X	7	<b>Balance diet</b> <input type="checkbox"/> Elements <input type="checkbox"/> Food groups <input type="checkbox"/> Recommended Daily Allowance <input type="checkbox"/> Nutritive value of foods	3	Plan balanced diet for different categories of people





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		<input type="checkbox"/> Calculation of balanced diet for different categories of people		
		<input type="checkbox"/> Factors influencing food, selection, marketing and budgeting for various cultural and socioeconomic group <input type="checkbox"/> Planning menu and budgeting of food. <input type="checkbox"/> Introduction to therapeutic diets: - Naturopathy-Diet		
XI	4	<b>Role of nurse in Nutritional Programmes</b> <input type="checkbox"/> National programmes related to nutrition <ul style="list-style-type: none"> <li>• Vitamin A deficiency programme</li> <li>• National iodine deficiency disorders (IDD) programme</li> <li>• Mid-Day meal programme</li> <li>• Integrated child Development scheme (ICDS)</li> </ul> <input type="checkbox"/> National and International agencies working towards food/nutrition <input type="checkbox"/> NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology & research institute) etc. <input type="checkbox"/> Assessment of nutritional status. <input type="checkbox"/> Nutrition education and role of nurse	2	Demonstration of Assessment of nutritional status

## NUTRITION

### BIBLIOGRAPHY :

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2. Dr. M. Swaminathan, *Handbook of Food and Nutrition*, The Bangalore printing and publishing Co. Ltd. (Banglore press).
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Grade 'A' Accredited by NAAC

## BIOCHEMISTRY

Placement: First Year

Theory – 26 hours

Practical – 4 hours

**Course Description:** The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

### Specific Objectives:

1. Describe the structure Composition and functions of cell
2. Differentiate between Prokaryote and Eukaryote cell
3. Identify techniques of Microscopy
4. Describe the Structure and functions of Cell membrane.
5. Explain the metabolism of carbohydrates
6. Explain the metabolism of Lipids
7. Explain the metabolism of Amino acids and proteins.
8. Describe types, composition and utilization of Vitamins & minerals
9. Describe Immunochemistry

Unit	Hrs	Theory	Hrs	Practical
I	3	<b>Introduction</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Definition and significance in nursing.</li><li><input type="checkbox"/> Review of structure, Composition and functions of cell.</li><li><input type="checkbox"/> Prokaryote and Eukaryote cell organization</li><li><input type="checkbox"/> Microscopy</li></ul>		
II	5	<ul style="list-style-type: none"><li><input type="checkbox"/> Structure and functions of Cell membrane</li><li><input type="checkbox"/> Fluid mosaic model tight junction, Cytoskeleton</li><li><input type="checkbox"/> Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump.</li><li><input type="checkbox"/> Acid base balance maintenance diagnostic tests.</li><li><input type="checkbox"/> PH buffers</li></ul>		
III	5	<b>Composition and metabolism of carbohydrates</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Types, structures, composition and uses. Monosaccharides, Disaccharides, Polysaccharides, Oligosaccharides</li><li><input type="checkbox"/> Metabolism</li><li><input type="checkbox"/> Pathways of glucose :<ul style="list-style-type: none"><li>- Glycolysis</li><li>- Gluconeogenesis : Cori's cycle,</li></ul></li></ul>	1	Demonstration of blood glucose monitoring GTT Test HbA <sub>1c</sub> Test



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		Tricarboxylic acid (TCA) cycle - Glycogenolysis		
		- Pentose phosphate pathways (Hexose monophosphate) <input type="checkbox"/> Regulation of blood glucose level Investigations and their interpretations		
IV	3	<b>Composition and metabolism of Lipids</b> <input type="checkbox"/> Types, structure, composition and uses of fatty acids Nomenclature, Roles and Prostaglandins <input type="checkbox"/> Metabolism of fatty acid Breakdown synthesis <input type="checkbox"/> Metabolism of triacylglycerols <input type="checkbox"/> Cholesterol metabolism <input type="checkbox"/> Biosynthesis and its Regulation - Bile salts and bilirubin - Vitamin D - Steroid hormones <input type="checkbox"/> Lipoproteins and their functions : VLDLs- IDLs, LDLs and HDLs Transport of lipids, Atherosclerosis Investigations and their interpretations.	1	Demonstration of laboratory Tests Lipid profile
V	5	<b>Composition and metabolism of Amino acids and Proteins</b> <input type="checkbox"/> Types, structure, composition and uses of Amino acids and Proteins <input type="checkbox"/> Metabolism of Amino acids and Proteins Protein synthesis, targeting and glycosylation Chromatography Electrophoresis Sequencing <input type="checkbox"/> Metabolism of Nitrogen Fixation and Assimilation Urea Cycle Hemes and chlorophylls <input type="checkbox"/> Enzymes & coenzymes Classification, Properties Kinetics & inhibition, Control <input type="checkbox"/> Investigations and their interpretations.	1	Diagnostic & Clinical importance of Enzymes.
VI	2	<b>Composition of Vitamins and minerals</b> <input type="checkbox"/> Vitamins and minerals: Structure, Classification, Properties, Absorption, Storage & transportation, Normal, concentration <input type="checkbox"/> Investigations and their interpretations		
VII	3	<b>Immunochemistry</b> <input type="checkbox"/> Immune response, <input type="checkbox"/> Structure & classification of immunoglobins	1	Demonstration laboratory tests Quantitative test



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	<input type="checkbox"/> Mechanism of antibody production. <input type="checkbox"/> Antigens: HLA typing.		Slide plasma protein.
	<input type="checkbox"/> Free radical and Antioxidants. <input type="checkbox"/> Specialised Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein. <input type="checkbox"/> Electrophoretic & Quantitative determination of immunoglobins, ELISA etc. Investigation and their interpretations.		

## BIOCHEMISTRY

### BIBLIOGRAPHY :

1. U. Satyanarayan, Essentials of biochemistry, Books & allied (P) Ltd., Kolkata publisher,
2. Deb A.C.: Concepts of biochemistry (Theory & Practical). books & allied (P) Ltd. Publisher, Kolkata.
3. Deb. A.C. Fundamentals of biochemistry of biochemistry: New central book Ag (P)Ltd.
4. Jacob Anthikad, Biochemistry for nurses, Jaypee;
5. Gupta. R.C., Multiple choice questions in Biochemistry, Jaypee.



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## NUTRITION & BIOCHEMISTRY

### INTERNAL ASSESSMENT

(25 MARKS)

Sr. No.	Item	Marks allotted	Weightage	Marks out of 25
1.	First term Exam Nutrition=35 marks Biochemistry =15 marks)	50 Marks	20%	5.0
2.	Pre-final Exam Nutrition=45 marks Biochemistry =30 marks)	75 Marks	30%	7.5
3.	Record Book (Biochemistry) 20 marks	95 Marks	50%	12.5
4.	Record Book (Nutrition) 25 marks			
5.	Project work (Cookery – Nutrition) 50 marks			
	<b>TOTAL</b>	<b>220</b>	<b>100%</b>	<b>25</b>

### UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

Nutrition = 45 marks

Biochemistry = 30 marks

75 marks

Internal assessment = 25 marks

**Grand Total = 100 marks**



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**NUTRITION & BIOCHEMISTRY**

*Question Paper Format (University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

**Q1). Multiple choice question (20 MCQ x ½ mark each)**

Nutrition      5 marks (10 MCQ)

Biochemistry   5 marks (10 MCQ)

**Section B: ( Nutrition questions)**

**Total: 40 marks**

**Q2.) Short Answer Question: 2 marks each (Any six)**

(6 x 2 =12 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

**Q3) Short Notes: 5 marks each (Any four)**

(4 x 5=20 marks)

- a.
- b.
- c.
- d.
- e.

**Q4.) Long Answer Question:8 marks ( Any one)**

(1 x8= 8 marks)

- a.
- b.

**Section C: (Biochemistry Questions)**

**Total: 25 marks**

**Q5) Short Answer Question: 2 marks each (Any four)**

(4 x 2 = 8 marks)

- a.
- b.
- c.
- d.
- e.

**Q6) Short Notes: 5 marks each (Any two)**

(2 x5 = 10 marks)

- a.
- b.
- c.

**Q7.) Long Answer Question:7 marks ( Any one)**

(1 x7= 7 marks)

- a.
- b.



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## NUTRITION & BIOCHEMISTRY

### *Question Paper Format (first term)*

*Grand Total =50 Marks*

#### **Section A:**

**Total: 10 marks**

#### **Q1). Multiple choice question (20 MCQ x ½ mark each)**

Nutrition      5 marks (10 MCQ)

Biochemistry   5 marks (10 MCQ)

#### **Section B: (Nutrition questions)**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each

(6 x 2 =12 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any two)

(2 x 5=10 marks)

- a.
- b.
- c.

Q4.) Long Answer Question:8 marks ( Any one)

(1 x8= 8 marks)

- a.
- b.

#### **Section C: (Biochemistry Questions)**

**Total: 10 marks**

Q5) Short Answer Question: 2 marks each

(2 x 2 = 4 marks)

- a.
- b.
- c.

Q6) Short Notes: 6 marks

(1 x6 = 6 marks)

- a.
- b.



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## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR NUTRITION PRACTICUM

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

**Total Marks: 50 marks**

Sr. No.	Items	Maximum Marks	Marks allotted
1	Selection of menu	15	
2.	Method of Cooking	15	
3.	Calculation of nutritive values	10	
4.	Group Co-ordination	5	
5.	Aesthetic Presentation	5	
	<b>Total</b>	<b>50</b>	

**Remarks :**

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Signature of Student with date

Signature of Teacher with date





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## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR RECORD BOOK / JOURNAL

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

Total Marks: 25 marks

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>		
	a) Organization	4	
	b) Adequacy of content	5	
	c) Relevance	3	
2.	<b>ILLUSTRATION</b>		
	4) Adequacy	3	
	5) Neatness	3	
	6) Presentation	4	
3.	<b>BIBLIOGRAPHY</b>	1	
4.	<b>PUNCTUALITY</b>	1	
	<b>TOTAL MARKS</b>	<b>25</b>	

Remarks : \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature of Student with date

Signature of Teacher with date



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## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR BIOCHEMISTRY RECORD BOOK / JOURNAL

Name of the Student: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

Sr. No.	Topics
1	Investigation and its interpretation related to altered CHO metabolism.
2	Investigation and its interpretation related to altered protein metabolism
3	Investigation and its interpretation related to altered lipid metabolism
4	Investigation and its interpretation related to altered vitamin and minerals
5	Investigation and its interpretation related to altered immunochemistry

Total Marks: 20 marks

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>		
	a) Organization	4	
	b) Adequacy of content	4	
	c) Relevance	3	
2.	<b>ILLUSTRATION</b>		
	7) Adequacy	2	
	8) Neatness	2	
	9) Presentation	3	
3.	<b>BIBLIOGRAPHY</b>	2	
	<b>TOTAL MARKS</b>	<b>20</b>	

Remarks : \_\_\_\_\_

Signature of Student with date

Signature of Teacher with date



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## NURSING FOUNDATIONS

**Placement: First year**

**Theory - 265 hrs**

**Practical - 650 hrs (200 lab and 450 Clinical)**

**Course Description:** This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various supervised clinical settings. It is aimed at helping the students to acquire the knowledge, understanding and skills in techniques of nursing and practice them in supervised clinical setting.

**Specific Objectives:** This course will help the students to develop:

1. An understanding of health, illness and health care delivery system.
2. An understanding of the concept and scope of nursing.
3. An understanding of the theories and models of nursing practice.
4. Desirable attitude to ethics and professional conduct.
5. Skills in communicating effectively with patients, families and health team member and maintain effective human relations.
6. Skills in health assessment and monitoring the patients.
7. Knowledge and skills in identifying and meeting basic needs of patients.
8. Skills in carrying out nursing procedures to manage alteration in body function.
9. Skills in applying steps of nursing process in patient care in the hospital and community.
10. Skills in applying scientific principles while performing nursing care.
11. Knowledge and skills in documentation.
12. Skills in meeting basic psychosocial needs of the clients.
13. Knowledge of principles and techniques of infection control and biomedical waste management.
14. Knowledge and skills in first aid management in various emergencies and skills in bandaging.
15. Confidence and competence in caring of terminally ill patients.



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Unit	Hrs	Theory	Hrs	Practical
I	08	<b>INTRODUCTION:</b> <ul style="list-style-type: none"> <li>• <b><u>Health illness</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept</li> <li><input type="checkbox"/> Factors influencing health</li> <li><input type="checkbox"/> Causes and risk factors for developing illness.</li> <li><input type="checkbox"/> Impact of illness on patient and family</li> </ul> </li> <li>• <b><u>Health care services</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Levels of health care.</li> <li><input type="checkbox"/> Hospitals: Location, types, organization and functions</li> </ul> </li> <li>• <b><u>Health Care Team</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept</li> <li><input type="checkbox"/> Importance.</li> <li><input type="checkbox"/> Members of the health team and their role.</li> </ul> </li> </ul>	5	Visit to Hospital
II	16	<b>NURSING AS A PROFESSION:</b> <ul style="list-style-type: none"> <li>• <b><u>Historical Development in Nursing:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing before 19<sup>th</sup> Century</li> <li><input type="checkbox"/> Nursing during and after 19<sup>th</sup> Century</li> <li><input type="checkbox"/> Origin and development of nursing in India.</li> <li><input type="checkbox"/> Nursing in India today.</li> </ul> </li> <li>• <b><u>Nursing :</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts,</li> <li><input type="checkbox"/> Definition, philosophy, objectives.</li> <li><input type="checkbox"/> Characteristics, nature and scope of nursing practice.</li> <li><input type="checkbox"/> Functions and qualities of a Professional nurse.</li> <li><input type="checkbox"/> Categories of nursing personnel</li> <li><input type="checkbox"/> Definition and characteristics of a profession.</li> <li><input type="checkbox"/> Professional responsibilities and roles of a nurse</li> </ul> </li> <li>• <b><u>Ethical and legal aspects of nursing:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Ethics</b> : Definition, Ethical Principles, Code of ethics and professional conduct for nurses.</li> <li><input type="checkbox"/> <b>Values</b> : Definition, Types, Values, clarification and values in professional Nursing.</li> <li><input type="checkbox"/> <b>Legal</b> : Concept, Consumer's Rights, Patient's bill of rights, legal implication in nursing.</li> </ul> </li> </ul>		
III	04	<b>HOSPITAL ADMISSION AND DISCHARGE:</b> <ul style="list-style-type: none"> <li>• <b>Admission</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Unit and its preparation</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> </ul>	06	Admission, Transfer and Discharge procedure



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Unit	Hrs	Theory	Hrs	Practical
		<b>Discharge</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types – Planned discharge, LAMA and abscond, Referrals and transfers</li> <li><input type="checkbox"/> Discharge Planning</li> <li><input type="checkbox"/> Special considerations , Medico-legal issues</li> <li><input type="checkbox"/> Roles and Responsibilities of the nurse</li> <li><input type="checkbox"/> Care of the unit after discharge</li> </ul>		
IV	10	<b>COMMUNICATION AND NURSE PATIENT RELATIONSHIP</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Levels, Elements, Types, modes, and communication process.</li> <li><input type="checkbox"/> Factors influencing communication</li> <li><input type="checkbox"/> Methods of effective communication</li> <li><input type="checkbox"/> Barriers to effective communication.</li> <li><input type="checkbox"/> Helping Relationships (NPR): dimensions, phases.</li> <li><input type="checkbox"/> Communicating effectively with patient, families and team members.</li> <li><input type="checkbox"/> Communicating with vulnerable group (children ,women, physically and mentally challenged and elderly)</li> <li><input type="checkbox"/> Patient Teaching : Importance, Purposes,</li> <li><input type="checkbox"/> Process and role of nurse and integrating in nursing process.</li> </ul>	1	Health Talk (Planned)
			5	Visit to institute of Physically mentally challenged.
			5	Visit to institute of visual and hearing Impaired.
V	15	<b>THE NURSING PROCESS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical Thinking and Nursing Judgment: Thinking and Learning.</li> <li><input type="checkbox"/> Competencies, attitudes for critical thinking and levels of critical thinking in nursing</li> <li><input type="checkbox"/> Nursing Process: Concept, Definition, steps of nursing process.</li> <li><input type="checkbox"/> Difference between medical and nursing diagnosis</li> <li><input type="checkbox"/> Protocols and Standing Orders.</li> <li><input type="checkbox"/> Writing Nursing Care Plan and nurse's notes</li> </ul>	10	Writing Nursing Care Plan and Nurse's Notes.
VI	4	<b>DOCUMENTATION AND REPORTING:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose of Recording and reporting</li> <li><input type="checkbox"/> Types of records and reports.</li> <li><input type="checkbox"/> Importance and principles of reporting and recording.</li> <li><input type="checkbox"/> Common Record keeping forms</li> <li><input type="checkbox"/> Methods of recording.</li> <li><input type="checkbox"/> Guidelines for Reporting.</li> <li><input type="checkbox"/> Legal Guidelines of recording and reporting.</li> </ul>	2	Write Patient report (change of shift, transfer, incidental report)



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Nurse's Record		
VII	15	<p><b>VITAL SIGNS</b></p> <p><input type="checkbox"/> Guidelines for taking vital signs:</p> <ul style="list-style-type: none"> <li>• <b><u>Temperature, Pulse Respiration, Blood Pressure and Pain.</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physiology</li> <li><input type="checkbox"/> Regulation</li> <li><input type="checkbox"/> Factors affecting TPR and BP</li> </ul> </li> <li>• <b>Assessment of TPR and BP :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sites,</li> <li><input type="checkbox"/> Locations</li> <li><input type="checkbox"/> Equipments and techniques, Special consideration</li> </ul> </li> <li><input type="checkbox"/> Alterations temperature (Hyperthermia, Heatstroke, Hypothermia).</li> <li><input type="checkbox"/> Rigor – causes, stages and care of patient with rigors.</li> <li><input type="checkbox"/> Alterations in pulse respiration and blood pressure.</li> <li><input type="checkbox"/> <b>Pain-</b> Nature, types factors influencing pain, coping, assessment and management.</li> <li>• <b><u>Hot and cold applications:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Principles, uses and effects on human body.</li> <li><input type="checkbox"/> Different Types of cold applications (cold compress, ice cap, ice collar, cold pack, tepid sponge hypothermia blanket).</li> <li><input type="checkbox"/> Different Types of hot applications (hot water bag, simple and medicated).</li> <li><input type="checkbox"/> Fomentations, poultices and stupes infra red diathermy, heat cradle, electric pad, chemical heating bottles )</li> <li><input type="checkbox"/> Recording of vital signs.</li> </ul> </li> </ul>	10	<p><b>Vital Signs</b></p> <p>Measuring temperature, Pulse, Respiration and Blood Pressure.</p>
			3	Cold Compress, Ice Cap, Ice Collar.
			3	Tepid sponge, Cold sponge and Cold pack
			2	Filling and Giving Ho water bag.
			2	Simple fomentation, Poultices and Stupes
VIII	25	<p><b>HEALTH ASSESSMENT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purposes</li> <li><input type="checkbox"/> Process of health assessment: Health history and physical examination</li> <li><input type="checkbox"/> Methods of physical examination</li> <li><input type="checkbox"/> Preparation for examination: Patient and unit.</li> <li><input type="checkbox"/> Different positions for physical examination.</li> <li><input type="checkbox"/> General assessment and assessment of each body system</li> <li><input type="checkbox"/> Recording of health assessment</li> </ul>	10	<ul style="list-style-type: none"> <li>• Health history</li> <li>• <b>Perform Physical assessment -</b> General, and Body systems.</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
IX	5	<b>MACHINERY, EQUIPMENT AND LINEN:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types: Disposables and reusable, Linen, rubber goods, glass ware, metal, plastics, furniture and machinery</li> <li><input type="checkbox"/> Inventory, Indent and Maintenance.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Care of goods : Linen, rubber goods, glass ware, metal, plastics, furniture and Machinery.</li> </ul>
X		<b>MEETING NEEDS OF PATIENT:</b> A.BASIC NEEDS (ACTIVITIES OF DAILY LIVING)		
	2	<b>A-1. Identifying basic needs of the patients :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maslow's hierarchy</li> <li><input type="checkbox"/> Faye Abdellah,</li> <li><input type="checkbox"/> Virginia Henderson</li> </ul>		
	10	<b>A-2 Providing safe and clean Environment :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Physical environment:</b> Temperature, Humidity, Noise, Ventilation, light, Odour, pests control.</li> <li><input type="checkbox"/> <b>Patient environment :</b> Room Equipment, making patient beds, Types of beds and bed making</li> <li><input type="checkbox"/> <b>Prevention of Physical hazards:</b> fire, accidents</li> <li><input type="checkbox"/> <b>Safety devices:</b> Restraints, side rails, airways, trapeze etc</li> <li><input type="checkbox"/> Role of nurse in providing safe and clean environment.</li> </ul>	11	Prepare beds : <ul style="list-style-type: none"> <li>• Open</li> <li>• Closed</li> <li>• Occupied</li> <li>• Operation.</li> <li>• Amputation</li> <li>• Cardiac</li> <li>• Fracture</li> <li>• Burn</li> <li>• Divided</li> <li>• Fowler's</li> </ul>
	6	<b>A-3 Hygiene :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance of personal hygiene.</li> <li><input type="checkbox"/> Factors Influencing hygienic practice</li> <li><input type="checkbox"/> Hygienic care : Care of               <ul style="list-style-type: none"> <li>○ Skin</li> <li>○ Pressure points</li> <li>○ Feet and nail</li> <li>○ Oral Cavity</li> <li>○ Hair and scalp</li> <li>○ Eyes, Ears and Nose</li> </ul> </li> <li><input type="checkbox"/> Bed Sores – causes and prevention</li> <li><input type="checkbox"/> Wound healing and wound care.</li> </ul>	2 3 6 3 3 3 2 3 2	Mouth wash assisting for a helpless patient Mouthwash for Unconscious patient. Baths (sponge, partial, bathroom) Care of nails (nail cutting, manicure, pedicure, Hair Hair combing Hair wash. Treatment for Pediculosis. Back care: care of pressure points. Bed sore dressing Perineal Care



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Unit	Hrs	Theory	Hrs	Practical
	2	<b>A- 4 Comfort</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Factors influencing comfort</li> <li><input type="checkbox"/> Comfort devices ( Air mattress, water mattress, air cushions, trochanter rolls, hand rolls, foot board, sand bags, back rest, cardiac table, bed cradle elbow and ankle rings.</li> </ul>	4	Use of comfort devices.
		<b>B. PHYSIOLOGICAL NEEDS</b>		
	2	<b>B-1. Sleep and Rest :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physiology of sleep</li> <li><input type="checkbox"/> Factors affecting sleep</li> <li><input type="checkbox"/> Promoting rest and sleep, sleep disorders.</li> </ul>		
	6	<b>B-2. Nutrition :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Importance</li> <li><input type="checkbox"/> Factors affecting nutritional needs,</li> <li><input type="checkbox"/> Assessment of nutritional needs: Variables</li> <li><input type="checkbox"/> <b>Meeting Nutritional needs:</b> Principles, equipment procedure and special considerations <ul style="list-style-type: none"> <li><input type="checkbox"/> Oral</li> <li><input type="checkbox"/> Enteral : Naso/Orogastric,</li> <li><input type="checkbox"/> Gastrostomy</li> <li><input type="checkbox"/> Parenteral</li> </ul> </li> <li><input type="checkbox"/> Treatments related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric analysis</li> </ul>	1	Serving Diet
			1	Serving and feeding a helpless patient
			3	Insertion Nasogastric tube, suction, irrigation and analysis
			3	Feeding : <ul style="list-style-type: none"> <li>• Oral</li> <li>• Enteral</li> <li>• Naso / Orogastric</li> <li>• Gastrostomy</li> <li>• Parenteral</li> </ul>
	9	<b>B-3 Urinary and Bowel Elimination :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Physiology of Urine &amp; bowel Elimination.</li> <li><input type="checkbox"/> Factors Influencing urinary and bowel elimination.</li> <li><input type="checkbox"/> Alteration in urinary and bowel elimination and nurse's responsibilities.</li> <li><input type="checkbox"/> Types and collection specimen of urine and faeces - observation, urine testing.</li> <li><input type="checkbox"/> Facilitating urine and bowel elimination, Assessment, types, equipments, procedures &amp; special considerations <ul style="list-style-type: none"> <li><input type="checkbox"/> Providing urinal/ bed pan</li> <li><input type="checkbox"/> Condom drainage</li> <li><input type="checkbox"/> Perineal care</li> <li><input type="checkbox"/> Catheterization</li> <li><input type="checkbox"/> Passing of Flatus tube</li> </ul> </li> </ul>	2	Collection of specimen for urine, sputum, faeces, vomitus, blood and other body fluids.
			1	Perform lab. test for urine sugar, albumin and acetone
			1	Perform lab. test for blood sugar (with strip/ glucometer)
			1	Providing urinal, bed pan.
			3	Urinary Catheterization





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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Suppository <input type="checkbox"/> Enemas <input type="checkbox"/> Sitz bath <input type="checkbox"/> Bowel wash	1	Care of patient with condom drainage/ continuous bladder drainage.
			3	<ul style="list-style-type: none"> <li>• Enemas.</li> <li>• Proctoclysis.</li> <li>• Suppositories.</li> <li>• Flatus tube insertion.</li> </ul>
			2	Bowel wash Colonic irrigations.
	5	<b>B-4. Mobility and Immobility :</b> <input type="checkbox"/> Principles of Body Mechanics <input type="checkbox"/> Maintenance of normal body alignment and mobility <input type="checkbox"/> Factors affecting body alignment and mobility <input type="checkbox"/> Hazards associated with immobility <input type="checkbox"/> Alteration in body alignment and mobility <input type="checkbox"/> Nursing interventions for impaired Body alignment and mobility: Assessment, types, devices used. <input type="checkbox"/> Special considerations and rehabilitation. <input type="checkbox"/> Range of motion exercises <input type="checkbox"/> Maintaining body alignment : Positions <ul style="list-style-type: none"> <li>• Moving</li> <li>• Lifting</li> <li>• Transferring</li> <li>• Walking</li> <li>• Restraints</li> </ul>	2	Range of motion Exercises.
			2	Positioning : Recumbent, Lateral ( Rt. & Lt) Fowler's, Sims, Lithotomy, Prone, trendelenburg.
			2	Assist patient in moving, lifting, transferring and walking
			2	Restraints
	10	<b>B-5. Oxygenation :</b> <input type="checkbox"/> Review of Cardiovascular and respiratory physiology, <input type="checkbox"/> Factors Affecting oxygenation <input type="checkbox"/> Alteration in respiratory function. <input type="checkbox"/> <b>Nursing Intervention in oxygenation:</b> Assessment, types, equipment used, procedure and special considerations <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintenance of patent airway</li> <li><input type="checkbox"/> Oxygen administration, Suction</li> <li><input type="checkbox"/> Inhalations : Dry and moist</li> <li><input type="checkbox"/> Chest Physiotherapy</li> <li><input type="checkbox"/> Postural drainage</li> <li><input type="checkbox"/> Pulse oximetry</li> </ul>	3	Methods of oxygen administration:
			1	Suctioning : asopharyngeal oropharyngeal
			2	Steam inhalation Different methods
			2	Chest Physiotherapy and postural drainage .
			1	Nebulization



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Unit	Hrs	Theory	Hrs	Practical
	6	<b>B-6. Fluid, Electrolyte and Acid Base Balances</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Physiological regulation of fluid, electrolyte and acid base balance.</li> <li><input type="checkbox"/> Factors affecting fluid electrolyte, and acid base balances.</li> <li><input type="checkbox"/> <b>Nursing intervention in fluid, electrolyte and acid base imbalances :</b> Assessment, procedure and special considerations <ul style="list-style-type: none"> <li><input type="checkbox"/> Measuring fluid intake and output</li> <li><input type="checkbox"/> Correcting Fluid</li> </ul> </li> <li><input type="checkbox"/> <b>Electrolyte imbalance :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Replacement of fluids : Oral &amp; parenteral</li> <li><input type="checkbox"/> Restriction of fluids.</li> </ul> </li> </ul>	1	Measuring fluid intake and output
	6	<b>B-7. Psychosocial Needs :</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts of cultural diversity, stress and adaptation, self- concept, sexuality, spiritual health.</li> <li><input type="checkbox"/> Assessment of psychosocial needs</li> <li><input type="checkbox"/> Nursing intervention for psychosocial needs <ul style="list-style-type: none"> <li><input type="checkbox"/> Assist with coping and adaptation</li> <li><input type="checkbox"/> creating therapeutic environment</li> </ul> </li> <li><input type="checkbox"/> Recreational and diversional therapies</li> </ul>		
XI	20	<b>INFECTION CONTROL IN CLINICAL SETTING</b> <b><u>Infection control :</u></b> <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 &amp; acquired</li> <li><input type="checkbox"/> Hospital acquired infection (Nosocomial infection)</li> </ul> <b><u>Concept of asepsis:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Medical asepsis</li> <li><input type="checkbox"/> Surgical asepsis</li> </ul> <b><u>Isolation precautions :</u></b> (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 Precaution</li> </ul> Precautions for protection from COVID Infection	2	Hand washing technique : Simple, Hand antisepsis, surgical antisepsis ( scrub)
			2	Isolation unit
			2	Practice technique of wearing and removing personal protective equipments.
			2	Practice Standard safety precautions (Universal Precautions)
			2	Visit to CSSD department.



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Unit	Hrs	Theory	Hrs	Practical
		<p><b><u>Biomedical waste management:</u></b></p> <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 of hospital waste,</li> <li><input type="checkbox"/> Segregation and transportation &amp; disposal.</li> </ul> <p>Guidelines for Covid-19 waste disposal” Responsibilities of Nurse</p>		
XII	40	<p><b>ADMINISTRATION OF MEDICATIONS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General Principles/Consideration/terminologies /abbreviations</li> <li><input type="checkbox"/> Purposes of Medication</li> <li><input type="checkbox"/> Special considerations,</li> <li><input type="checkbox"/> Drug forms</li> <li><input type="checkbox"/> Routes of administration</li> <li><input type="checkbox"/> Storage and maintenance of drugs and nurses responsibilities.</li> <li><input type="checkbox"/> Broad classification of drugs</li> <li><input type="checkbox"/> Therapeutic Effect, Side Effects, Toxic effect, Idiosyncratic Reactions,</li> <li><input type="checkbox"/> Drug Tolerance, Drug Interactions,</li> <li><input type="checkbox"/> Factors Influencing drug actions,</li> <li><input type="checkbox"/> Systems of Drug Measurements: Metric system, Apothecary system, Household measurements.</li> <li><input type="checkbox"/> Converting Measurements Units: Conversion within one system,</li> <li><input type="checkbox"/> conversion between systems, dose calculation</li> <li><input type="checkbox"/> Oral drugs administration : Oral, sublingual and buccal..</li> <li><input type="checkbox"/> Parenteral : General principals, decontamination and disposal of syringes, needles, cannula &amp; infusion sets.</li> <li><input type="checkbox"/> Protection from needle stick injuries : giving medications with a safety syringes</li> <li><input type="checkbox"/> <u>Routes of parenteral therapies</u> : purposes, site, equipment, procedure, special considerations               <ul style="list-style-type: none"> <li>• Intradermal</li> <li>• Subcutaneous</li> <li>• Intramuscular</li> <li>• Intravenous</li> </ul> </li> <li><input type="checkbox"/> <u>Advanced techniques</u>, epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intra-arterial.</li> <li><input type="checkbox"/> Nursing responsibilities for administrating drugs</li> </ul>	1	Administration of oral, sublingual and buccal medications
			6	Parenteral - Intradermal - Subcutaneous - Intramuscular
			2	Assist with intravenous medications.
			2	Drug measurements and dose calculations
			1	Administer Topical applications.
			2	Irrigation Eye, Ear bladder, vagina & rectum.
			3	Instillations of drops in Eye, Ear, nose,
			2	Spraying in Nose & throat.
			1	Inhalations: Dry and moist.



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		<input type="checkbox"/> <b>Topical Administration</b> : Purposes, site, equipment procedure special considerations. <ul style="list-style-type: none"> <li>• Application to Skin</li> <li>• <b>Application to mucous membrane</b> <ul style="list-style-type: none"> <li>- Direct application of liquids – Gargle and swabbing the throat</li> <li>- Insertion of Drug into body cavity: suppository / medicated packing in rectum / vagina.</li> <li>- Instillations : Ear, Eye, Nasal, Bladder, Vaginal &amp; Rectal</li> <li>- Irrigations: Eye, Ear, Bladder, Vaginal &amp; Rectal.</li> <li>- Spraying : Nose &amp; throat</li> </ul> </li> </ul> <input type="checkbox"/> <b>Inhalation</b> : purposes, types, equipment, procedure, special considerations Nasal, oral, endotracheal / tracheal (steam & medications) <input type="checkbox"/> Recording & reporting of medications administered		
XIII	08	<b>MEETING SPECIAL NEEDS OF THE PATIENT:</b> <input type="checkbox"/> Care of patients having alteration in : <ul style="list-style-type: none"> <li>• Sensorium (unconscious)</li> <li>• Functioning of sensory organs:- (visual &amp; hearing impairment) assessment of self-care ability</li> </ul> <input type="checkbox"/> Mobility (physically challenged, cast), assessment of self-care ability: communication methods & special considerations <input type="checkbox"/> Mental state (mentally challenged), assessment of self-care ability, Communication methods & special considerations. <input type="checkbox"/> Respiration (distress) types, assessment, Management	4	Visit to institute of visual & hearing impaired.
			4	Visit to institute of mentally challenged
XIV	05	<b>CARE OF TERMINALLY ILL PATIENT</b> <input type="checkbox"/> Concepts of loss, coping with loss, grief, grieving process <input type="checkbox"/> Signs of clinical death <input type="checkbox"/> Care of dying patient : special considerations <input type="checkbox"/> Advance directives: euthanasia, will, dying declaration, organ donation etc. <input type="checkbox"/> Medico-legal issues <input type="checkbox"/> Care of dead body: Equipment, procedure & care of unit <input type="checkbox"/> Autopsy <input type="checkbox"/> Embalming	2	Caring and packing of dead body
			2	Terminal care of the unit



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Unit	Hrs	Theory	Hrs	Practical
XV	06	<b>PROFESSIONAL NURSING CONCEPTS &amp; PRACTICES</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conceptual &amp; theoretical models of nursing practice</li> <li><input type="checkbox"/> Introduction to models-holistic model, health relief model, health promotion model etc</li> <li><input type="checkbox"/> Introduction to theories in nursing : Pep Lau's, Henderson's, Orem's, Neumann's, Roger's, &amp; Roy's</li> <li><input type="checkbox"/> Linking theories with the nursing process</li> </ul>		
XVI	20	<b>FIRST AID</b> <b>A. <u>Emergency Nursing:</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts &amp; importance,</li> <li><input type="checkbox"/> Principles,</li> <li><input type="checkbox"/> Qualities of emergency care personnel,</li> <li><input type="checkbox"/> Emergency care kit.</li> </ul> <b>B. <u>First Aid Management In Emergencies:</u></b> <ol style="list-style-type: none"> <li>1) <b>Wounds &amp; hemorrhage:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wounds : types, signs &amp; symptoms, treatment</li> <li><input type="checkbox"/> Hemorrhage : types, signs &amp; symptoms, treatment, use of tourniquet &amp; pressure points</li> <li><input type="checkbox"/> Bandaging : Purposes / Principles ,type and selection</li> </ul> </li> <li>2) <b>Shock:</b> causes, recognition principles of care and treatment.</li> <li>3) <b>Fractures:</b> causes, types, signs &amp; symptoms, principles of care and treatment.                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of fractures of different regions</li> <li><input type="checkbox"/> Application of splints</li> <li><input type="checkbox"/> Methods of transportation</li> <li><input type="checkbox"/> Preparation and use of stretcher</li> </ul> </li> <li>4) <b>Sprains ,strains &amp; dislocations :</b> causes, recognition ,principles of care and management</li> <li>5) <b>Asphyxia:</b> causes signs &amp; symptoms and treatment.</li> <li>6) <b>Drowning</b></li> <li>7) <b>Foreign bodies :</b> in the eye, ear, nose and trachea</li> <li>8) <b>Burns and scalds:</b> causes and management. Electric shock and its management Heat stroke and sunstroke.</li> <li>9) <b>Convulsions :</b> causes ,management</li> <li>10) <b>Poisoning :</b> types ,signs &amp; symptoms &amp; treatment</li> <li>11) <b>Bites:</b> insect bites, animal bite and snake bite</li> <li>12) <b>Frost bite</b></li> </ol>	7	Bandaging <ul style="list-style-type: none"> <li>• Circular,</li> <li>• Spiral</li> <li>• Reverse spiral</li> <li>• Figure of eight</li> <li>• Caput</li> <li>• Spica</li> <li>• stump.</li> </ul> Bandaging of different areas: eye, ear, jaw. <ul style="list-style-type: none"> <li>• Triangular bandage. Slings.</li> <li>• Binders : T and many tailed</li> </ul>
			2	CPR,
			1	Heimlich manoeuvre



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## NURSING FOUNDATIONS

### BIBLIOGRAPHY....

- 1) Potter A.P., Perry A.G, Fundamentals of Nursing, C.V. Mosby company,
- 2) Koziar B et al, Fundamentals of Nursing concepts, process and practice, Pearson education .
- 3) Dugas B.W. Introduction to patient care Saunders.
- 4) Brunner and Suddarth Test book of Medical surgical nursing
- 5) Brunner & Sudharth Lippincot manual of nursing practice JB Lippincot Company
- 6) Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore.
- 7) Rosdhal, Fundamentals of nursing, Lippincott company.
- 8) Bolander, fundamentals of nursing, Saunders.
- 9) Carol Taylor Fundamental of Nursing, Carol Lillis et al Lippincott.
- 10) Illustration of bandaging and first aid Livingstone Ltd.
- 11) Wilkinson, J. M. & Leuven, K.V. Fundamental of Nursing, Theory Concepts and Applications. Davis Company: Philadelphia.

## NURSING FOUNDATIONS

### INTERNAL ASSESSMENT (Theory)

(25 MARKS)

Sr. No.	Item	Marks allotted	Weightage	Out of 25 marks
1	First term Exam	50 Marks	20%	5.0
2	Pre-final Exam	75 Marks	30%	7.5
3.	Assignments	25 Marks		
4.	Visit Reports			
	a) Hospital	10		
	b) Institute of physically and Mentally challenged.	10	50%	12.5
	c) Institute of visual & hearing impaired	10		
	d) CSSD	10		
	e) Hospital kitchen	10		
	<b>TOTAL</b>	<b>200</b>	<b>100%</b>	<b>25</b>



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## INTERNAL ASSESSMENT (Practical) (100 MARKS)

Sr No	Item	Area	Marks allotted	Weightage	Out of 100 marks
1	First Term Exam	Medical ward / Surgical Ward	50	20%	20
2	Pre-final Exam	Medical ward / Surgical Ward	100	30%	30
3	Clinical Evaluation	Medical ward / Surgical Ward	100	50%	50
	Nursing Care Plan	Medical ward / Surgical Ward	100		
	Procedure Evaluations	Medical ward / Surgical Ward	50		
		Medical ward / Surgical Ward	50		
	Procedure Book	Medical ward / Surgical Ward	50		
<b>TOTAL</b>			<b>600</b>	<b>100%</b>	<b>100</b>

## UNIVERSITY EXAMINATIONS

### Theory

University Exam	= 75marks
Internal Assessment	= 25 marks
<b>Total</b>	<b>= 100 marks</b>

### Practical

University Exam	= 100 marks
Internal Assessment	= 100 marks
<b>Total</b>	<b>= 200 marks</b>

## Division of marks for Practical Exams (internal and external examiners)

Item	Internal	External	Total Marks
Procedure assessment (Bed side)	20	20	40
Viva	20	20	40
OSPE	10	10	20
<b>Total Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>



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**NURSING FOUNDATIONS**

***Question Paper Format (University exam)***

***Grand Total -75Marks***

**Section A:** **Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:** **Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five) (5x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five) (5x 5=25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:** **Total: 30 marks**

Q4) Long Answer Question: 15 marks (Any two) (15x 2= 30 marks)

- a. i . 2 marks
- ii. 2 marks
- iii. 3 marks
- iv 8 marks
  
- b. i . 2 marks
- ii. 2 marks
- iii. 3 marks
- iv 8 marks
  
- c i . 2 marks
- ii. 5 marks
- iii. 8 marks





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**NURSING FOUNDATIONS**

***Question Paper Format (First term)***

*Grand Total = 50 Marks*

**Section A:** **Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:** **Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five) (5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four) (5 x 4 =20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:** **Total: 15 marks**

Q4) Long Answer Question: 15 marks (Any one) (15 x 1=15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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**NURSING FOUNDATION**  
**EVALUATION FORMS AND FORMATS**  
(First B.Sc. Nursing)



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## HEALTH HISTORY FORMAT

### *Biographic history of patient:*

Name of the Patient :  
Age :  
Sex : Male / Female  
Hospital registration number :  
Ward / Dept :  
Bed No :  
Address :  
Telephone Number :  
Admission date :  
Discharge date :  
Diagnosis :  
Operation :  
Date of Operation :  
Name of the Consultant :  
Nursing Alert : Sensitivity / precaution / allergy

### *Personal details of the patient:*

Weight ( kg) :  
Height ( Cm) :  
Marital Status : Married / Single / Widow  
Religion : Hindu / Muslim / Christian / Sikh / Any other  
Education : Illiterate / Primary / Secondary / Graduate / post graduate  
Occupation : unskilled / skilled /  
professional/Service/Business/Agriculture/ not working  
Monthly Income ( Rs) : < 2500 / 2501-5000/ 50001 – 10,000 / above 10, 001.

### *History of illness:*

Chief complaints with duration:  
History of present illness :  
History of past illness :



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## ***Family History:***

Type : Joint / Nuclear  
No. of members :  
Support person(s) :  
Any illness in family : TB / DM/ HT/ Hereditary illness/ Any other

## ***Health facility near home:***

Type : Hospital / Private doctor / Any other  
Transportation facility : Yes / No

## ***Housing:***

Type : Kuccha / Pucca  
No of rooms :  
Drinking Water source : Tap / well/ pond/ river / hand pump  
Electricity : Yes / No  
Toilet : Indian / Western / Open  
Garbage disposal : Municipal vehicle / open dumping  
Drainage system : Closed / open

## ***Personal History:***

Oral Hygiene : Frequency: \_\_\_\_\_ Agent: \_\_\_\_\_

Bath : Frequency: \_\_\_\_\_ Agent: \_\_\_\_\_

Diet : Veg / egg / non-veg \_\_\_\_\_

: No of meals per day: \_\_\_\_\_

: Food preferences: \_\_\_\_\_

: Fluid: no of glasses per day: \_\_\_\_\_

: Tea / coffee: per day: \_\_\_\_\_

: Cola's per day: \_\_\_\_\_

Sleep and rest : Hours per day \_\_\_\_\_

: Interrupted / uninterrupted \_\_\_\_\_

: If interrupted why: \_\_\_\_\_

: Naps if any \_\_\_\_\_

: Drugs used for sleeping if any \_\_\_\_\_



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Elimination : Bowel movements per day (Regular / Constipation)\_\_\_\_\_

: Urine frequency During day \_\_\_\_\_ During night\_\_\_\_

: Any problem with elimination: \_\_\_\_\_

Mobility and Exercise : Walking habits Yes / No if yes regular / Irregular

: Exercise / Activity : Sedentary / mild/ moderate/ heavy

: Joints pain/ discomfort/ restriction \_\_\_\_\_

Menstrual History :Regular / irregular

: \_\_\_\_\_ days cycle

: For \_\_\_\_\_ days

: Flow: Scanty / normal / heavy

: LMP

:Any problem

Sexual & Marital history; Spouse's general health: good / fair / has any illness\_\_\_\_\_

: Spouse occupation:

: Relationship: satisfactory / unsatisfactory;

: Staying together : Yes / No

: No of children- Male \_\_\_\_\_ female \_\_\_\_\_

Deficiency / prosthesis / Aids : Hearing aids\_\_\_\_\_

: Dentures\_\_\_\_\_

: Catheters & Tubing\_\_\_\_\_

: Contact lens and specs\_\_\_\_\_

: Pacemaker\_\_\_\_\_

: Amy implant / prosthesis\_\_\_\_\_

Substance use : Tobacco\_\_\_\_\_

: Drugs\_\_\_\_\_

:Alcohol\_\_\_\_\_

: Any other\_\_\_\_\_

***Immediate problem due to hospitalization***

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**Nails**

Colour: \_\_\_\_\_  
Capillary refill \_\_\_\_\_  
Clubbing: \_\_\_\_\_

**Head**

1. Clear                       2. Unclear   
If unclear specify \_\_\_\_\_

**Face**

- Symmetry: \_\_\_\_\_
- Sensation: \_\_\_\_\_

**Eyes**

- Glasses/contact lenses: \_\_\_\_\_ Extraocular movement: \_\_\_\_\_
- Visual acuity: \_\_\_\_\_ Discharge: \_\_\_\_\_
- Pupils: \_\_\_\_\_ Pain \_\_\_\_\_

**Nose and sinus**

- Nasal septum: \_\_\_\_\_ External nares: \_\_\_\_\_
- Discharge: \_\_\_\_\_ Sense of smell: \_\_\_\_\_
- Sinuses: \_\_\_\_\_

**Ears**

- Hearing acuity: \_\_\_\_\_ Hearing aid: \_\_\_\_\_
- Pain: \_\_\_\_\_ Discharge: \_\_\_\_\_
- Tinnitus: \_\_\_\_\_ Tympanic membrane: \_\_\_\_\_

**Teeth and gums**

Number of teeth \_\_\_\_\_

1. Healthy     2. Swollen     3. Bleeding     4. Lesion

Any other specify \_\_\_\_\_

**Oral mucosa**

1. Healthy     2. Sore     3. Foul breath     4. Lesion

Any other specify \_\_\_\_\_

**Throat**

Tonsils \_\_\_\_\_

**Neck**

1. Trachea: \_\_\_\_\_                      2. Thyroid: \_\_\_\_\_  
3. Web neck: \_\_\_\_\_

**Glands**

1. Enlarged     2. Not enlarged  
If enlarged ... 1. Submandibular     2. Cervical     3. Clavicular



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4. Axillary  5. Inguinal

Any other specify \_\_\_\_\_

## Chest

### **Inspection:**

Symmetry of chest movements: \_\_\_\_\_

Respiratory effort: \_\_\_\_\_

Masses: \_\_\_\_\_

### **Auscultation:**

Breath sounds: \_\_\_\_\_

Heart sounds: \_\_\_\_\_

### **Palpation:**

Crepitus: \_\_\_\_\_

Tenderness: \_\_\_\_\_

Trachea: \_\_\_\_\_

### **Percussion:**

(Compare right to left side)

## Abdomen:

### **Inspection:**

Symmetry: \_\_\_\_\_

Contour: \_\_\_\_\_

Distension: \_\_\_\_\_

Hernia: \_\_\_\_\_

Lesion/ Scars: \_\_\_\_\_

superficial veins: \_\_\_\_\_

girth: \_\_\_\_\_

### **Auscultation:**

Bowel sounds \_\_\_\_\_

Spleen \_\_\_\_\_

### **Palpation:**

Liver \_\_\_\_\_

### **Percussion:**

Upper right quadrant \_\_\_\_\_

Lower right quadrant \_\_\_\_\_

Upper left quadrant \_\_\_\_\_

Lower left quadrant \_\_\_\_\_

## Back

Pain/discomfort \_\_\_\_\_

Lesions \_\_\_\_\_

Tenderness \_\_\_\_\_

## Upper Extremities

Symmetry \_\_\_\_\_

Joints \_\_\_\_\_

Pulse \_\_\_\_\_ (Brachial, Radial)

Scar/Lesions \_\_\_\_\_

## Lower Extremities

Symmetry \_\_\_\_\_

Joints \_\_\_\_\_

Pulse \_\_\_\_\_

(Femoral, Dorsalis pedis, Posterior tibial)

Scar/Lesions \_\_\_\_\_

## Genitals

Appearance \_\_\_\_\_

Foul smell \_\_\_\_\_

Discharge \_\_\_\_\_

Foleys catheter \_\_\_\_\_

## Reflexes

Biceps \_\_\_\_\_

Achilles \_\_\_\_\_

Patellar \_\_\_\_\_

Triceps \_\_\_\_\_

Planter \_\_\_\_\_

Abdominal \_\_\_\_\_





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## FIRST YEAR B.Sc. NURSING

### EVALUATION OF NURSING CARE PLAN

Name of the Student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Ward / Dept: \_\_\_\_\_ Diagnosis: \_\_\_\_\_

SR. NO	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
<b>I</b>	<b>Content</b>		
1	Elicit relevant history	5	
2	Make quick and valid assessment	6	
3	Identifies problems/ needs	4	
4	Formulates nursing diagnosis	8	
5	Prioritizes the nursing diagnosis	4	
6	Plan care for any two priority needs	4	
7	List the outcome criteria	2	
8	Implements care for any two priority needs	10	
9	Evaluated the care ( based on nurses notes)	2	
<b>II</b>	<b>Presentation</b>		
1	Written neatly	2	
2	Punctuality in submission	2	
3	Bibliography	1	
	<b>TOTAL MARKS</b>	<b>50</b>	

Remarks : \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Student with date

Signature of Teacher with date



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## FIRST YEAR B.Sc. NURSING

### CLINICAL ASSESSMENT FORM

Name of the Student: \_\_\_\_\_

Hospital : \_\_\_\_\_

Ward/ Dept : \_\_\_\_\_

Experience : From \_\_\_\_\_ to \_\_\_\_\_

Max. Marks 100

Sr. No	Criteria of Evaluation	Performance Level				
		Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Poor (0)
<b>I</b>	<b>NURSING PROCESS (64)</b>					
<b>1</b>	<b>Assessment and Nursing Diagnosis (16)</b>					
1.1	Collects data about patient's needs					
1.2	Identifies basic needs of patients					
1.3	Categorizes Needs/Problems					
1.4	Formulates Nursing Diagnosis					
<b>2</b>	<b>Planning (20)</b>					
2.1	Prioritizes patient's needs					
2.2	Plans nursing action for each need					
2.3	Completes nursing care plan					
2.4	States rationale for nursing action					
2.5	Plans appropriate health teaching					
<b>3</b>	<b>Implementation (16)</b>					
3.1	Applies scientific principles					
3.2	Maintains safe and comfortable environment					
3.3	Implements nursing care accurately and safely and within given time.					
3.4	Gives health teaching to the patients/family					
<b>4</b>	<b>Evaluation (12)</b>					
4.1	Evaluate patient's response to nursing care					
4.2	Re-examines care plan					
4.3	Modifies care plan					



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Sr. No	Criteria of Evaluation	Performance Level				
		Excellent (4)	Very Good (3)	Good (2)	Satisfactory (1)	Poor (0)
<b>II</b>	<b>DOCUMENTATION (12)</b>					
1.1	Report patient information accurately					
1.2	Record patient information accurately					
1.3	Maintains self file up to date					
<b>III</b>	<b>PROFESSIONAL CONDUCT (24)</b>					
<b>1</b>	<b>Uniform</b>					
1.1	Always well groomed and neat conscious about professional appearance					
1.2	Punctuality is always punctual for clinicals in completing assignments					
<b>2</b>	<b>Sense of Responsibility</b>					
2.1	Readily accepts responsibility for own behavior has initiative					
2.2	Respects rules and regulations					
<b>3</b>	<b>Communication Skills</b>					
3.1	Establishes & maintains effective working / communication relationship with patient and family.					
3.2	Establishes good interpersonal relationship with members of health team / supervisors/ teachers.					
	<b>Sub Total Marks</b>					
	<b>Total marks obtained:</b>					

Remarks by Faculty:

Remarks by Student:

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Signature of Student with date

Signature of Teacher with date



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## FIRST YEAR B.Sc. NURSING

### CRITERIA FOR EVALUATION OF PROCEDURE

Name of the Student : \_\_\_\_\_  
Name of the Procedure : \_\_\_\_\_  
Area of clinical experience: : \_\_\_\_\_  
Name of the patient : \_\_\_\_\_  
Age / Sex : \_\_\_\_\_ Regd No \_\_\_\_\_  
Diagnosis : \_\_\_\_\_  
Supervised by : \_\_\_\_\_

Sr. No	PARTICULAR	YES	NO
<b>I</b>	<b>PLANNING AND ORGANIZATION</b>		
<b>(A)</b>	<b>Self Preparation</b>		
1	Checks and confirms written order		
2	Maintains cleanliness and neatness		
3	Maintains personal safety		
<b>(B)</b>	<b>Tray set up</b>		
4	Selects articles correctly		
5	Are the articles clean		
6	Are the equipments adequate		
7	Arranges the articles properly		
<b>(C)</b>	<b>Environmental Setup</b>		
8	Keeps the unit clean		
9	Is the unit well ventilated		
10	Is the unit arranged properly		
<b>(D)</b>	<b>Approach to the patient</b>		
	<b>(1) Physical preparation of the patient</b>		
11	Gives correct position to the patient		
12	Maintains safety of the patient		
13	Maintains comfort of the patient		
14	Maintains privacy of the patient		
	<b>(2) Psychological Preparation of the patient</b>		
15	Gives clear initial explanation to the patient		
16	Maintains relevant conversation with patient during procedure.		
<b>II</b>	<b>TECHNICAL SKILLS DURING THE PROCEDURE</b>		
<b>(A)</b>	<b>Skill</b>		
17	Handles the patient gently		
18	Observes the patient before procedure		
19	Follows aseptic techniques		
20	Takes scientific precautions throughout the procedure		
<b>(B)</b>	<b>Handling of the articles/ Equipment</b>		



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Sr. No	PARTICULAR	YES	NO
21	Places articles in right place		
22	Uses articles correctly		
23	Uses material economically		
<b>(C)</b>	<b>Termination of procedure and after care of patient</b>		
24	Makes the patient comfortable		
25	Cleans the articles properly		
26	Dries the articles properly		
27	Disinfect / sterilized the articles before replacement		
<b>(D)</b>	<b>Reporting and Recording</b>		
	<b>(1) Reporting</b>		
28	Reports significant points		
29	Reports accurately		
30	<b>(2) Recording</b>		
31	Records precisely/ neatly		
32	Records accurately		
33	Records promptly		
<b>III</b>	<b>TECHNICAL SKILLS DURING THE PROCEDURE</b>		
34	Has knowledge of the procedure		
35	Knows the purpose of the procedure		
36	Knows the various methods of the procedure		
37	Knows the scientific principles applicable to the procedure		
<b>IV</b>	<b>STUDENT ABILITIES</b>		
38	Maintained correct posture throughout the procedure		
39	Takes initiative		
40	Exhibits resourcefulness		
41	Dependable		
42	Shows positive response to the suggestions		
43	Maintains right attitude towards the patient		
44	Knows use of article & adaptation of methods to home situation		
45	Completes the procedures in time		
46	Takes opportunity for incidental teaching		
47	Implements principles of health teaching		
<b>V</b>	<b>OVERALL PERFORMANCE (out of 3 marks)</b>		
	<b>TOTAL MARKS OBTAINED</b>		

Remarks :

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Signature of student with date

Signature of teacher with date



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## FIRST YEART B.Sc. NURSING

### NURSING FOUNDATION

#### EVALUATION CRITERIA FOR ASSIGNMENT

Name of the Student: \_\_\_\_\_

Topic : \_\_\_\_\_

Sr. No	Criteria for Evaluation	Marks allotted	Marks Obtained
1	Neatness in presentation	5	
2	Innovative Ideas	5	
3	Adequacy of content	2	
4	Relevancy of content	3	
5	Punctuality in submission	5	
6	Presentation of content	5	
	<b>TOTAL MARKS</b>	<b>25</b>	

Remarks :

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Signature of student with date

Signature of teacher with date



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**FIRST YEART B.Sc. NURSING**

**NURSING FOUNDATION**

**EVALUATION CRITERIA FOR VISIT REPORT**

Name of the Student: \_\_\_\_\_

Topic : \_\_\_\_\_

Sr. No	Criteria for Evaluation	Marks allotted	Marks Obtained
1	Neatness in presentation	5	
2	Innovative Ideas	5	
3	Adequacy of content	2	
4	Relevancy of content	3	
5	Punctuality in submission	5	
6	Presentation of content	5	
	<b>TOTAL MARKS</b>	<b>25</b>	

Remarks :

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Signature of Evaluator & date

Signature of student & date



# MGM INSTITUTE OF HEALTH SCIENCES

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## PSYCHOLOGY

Placement – First Year

Theory – 50 hours

Practical – 10 hours

**Course Description:** This 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.

**Specific Objectives:** At the end of the course the students will be able to:

1. Describe the history, scope and methods of psychology
2. Explain the biology of Human behaviour.
3. Describe various cognitive processes and their applications
4. Describe motivation, emotions, stress, attitudes and their influence on behaviour.
5. Explain the concept of personality and its influence on behaviour.
6. Describe psychology of people during the life cycle.
7. Describe the characteristics of mentally healthy person.
8. Explain ego defense mechanism.
9. Explain the psychological assessments and role of nurse.

Unit	Hrs	Theory	Hrs	Practical
I	2	<b>Introduction:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> History, development and origin of science of psychology.</li><li><input type="checkbox"/> Definitions, scope of psychology</li><li><input type="checkbox"/> Relevance to nursing.</li><li><input type="checkbox"/> Methods of Psychology</li></ul>		
II	4	<b>Biology of behaviour</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Dynamics of human behaviour.</li><li><input type="checkbox"/> Body mind relationships modulation process in health and illness.</li><li><input type="checkbox"/> Genetics and behaviour: Heredity and Environment</li><li><input type="checkbox"/> Brain and behaviour: Nervous System., Neurons and synapse,</li><li><input type="checkbox"/> Association Cortex, Right and left Hemispheres</li><li><input type="checkbox"/> Psychology of Sensations</li><li><input type="checkbox"/> Muscular and glandular controls of behaviour</li><li><input type="checkbox"/> Nature of behaviour of and organism/ Integrated responses.</li></ul>		





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Unit	Hrs	Theory	Hrs	Practical
III	18	<p><b>Cognitive process</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meaning of cognition</li> <li><input type="checkbox"/> <b>Attention:</b> Types, determinants, Duration &amp; degree, alterations</li> <li><input type="checkbox"/> <b>Perception:</b> Meaning, Principles, factors affecting, Perception of objects, depth, distance and motion. Errors in perception.</li> <li><input type="checkbox"/> <b>Learning:</b> Nature, types, learner and learning factors influencing, laws and theories of learning, process, transfer and study habits.</li> <li><input type="checkbox"/> <b>Memory:</b> meaning, types, nature, factors influencing, development, theories and - methods of memorizing and forgetting.</li> <li><input type="checkbox"/> <b>Thinking:</b> types and levels, Stages of development, relationship with language and communication.</li> <li><input type="checkbox"/> <b>Intelligence:</b> meaning, classification, uses, theories.</li> <li><input type="checkbox"/> <b>Aptitude :</b> concept, types, individual differences and Variability.</li> <li><input type="checkbox"/> Psychometric assessments of cognitive processes.</li> <li><input type="checkbox"/> Alterations in cognitive processes.</li> <li><input type="checkbox"/> Applications</li> </ul>		
IV	6	<p><b>Motivation and Emotional Processes:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Motivation: Meaning, Concepts, Types, theories,</li> <li><input type="checkbox"/> Motives and behaviour,</li> <li><input type="checkbox"/> Formation of self concept,</li> <li><input type="checkbox"/> Conflicts and frustration, conflict resolution</li> <li><input type="checkbox"/> <b>Emotion:</b> Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li> <li><input type="checkbox"/> <b>Stress:</b> stressors, cycle, effect, adaptation &amp; coping</li> <li><input type="checkbox"/> <b>Attitude:</b> Meaning, nature, development, factors affecting, <ul style="list-style-type: none"> <li>- Behaviour and attitudes</li> <li>- Attitudinal change</li> <li>- Attitude and Nurse.</li> </ul> </li> <li><input type="checkbox"/> Psychometric assessment of emotions and attitudes</li> <li><input type="checkbox"/> Alterations in emotions</li> <li><input type="checkbox"/> Applications</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
V	5	<b>Personality</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definitions, topography, types, Theories</li> <li><input type="checkbox"/> Psychometric assessments of personality</li> <li><input type="checkbox"/> Development &amp; Alterations in personality               <ul style="list-style-type: none"> <li>o Adjustment and maladjustment</li> <li>o Personality disorders</li> <li>o Self actualization</li> </ul> </li> </ul>		
VI	5	<b>Developmental Psychology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Psychology of people at different ages from infancy to old age.</li> <li><input type="checkbox"/> Psychology of vulnerable individuals- challenged, women, sick, etc.</li> <li><input type="checkbox"/> Psychology of groups</li> </ul>		
VII	7	<b>Mental hygiene and mental Health</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts of mental hygiene and mental health</li> <li><input type="checkbox"/> Characteristics of mentally healthy person.</li> <li><input type="checkbox"/> Warning signs of poor mental health.</li> <li><input type="checkbox"/> Promotive and preventive mental health strategies and services.</li> <li><input type="checkbox"/> Ego defense mechanisms and implications</li> <li><input type="checkbox"/> Personal and social adjustments</li> <li><input type="checkbox"/> Guidance and counseling</li> <li><input type="checkbox"/> Role of nurse</li> </ul>		
VIII	3	<b>Psychological assessment &amp; tests</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment.</li> </ul>	10	<b>Practical</b> Identifying intelligence and coping skills: -Wechsler's Adult Intelligence

## Bibliography:

1. Bhatia. & Craig M : Element of psychology and mental hygiene for Nurses, Chennai. Orient Longmal.
2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, AITBS.
3. Jacob Anthikad, Psychology for Graduate Nurses, Jaypee.
4. Morgan C.T. & King, Introduction to Psychology, Megrow bill international.
5. Second course in psychology, Higher secondary std. XII K.T. Basantani, Sheth publishers Pvt. Ltd.
6. Second course in Psychology, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt. Ltd.
7. Hurlock E : Development psychology : Tata MC grow Hill Book Co.



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## PSYCHOLOGY

### TOPICS FOR GROUP WORK

1. Psychology and its branches
2. Application of psychology in nursing practice
3. Brain and dynamics of behaviour.
4. Cognitive process and their applications.
5. Developmental Psychology.
6. Guidance and counselling and role of nursing.

### INTERNAL ASSESSMENT (Theory)

(25 MARKS)

Sr. No	Item	Marks allotted	Weightage	Out of 25 marks
1	First term Exam	50 Marks	20%	5.0
2	Pre-final Exam	75 Marks	30%	7.5
3.	Assignments Lab work ( Group Work )	25 Marks	50%	12.5
<b>TOTAL</b>		<b>150</b>	<b>100%</b>	<b>25</b>

### UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

University Exam = 75 marks

Internal assessment = 25 marks

**Grand Total** = 100 marks



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## PSYCHOLOGY

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### *Question Paper Format (University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5 x 5 =25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total: 30 marks**

Q4) Long Answer Question: 15 marks ( Any two)

(15 x 2=30 marks)

- a. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks
  
- b. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks
  
- c. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks



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**PSYCHOLOGY**

***Question Paper Format (First term exam)***

***Grand Total = 50 Marks***

**Section A:** **Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:** **Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five) ( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four) (5 x 4 =20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:** **Total: 15 marks**

Q4) Long Answer Question: 15 marks ( Any one) (15 x 1=15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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## FIRST YEART B.Sc. NURSING

### PSYCHOLOGY

#### EVALUATION CRITERIA FOR GROUP WORK

Name of the Student: \_\_\_\_\_

Topic : \_\_\_\_\_

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>	4	
	• Organization	5	
	• Adequacy of content	4	
	• Relevance		
2.	<b>PRESENTATION</b>		
	• Punctuality	2	
	• Neatness	2	
	• Innovative ideas	2	
3.	<b>ILLUSTRATION</b>		
	• Relevance	2	
	• Neatness	2	
4.	<b>BIBLIOGRAPHY</b>	2	
	<b>TOTAL</b>	<b>25</b>	

Remarks :

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Signature of student & date

Signature of Evaluator & date



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## MICROBIOLOGY

**Placement:** First Year

**Theory - 45 Hrs**

**Practical - 15 Hrs**

**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 setting.

### Specific objectives:

- 1) Explain concepts and principles of microbiology and their importance in nursing
- 2) Describe structure, classification, morphology and growth of bacteria,
- 3) Identify various micro-organisms.
- 4) Describe the methods of infection control
- 5) Identify the role of nurse in hospital infection program
- 6) Describe the different disease producing organisms
- 7) Explain the concepts of immunity, hypersensitivity and immunizations

Unit	Hrs	Theory	Hrs	Practical
I	2	<b>Introduction :</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Importance and relevance to nursing</li><li><input type="checkbox"/> Historical perspective</li><li><input type="checkbox"/> Concepts and terminology</li><li><input type="checkbox"/> Principles of microbiology</li></ul>		
II	7	<b>General characteristics of Microbes</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Structure and classification of Microbes.</li><li><input type="checkbox"/> Morphological types</li><li><input type="checkbox"/> Size and form of bacteria</li><li><input type="checkbox"/> Motility</li><li><input type="checkbox"/> Colonization</li></ul> <b>Growth and nutrition of microbe:</b> Temperature, Moisture, Blood and body fluids <ul style="list-style-type: none"><li><input type="checkbox"/> Laboratory methods for identification of Micro- organisms</li><li><input type="checkbox"/> Staining techniques, Gram staining, Acid fast staining, Hanging drop Preparation</li><li><input type="checkbox"/> Culture; various medias</li></ul>	5	Staining techniques, Gram staining, Acid fast staining, Hanging drop Preparation <input type="checkbox"/> <input type="checkbox"/> Culture; various medias
III	12	<b>Infection control</b> <ul style="list-style-type: none"><li><input type="checkbox"/> <b>Infection :</b> Sources, portals of entry and exit, transmission.</li><li><input type="checkbox"/> Asepsis</li><li><input type="checkbox"/> Disinfection; Types and methods</li><li><input type="checkbox"/> Sterilization ; Types and methods</li><li><input type="checkbox"/> Chemotherapy and antibiotics</li><li><input type="checkbox"/> Standard safety measures</li></ul>	3	Visit to CSSD



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Biomedical waste management <input type="checkbox"/> Role of Nurse <input type="checkbox"/> Hospital acquired infection <input type="checkbox"/> <b>Hospital infection control programme</b> <ul style="list-style-type: none"> <li>▪ Protocols,</li> <li>▪ Collection of samples,</li> <li>▪ Preparation of report and status of rate of infection in unit / hospital, nurse's accountability, continuing education etc.</li> </ul>		
IV	17	<b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Micro-organisms           <ul style="list-style-type: none"> <li>▪ Cocci – gram positive and gram negative</li> <li>▪ Bacilli-gram positive gram negative</li> <li>▪ Spirochete</li> <li>▪ Mycoplasmas</li> <li>▪ Rickettsiae</li> <li>▪ Chlamydia</li> </ul> </li> <li><input type="checkbox"/> Viruses</li> <li><input type="checkbox"/> Fungi-Superficial and</li> <li><input type="checkbox"/> Deep mycoses</li> <li><input type="checkbox"/> Parasites</li> <li><input type="checkbox"/> Rodents &amp; vectors</li> </ul> Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms Collection, handling and transportation of various specimens.	6	Identification of disease producing micro-organisms  Collection, handling and transportation of various specimens.
V	7	<b>Immunity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immunity – Types, classification</li> <li><input type="checkbox"/> Antigen and antibody reaction</li> <li><input type="checkbox"/> Hypersensitivity – skin test</li> <li><input type="checkbox"/> Serological tests</li> <li><input type="checkbox"/> Immunoprophylaxis           <ul style="list-style-type: none"> <li>▪ Vaccines &amp; sera – Types &amp; Classification, storage and handling, cold chain</li> <li>▪ Immunization for various diseases</li> <li>▪ Immunization Schedule</li> </ul> </li> </ul>	1	Storage of Vaccines and handling and cold chain

## BIBLIOGRAPHY:

1. Alice Corrairie Smith, "Microbiology and pathology" Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S.Ginsberg, "Microbiology", A Harper International edition.
3. Hug L. L Moffet, "Clinical microbiology", J. B. Lippincott Co.
4. Macbie and Mecartney, "Medical microbiology" Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, "Textbook of microbiology", Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.





# MGM INSTITUTE OF HEALTH SCIENCES

KAMOTHE, NAVI MUMBAI

(Deemed University u/s of UGC Act, 1956)

Grade 'A' Accredited by NAAC

## MICROBIOLOGY

### Topics

Sr. No.	Topics
1	Microscope
2	Morphology , Microscopic Examination
3	Grams Staining
4	'Z'N' Staining
5	Culture Media
6	Biochemical reaction for identification
7	Sterilization Part-I
8	Sterilization Part-II
9	Collection of sample
10	Demonstration of Gram Positive, Gram Negative Cocci
11	Demonstration of Gram Positive, Gram Negative bacilli
12	Laboratory diagnosis of Tuberculosis
13	Serological Test
14	Laboratory diagnosis of Fungi
15	Laboratory diagnosis of Viruses and Parasites

### INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks allotted	Weightage	Out of 25 marks
1	First term Exam	50 Marks	20%	5.0
2	Pre-final Exam	75 Marks	30%	7.5
3.	Project/ Group Work 10 marks	25 Marks	50%	12.5
4.	Record Book 15 marks			
<b>TOTAL</b>		<b>150</b>	<b>100</b>	<b>25</b>

### UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

University Exam = 75 marks

Internal assessment = 25 marks

**Grand Total** = 100 marks



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## MICROBIOLOGY

### *Question Paper Format (University exam)*

**Grand Total = 75 Marks**

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total: 30 marks**

Q4) Long Answer Question: 15 marks (Any two)

(15 x 2 = 30 marks)

- a. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks
  
- b. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks
  
- c. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks



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## MICROBIOLOGY

### *Question Paper Format (First term)*

**Grand Total = 50 Marks**

**Section A:**

**Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four)

(5 x 4 = 20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks ( Any one)

(15 x 1 = 15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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Grade 'A' Accredited by NAAC

## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR RECORD BOOK / JOURNAL

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

Total Marks: 15 marks

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>		
	▪ Organization	2	
	▪ Adequacy of content	4	
	▪ Relevance	2	
2.	<b>ILLUSTRATION</b>		
	▪ Adequacy	2	
	▪ Neatness	2	
	▪ Presentation	2	
3.	<b>BIBLIOGRAPHY</b>	1	
	<b>TOTAL MARKS</b>	<b>15</b>	

Remarks :

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Signature of Student with date

Signature of Teacher with date



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Grade 'A' Accredited by NAAC

## FIRST YEAR B.Sc. NURSING

### EVALUATION CRITERIA FOR PROJECT (Group Work)

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Date: \_\_\_\_\_

Total Marks: 10 marks

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	<b>DESCRIPTION</b>		
	▪ Organization	1	
	▪ Adequacy of content	2	
	▪ Relevance	1	
2.	<b>PRESENTATION</b>		
	▪ Punctuality	1	
	▪ Neatness	1	
	▪ Innovative ideas	1	
3.	<b>ILLUSTRATIONS</b>		
	▪ Relevance	1	
	▪ Neatness	1	
4.	<b>BIBLIOGRAPHY</b>	1	
	<b>TOTAL MARKS</b>	<b>10</b>	

Remarks :

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Signature of Student with date

Signature of Teacher with date



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Grade 'A' Accredited by NAAC

## ENGLISH

**Placement: First Year**

**Theory = 40 Hrs**

**Exercises = 20 Hrs.**

**Course description:** The course is designed to enable students to enhance ability to comprehend spoken and written English (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience.

**Specific objectives:** At the end of the course the students are able to:

- 1) Develop good vocabulary skills for effective communication.
- 2) Effectively communicates with patients while rendering care.
- 3) Understands methods of writing and drafting letters in English.
- 4) Develop ability to read understand and express meaningfully, the prescribed text.
- 5) Plans and writes nursing process and records effectively.
- 6) Develops skills in listening.

Unit	Hrs	Theory	Hrs	Exercises
I	7	<input type="checkbox"/> Review of Grammar. <input type="checkbox"/> Remedial study of grammar <input type="checkbox"/> Building Vocabulary <input type="checkbox"/> Lexical sets	3	<ul style="list-style-type: none"><li>• Use of Dictionary and Grammar.</li><li>• Practice appropriate words and expression</li><li>• Revising parts of speech</li><li>• Pairs of confused words, synonyms &amp; Antonyms</li><li>• Lexical sets &amp; collocations</li><li>• Using appropriate words and expressions.</li></ul>
II	20	<input type="checkbox"/> Read and comprehend prescribed course books <input type="checkbox"/> Skimming & Scanning <input type="checkbox"/> Reading in sense group <input type="checkbox"/> Reading between the lines.	7	<ul style="list-style-type: none"><li>• Reading</li><li>• Summarizing</li><li>• Comprehension</li></ul>
III	5	<input type="checkbox"/> Various forms of composition <input type="checkbox"/> Letter writing <input type="checkbox"/> Note making & Note takings <input type="checkbox"/> Précis writings <input type="checkbox"/> Anecdotal records <input type="checkbox"/> Diary writing	5	<ul style="list-style-type: none"><li>• Letter writing</li><li>• Note making &amp; Note takings</li><li>• Précis writings</li><li>• Anecdotal records</li><li>• Diary writing</li><li>• Reports on health problem</li><li>• Resume /CV</li><li>• Notices, Agenda, minutes,</li></ul>



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Unit	Hrs	Theory	Hrs	Exercises
		<input type="checkbox"/> Reports on health problem <input type="checkbox"/> Resume /CV <input type="checkbox"/> Notices, Agenda, minutes <input type="checkbox"/> Telegram <input type="checkbox"/> Essay		telegram, essay • Discussion on written reports / documents
IV	3	<input type="checkbox"/> Spoken English Phonetics, <b>Public speaking</b> <input type="checkbox"/> Oral report <input type="checkbox"/> Group Discussion Debate <input type="checkbox"/> Telephonic Conversation Conversational skills (Formal, Neutral & informal situation)	3	• Debate • Participating in Seminar, Panel discussion, Symposium • Telephonic Conversation Conversation in different situations, • Practice in public speaking.
V	5	<input type="checkbox"/> Listening Comprehension Media, audio, video, speeches etc.	2	• Listening to audio, video tapes and identify the key points, accent & information pattern.

## INTERNAL ASSESSMENT

(25 MARKS)

Sr. No	Item	Marks allotted	Weightage	Out of 25 marks
1	First term Exam	50 Marks	20%	5.0
2	Pre-final Exam	50 Marks	30%	7.5
3	Assignments	25 Marks	50%	12.5
<b>Total</b>		<b>150</b>	<b>100%</b>	<b>25</b>

## FINAL EXAM

75 marks

**Final exam will be conducted at college level and marks will be sent to the University for Inclusion in the mark list.**

## Bibliography:

1. Living English Grammar & Composition Tickoo M.L. & Subramaniam A.E Oriental Longman, New Delhi.
2. English for practical purposes Valke, Thorat Patil & Merchant, Macmillan. Publication, New Delhi.
3. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
4. English Grammar & Composition Wren & Martin, S. Chand Publications- 2005, Delhi.
5. Selva Rose, Carrier English for Nurses, 1st edition -1999, published by Orient Longman Pvt. Ltd. – 1997, Chennai.







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## ENGLISH

*Question Paper Format*

*(First Term)*

*Grand Total -50 marks*

**Q1.) Short Answer Question: (any two) 5 marks each (5x 2=10 marks)**

- a.
- b.
- c.

**Q2) Solve the following : (any two) 10 marks each (10x 2=20 marks)**

- a.
- b.
- c.
- d.

**Q3) Long Answer Question: ( 20 x 1 =20 marks)**

a. Read the passage and solve the following

- i . Give it a suitable title 2 marks
- ii. List the main points 5 marks
- iii. Write the subsidiary points 5 marks
- iv Make a precise of the passage 8marks



# MGM INSTITUTE OF HEALTH SCIENCES

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Grade 'A' Accredited by NAAC

## INTRODUCTION TO COMPUTERS

**Placement: First Year**

**Theory = 15 Hrs**

**Practical = 30 Hrs.**

Course Description: This course is designed for students to develop basic understanding of uses of computer and its application in nursing.

Course Objective: At the end of the course the students will:

1. Identify and define various concepts used in computer.
2. Identify application of computer in Nursing.
3. Describe and use the disk operating system.
4. Demonstrate skills in the use of MS-Office.
5. Demonstrate skills in using multimedia.
6. Identify features of computer aided teaching and testing.
7. Demonstrate use of internet and Email.
8. Describe and use Statistical packages.
9. Describe the use of Hospital Management System.

Unit	Hours	Theory	Hours	Practical
I	3	<b>Introduction</b> <ul style="list-style-type: none"><li>• Concepts of Computers</li><li>• Hardware and software ;</li><li>• Trends and technology</li><li>• Application of computers in nursing</li></ul>		
11	6	<b>Introduction to disk- operating system</b> <ul style="list-style-type: none"><li>* DOS</li><li>*Windows (all version)</li></ul> Introduction <ul style="list-style-type: none"><li>• MS-Word</li><li>• MS-Excel with pictorial presentation</li><li>• MS –Access</li><li>• MS-Power point</li></ul>	20	Practicing MS Word MS Excel MS Access MS Power points
111	2	*Multimedia ; types & uses *Computer aided teaching & testing	3	Preparation of slides & PowerPoint presentation
IV	1	Use of Internet and: e-mail	3	Create a new email ID & retrieve data from e-mail & send mail
V	2	Statistical Packages: Types & Features	2	Preparing Statistical packages.
VI	1	Hospital Management Systems; Types & Uses	2	Setting up and managing HMS.



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KAMOTHE, NAVI MUMBAI

(Deemed University u/s of UGC Act, 1956)

Grade 'A' Accredited by NAAC

## BIBLIOGRAPHY:

1. Jain and Saakshi, *COMPUTERS FOR NURSES*
2. Kalicharan, *INTRODUCTION TO COMPUTER SCIENCE*
3. Nicoll, *NURSES GUIDE TO INTERNET*. Third edition.
4. Phatak M et al, *MULTIMEDIA TECHNIQUES*. First edition, Nirali Prakashan.
5. Rajaraman, *FUNDAMENTALS OF COMPUTER*. Tata Macrohill Publication, New Delhi.
6. Sanjeev kumar, *A TEXTBOOK OF COMPUTER APPLICATIONS*. Educational and Technical Publishers, New Delhi.

## INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks allotted	Weightage	Out of 25 marks
1	First term Exam	50 Marks	15%	3.75
2	Pre-final Exam	75 Marks	25%	6.25
3	Assignment	25 Marks	50%	12.5
<b>Total</b>		<b>150</b>	<b>100%</b>	<b>25</b>

## FINAL EXAM

75 marks

**Final exam will be conducted at college level and marks will be sent to the University for inclusion in the mark list.**



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## INTRODUCTION TO COMPUTERS

### *Question Paper Format*

*Grand Total -50Marks*

**Section A:**

**Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5x 4=20 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks (Any one)

(15x 1= 15 marks)

- a. i . 2 marks
- ii. 3 marks
- iii. 5 marks
- iv 5 marks
  
- b. i . 2 marks
- ii. 3 marks
- iii. 5 marks
- iv 5 marks



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**INTRODUCTION TO COMPUTERS**

*Question Paper Format (First term)*

*Grand Total = 50 Marks*

**Section A:** **Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:** **Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five) (5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four) (5 x 4 =20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:** **Total: 15 marks**

Q4) Long Answer Question: 15 marks ( Any one) (15 x 1=15 marks)

- a. i. 2 marks
- ii. 3 marks
- iii. 5 marks
- iv. 5 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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## MARATHI

**Total Hrs: 30**

### OBJECTIVES

- To prepare the students to understand the speech of the patients/ relatives.
- To develop skills needed for conversing with patients.
- To develop skills in providing instructions to the patients/ relatives.
- To develop skills in giving health talks to the people in the hospital and community.

### CONTENT

12 hours

The students are taught to use the functional mode of language to help them communicate with the patients comfortably.

- Introducing self to patients and relatives -1 hr
- Collecting history of patients -2 hrs
- Explaining daily routine -1 hr
- Healthy food habits -2 hrs
- Nutritious food stuffs -2 hrs
- Different parts of the body -2 hrs
- Different departments of the hospital -1 hr
- Names of different investigations done -1 hr

### HEALTH TALK TOPICS

10 hours

- Personal Hygiene
- Balanced Diet
- Causes and Prevention of minor ailments
- Dental Care
- Environmental Hygiene

### PRACTICE SESSION

8 hours



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## **COURSE PLANNING**

**II YEAR BASIC B.Sc. NURSING**



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## SOCIOLOGY

Placement: Second Year

Total Hours: 60

**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.

**Specific Objectives:** At the end of the course the students are able to:

1. State the importance of sociology in Nursing.
2. Describe the inter-relationship of individual in the society and community.
3. Describe the influence of culture on health and disease.
4. Identify various social groups and their interactions.
5. Explain the growth of population in India and its impact on health.
6. Describe the institutions of family and marriage in India
7. Describe the class and caste system and their influence on health and health practice.
8. Describes the types of communities in India, their practices and the impact on health.
9. Explain the process of Social Change.
10. Describe the Social system and inter-relationship of social organizations.
11. Explain the nature and process of social control.
12. Describe the role of the nurse in dealing with social problems in India.

Unit	Hrs	Theory	Hrs	Practical
I	1	<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>		
II	3	<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 socialization and individualization</li><li>• Personal disorganization</li></ul>		
III	3	<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>		





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Unit	Hrs	Theory	Hrs	Practical
IV	4	<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> </ul>		
		<ul style="list-style-type: none"> <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, Accommodation, Assimilation &amp; Isolation</li> </ul>		
V	6	<b>Population</b> <ul style="list-style-type: none"> <li>Society and population</li> <li>Population growth, variation among nations.</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 programmes, Women and Child welfare</li> </ul>		Community Identification – during community posting
VI	5	<b>Family and Marriage:</b> <ul style="list-style-type: none"> <li>Family - functions</li> <li>Types - Joint, Nuclear, Blended and extended family: Characteristics</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 Family, marriage and their influence on health and health practices</li> </ul>		Family case study – during community posting
VII	7	<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 Government policies for schedule caste, schedule tribe, and OBC</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 Influence of Class, caste and Race on health and health practices</li> </ul>		Community Survey – during community posting  Visit to rural and urban community – during community posting



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Unit	Hrs	Theory	Hrs	Practical
VIII	6	<b>Types of communities in India (Rural, Urban and Regional)</b> <ul style="list-style-type: none"> <li>• Features of village community &amp; Characteristics of Indian villages Panchayat system, social dynamics</li> <li>• Community development project and planning</li> <li>• Changes in Indian Rural life</li> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• The growth of cities: Urbanisation and its impact on health and health practices</li> <li>• Major Urban problems – Urban Slums Region; problems and impact on Health</li> </ul>		Community survey during community posting
IX	4	<b>Social Change</b> <ul style="list-style-type: none"> <li>• Nature and process of Social change</li> <li>• Factors influencing Social change: cultural change, Cultural lag, culture and health (With special reference to women's health).</li> <li>• Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional, Sanskritisation and Modernisation.</li> <li>• Role of nurse -Change agents</li> </ul>		Observation Visits to – Voluntary Associations
X	4	<b>Social organization and social system</b> <ul style="list-style-type: none"> <li>• Social organization: elements, types</li> <li>• Democratic and authoritarian modes of participation,</li> <li>• Voluntary associations</li> <li>• Social system: Definition and Type system</li> <li>• Role and Status as structural elements of social system with reference to women's role and status and its impact on family.</li> <li>• Inter-relationship of institutions.</li> </ul>		
XI	2	<b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, Legal, Religious, Educational Economic.</li> <li>• Industrial and Technological system, Norms &amp; Values- Folkways &amp; Mores Customs, Laws and fashion, Role of nurse.</li> <li>• Human rights, Value education</li> </ul>		Community Survey



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Unit	Hrs	Theory	Hrs	Practical
XII	15	<b>Social Problems</b> <ul style="list-style-type: none"> <li>□ Social disorganization</li> <li>□ Control &amp; planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women &amp; children, government health programs, vulnerable groups, elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS.</li> </ul>		<b>Institutional Visits</b> – <ul style="list-style-type: none"> <li>• Destitute Home</li> <li>• Home for aged</li> <li>• Rehabilitation Centre</li> <li>• Home for children (abused,</li> </ul>
		<ul style="list-style-type: none"> <li>□ Social Welfare programmes in India</li> <li>□ <b>Natural Resources and related problems</b> <ul style="list-style-type: none"> <li>▪ <b>Forest Resources:</b> Use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effect on forest and tribal people.</li> <li>▪ <b>Water resources:</b> use and over utilization of surface and ground water, floods, drought, conflict over water, dams – benefits and problems.</li> <li>▪ <b>Mineral Resources:</b> use and exploitation, environmental effects of extracting and using mineral resources.</li> <li>▪ <b>Land Resources:</b> land as a resources, land degradation, man induced landslides, soil erosion and desertification</li> <li>▪ <b>Role of an individual in conservation of natural resources.</b></li> <li>▪ <b>Equitable use of resources for sustainable lifestyle.</b></li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• delinquency and crime)</li> <li>HIV/AIDS Centre</li> </ul>

## BIBLIOGRAPHY:

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4. C.N. Shankar Rao Principals of sociology with introduction to social thoughts, S Chand E Company Publishers
5. Ashok N.Patel, S.S.Hooda, Sociology
6. Dr.N.H.Groenman, Dr.O D'aslevin, M A Bockenham, Social and Behvioural sciences for Nurses, Campanion Press Ltd.
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## INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks allotted	Weightage	Marks out of 25
1	First term Exam	50	20%	5.0
2	Pre-final Exam	75	30%	7.5
3.	Assignments – Community Survey, ( group work = 25 marks) (during community posting) - Family Case study = 25 marks	25 25	50%	12.5
	Visit Reports - Rural and Urban community = 2 - Social Organizations. = 4 - Institutional Visits = 2	80		
	<b>TOTAL</b>	<b>255</b>	<b>100%</b>	<b>25</b>

## UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

University Exam = 75 marks

Internal assessment = 25 marks

**Grand Total** = **100 marks**



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**SOCIOLOGY**

*Question Paper Format (University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5 x 5 =25 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

**Section C:**

**Total: 30 marks**

Q4) Long Answer Question: 15 marks (Any two)

(2 x 15=30 marks)

- a. i .            2 marks
- ii.           5 marks
- iii.           8 marks
  
- b. i .            2 marks
- ii.           5 marks
- iii.           8 marks
  
- c. i .            2 marks
- ii.           5 marks
- iii.           8 marks



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**SOCIOLOGY**

*Question Paper Format (First term)*

*Grand Total = 50 Marks*

**Section A:**

**Total: 05 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four)

(5 x 4=20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks ( Any one)

(1 x 15=15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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## PHARMACOLOGY

**Placement: Second Year**

**Theory – 45 Hours**  
**(Class 35 Hours + Lab 10 Hours)**

**Course Description:** This course is designed to enable students to acquire understanding of pharmaco-dynamics, Pharmacokinetics, principles of therapeutics and nursing implications.

**Specific Objectives:** At the end of the course the students are able to,

1. Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration.
2. Explain chemotherapy of specific infections and infestations and nurse's responsibilities.
3. Describe antiseptics, disinfectants, insecticides and nurse's responsibilities.
4. Describe drugs acting gastrointestinal system and nurse's responsibilities.
5. Describe drugs used on Respiratory systems and nurse's responsibilities.
6. Describe drugs used on Urinary systems and nurse's responsibilities.
7. Describe drugs used in deaddiction, emergency, deficiency of vitamins & minerals, poisoning, for immunization and immunosuppression and nurse's responsibilities.
8. Describe drugs used on skin and mucous membrane and nurse's responsibilities.
9. Describe drugs used on Nervous system and nurse's responsibilities.
10. Describe drugs used on Cardiovascular System and nurse's responsibilities.
11. Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities.
12. Demonstrate awareness of the common drugs used in alternative system of medicine.

Unit	Hrs	Theory	Hs	Practical
I	2	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Definitions</li><li><input type="checkbox"/> Sources</li><li><input type="checkbox"/> Terminology used</li><li><input type="checkbox"/> Types: Classification</li><li><input type="checkbox"/> Pharmaco-dynamics: Actions, therapeutic</li><li><input type="checkbox"/> Adverse, toxic</li><li><input type="checkbox"/> Pharmacokinetics: Absorption, distribution, metabolism, interaction, excretion</li><li><input type="checkbox"/> Review: Routes and principles of administration of drugs</li><li><input type="checkbox"/> Indian pharmacopoeia: Legal issues</li><li><input type="checkbox"/> Storage of various drugs</li><li><input type="checkbox"/> Calculation of drug dosage</li><li><input type="checkbox"/> Rational use of drugs</li><li><input type="checkbox"/> Principles of therapeutics</li></ul>	10	Field visits/educational trips to pharmaceutical farms / companies



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Unit	Hrs	Theory	Hrs	Practical
II	5	<p><b>Chemotherapy</b> Pharmacology of commonly used:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Penicillin</li> <li><input type="checkbox"/> Cephalosporins</li> <li><input type="checkbox"/> Aminoglycosides</li> <li><input type="checkbox"/> Macrolide &amp; Broad Spectrum Antibiotics</li> <li><input type="checkbox"/> Sulfonamides</li> <li><input type="checkbox"/> Quinolones</li> <li><input type="checkbox"/> Antiamoebic</li> <li><input type="checkbox"/> Antimalarials</li> <li><input type="checkbox"/> Anthelmintics</li> <li><input type="checkbox"/> Antiscabies agents</li> <li><input type="checkbox"/> Antiviral &amp; Antifungal agents</li> <li><input type="checkbox"/> Antitubercular drugs</li> <li><input type="checkbox"/> Antileprosy drugs</li> <li><input type="checkbox"/> Anticancer drugs</li> <li><input type="checkbox"/> Immuno-suppressants</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>		Drug Study / Presentation
III	2	<p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Antiseptics: Composition, action, dosage, route, indications, contraindications, drug interactions, side-effects, adverse effects, toxicity, and role of nurse.</li> <li><input type="checkbox"/> Disinfectants</li> <li><input type="checkbox"/> Insecticides</li> </ul>		Drug Study / Presentation
IV	2	<p><b>Drugs acting on G I System</b> Pharmacology of commonly used</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Antiemetics</li> <li><input type="checkbox"/> Emetics</li> <li><input type="checkbox"/> Purgatives</li> <li><input type="checkbox"/> Antacids</li> <li><input type="checkbox"/> Cholinergic</li> <li><input type="checkbox"/> Anticholinergics</li> <li><input type="checkbox"/> Fluid and Electrolyte therapy</li> <li><input type="checkbox"/> Antidiarrhoeals</li> <li><input type="checkbox"/> Histamines</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>		Drug Study / Presentation





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Unit	Hrs	Theory	Hs	Practical
V	2	<p><b>Drugs used on Respiratory System</b> Pharmacology of commonly used</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Antiasthmatics</li> <li><input type="checkbox"/> Mucolytics</li> <li><input type="checkbox"/> Decongestants</li> <li><input type="checkbox"/> Expectorants</li> <li><input type="checkbox"/> Antitussives</li> <li><input type="checkbox"/> Bronchodilators</li> <li><input type="checkbox"/> Bronchoconstrictors</li> <li><input type="checkbox"/> Antihistamines</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects toxicity &amp; role of nurse, adverse effect</p>		Drug Study / Presentation
VI	2	<p><b>Drugs used on Urinary System</b> Pharmacology of commonly used drugs</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Diuretics and Antidiuretics</li> <li><input type="checkbox"/> Urinary antiseptics</li> <li><input type="checkbox"/> Cholinergics and anticholinergics</li> <li><input type="checkbox"/> Acidifiers and alkalanizers</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>		Drug Study / Presentation
VII	3	<p><b>Miscellaneous</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drugs used in de-addiction</li> <li><input type="checkbox"/> Drugs used in CPR &amp; emergency</li> <li><input type="checkbox"/> Vitamins and minerals</li> <li><input type="checkbox"/> Immunosuppressants</li> <li><input type="checkbox"/> Antidotes</li> <li><input type="checkbox"/> Antivenom</li> <li><input type="checkbox"/> Vaccines and Sera</li> </ul>		Drug Study / Presentation
VIII	1	<p><b>Drugs used on skin and mucus membranes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Topical applications for skin, eye, ear nose, and buccal cavity</li> <li><input type="checkbox"/> Antipruritics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse</p>		Drug Study / Presentation
IX	5	<p><b>Drugs acting on Nervous System</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic &amp; applied pharmacology of commonly used:</li> <li><input type="checkbox"/> Analgesics &amp; Anaesthetics <ul style="list-style-type: none"> <li>○ Analgesics, Nonsteroidal anti-inflammatory (NSAID) drugs</li> <li>○ Antipyretics</li> <li>○ Hypnotics and sedatives <ul style="list-style-type: none"> <li>- Opioids, Non – Opioids, Tranquilizers</li> <li>- General &amp; local anaesthetics</li> <li>- Gases – Oxygen, nitrous oxide, Carbon dioxide</li> </ul> </li> </ul> </li> </ul>		Drug Study / Presentation



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Unit	Hrs	Theory	Hs	Practical
		<input type="checkbox"/> Cholinergic & anticholinergics: <ul style="list-style-type: none"> <li>○ Muscle relaxants</li> <li>○ Major tranquilizers</li> <li>○ Anti psychotics</li> <li>○ Antidepressants</li> <li>○ Anticonvulsants</li> <li>○ Adrenergics</li> <li>○ Noradrenergics</li> <li>○ Mood stabilizers</li> <li>○ Acetylcholine</li> <li>○ Stimulants</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse		
X	4	<b>Cardiovascular Drugs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Haematinics</li> <li><input type="checkbox"/> Cardiotonics</li> <li><input type="checkbox"/> Anti anginals</li> <li><input type="checkbox"/> Antihypertensive &amp; vasodilators</li> <li><input type="checkbox"/> Anti-arrhythmic</li> <li><input type="checkbox"/> Plasma expanders</li> <li><input type="checkbox"/> Coagulants &amp; anticoagulants</li> <li><input type="checkbox"/> Antiplatelets &amp; thrombolytics</li> <li><input type="checkbox"/> Hypolipidemics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse		Drug Study / Presentation
XI	3	<b>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>● Insulin &amp; Oral hypoglycemics</li> <li>● Thyroid supplements &amp; suppressants</li> <li>● Steroids , Anabolics</li> <li>● Uterine stimulants &amp; relaxants</li> <li>● Oral contraceptives</li> <li>● Other oestrogen – progesterone preparations</li> <li>● Corticotrophine &amp; Gonadotropines</li> <li>● Adrenaline</li> <li>● Prostaglandins</li> <li>● Calcitonins</li> <li>● Calcium salts</li> <li>● Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse		Drug Study / Presentation



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Unit	Hrs	Theory	Hs	Practical
XII	4	<b>Introduction to drugs used in alternative system of medicine</b> Ayurveda, Homeopathy, Unani and Siddha etc		Observation Visits Pharmaceutical farm / company of • Allopathy • Ayurveda • Homeopathy

## METHOD OF TEACHING

- Lecture
- Group Discussion

## ASSIGNMENT

- Drug Study/ Presentation

## BIBLIOGRAPHY:

1. Satoskar, Bhandarkar, Ainapure: Pharmacology and pharmacotherapeutics, Popular Prakashan Mumbai.
2. M M Das: Pharmacology, Books & Allied (p) Ltd.
3. Linda, Skidmore Roth: Mosby's Nursing Drug Reference, Mosby Inc, Harcourt Health Sciences Company, Missouri.
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5. K D Tripathi: Essentials of medical pharmacology, Jaypee Brothers, Bangalore.
6. Govoni & Hayes: Drugs and nursing implications, Appleton & Lange Newyork.
7. Rodman & Smith: Clinical pharmacology in nursing, J B Lippincott company, Philadelphia.
8. Richard A Lehne : Pharmacology for nursing care , W B Saunders company , Philadelphia.
9. Lalit Mishra: Drug Today, Vol 12, No 12, Lorina publications Inc. Delhi .
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## PATHOLOGY AND GENETICS

Placement: Second Year

Theory - 45 Hours - Pathology - 30 Hrs  
(Class 26 + Lab 04 Hrs)

Genetics - 15 Hrs

### Section A: PATHOLOGY

Theory = 25 hours & Practical = 5 hours

**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.

**Specific objectives:** At the end of the course students are able to:

1. Define the common terms used in pathology.
2. Appreciate the deviations from normal to abnormal structure and functions of the body.
3. Explain pathological changes in disease conditions of various systems.
4. Describe various laboratory tests in assessment and monitoring of disease conditions.
5. Describe laboratory tests for examination of body cavity fluids, transudates and exudates.
6. Describe the laboratory tests for examination of urine and faeces.

Unit	Hrs	Theory	Hrs	Practical
I	4	<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 &amp; techniques</li> <li><input type="checkbox"/> Cellular &amp; 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 and repair</li> <li><input type="checkbox"/> Vascular changes</li> <li><input type="checkbox"/> Cellular growth and Neoplasms               <ul style="list-style-type: none"> <li>▪ Normal and cancer cell</li> <li>▪ Benign and malignant growths</li> <li>▪ In situ carcinoma</li> </ul> </li> <li><input type="checkbox"/> Disturbances of fluid and electrolyte balance, role of nurse</li> </ul>		
II	14	<b>Systemic Pathology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathological changes in disease conditions of various systems:</li> </ul> <b>Respiratory tract</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis, Bronchitis, Pleural effusion &amp; Pneumonia</li> </ul>		<ul style="list-style-type: none"> <li>• Visit to ...</li> <li>Pathology Lab</li> <li>Biochemistry Lab</li> <li>Blood Bank</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Lung abscess, emphysema, bronchiectasis <input type="checkbox"/> Bronchial asthma, chronic obstructive pulmonary disease and tumours. <b>Cardiovascular system</b> <input type="checkbox"/> Pericardial effusion <input type="checkbox"/> Rheumatic heart disease <input type="checkbox"/> Infective endocarditis, atherosclerosis <input type="checkbox"/> Ischemia, infarction & aneurysm <b>Gastrointestinal tract</b> <input type="checkbox"/> Peptic ulcer, Typhoid <input type="checkbox"/> Carcinoma of GI tract – buccal, oesophageal, gastric and intestinal <b>Liver, Gall bladder &amp; pancreas</b> <input type="checkbox"/> Hepatitis, chronic liver abscess, Cirrhosis <input type="checkbox"/> Tumours of liver, gall bladder and pancreas <input type="checkbox"/> Cholecystitis <input type="checkbox"/> Diabetes Mellitus <b>Kidneys &amp; Urinary tract</b> <input type="checkbox"/> Glomerulonephritis, pyelonephritis <input type="checkbox"/> Calculi, Renal failure, Renal, carcinoma & Cystitis <b>Male genital system</b> <input type="checkbox"/> Cryptorchidism, testicular atrophy <input type="checkbox"/> Prostatic hyperplasia, Carcinoma of penis & prostate <b>Female genital system</b> <input type="checkbox"/> Fibroids <input type="checkbox"/> Carcinoma cervix & endometrium <input type="checkbox"/> Vesicular mole, choriocarcinoma <input type="checkbox"/> Ectopic gestation <input type="checkbox"/> Ovarian cyst & tumours <b>Cancer breast</b> <b>Central Nervous System</b> <input type="checkbox"/> Vascular disorders – thrombosis, embolism <input type="checkbox"/> Stroke, paraplegia, quadriplegia <input type="checkbox"/> Tumours, meningiomas- gliomas <b>Metastatic tumour</b> <b>Skeletal system</b> <input type="checkbox"/> Bone healing, osteoporosis, osteomyelitis <input type="checkbox"/> Arthritis and tumours	4	<b>Museum specimens of Respiratory disorders</b> <b>Tuberculosis</b> <b>Museum specimens of Cardiovascular disorders</b> IE, RHD, Hypertension, MI <b>Gastrointestinal tract</b> Ulcers of GIT <b>Hepatobiliary disorders</b>  <b>Kidneys &amp; Urinary tract</b>  <b>Male &amp; Female genital system</b>
III	4	<b>Clinical Pathology</b> Various blood and bone marrow tests in assessment and monitoring of disease conditions <input type="checkbox"/> Haemoglobin		• <b>Demonstrations</b>



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> RBC, white cells & platelet counts <input type="checkbox"/> Bleeding time, clotting time and prothrombin time <input type="checkbox"/> Blood grouping and cross matching <input type="checkbox"/> Blood chemistry <input type="checkbox"/> Blood culture <input type="checkbox"/> Serological and immunological tests <input type="checkbox"/> Other blood tests <input type="checkbox"/> Examination of bone marrow <input type="checkbox"/> Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values. <input type="checkbox"/> Nurse's role in collection and dispatch of various samples for laboratory tests. <input type="checkbox"/> Universal safety precautions.		• Visit to ...  <input type="checkbox"/> Pathology Lab <input type="checkbox"/> Biochemistry Lab <input type="checkbox"/> Blood Bank
IV	2	<b>Examination of body cavity fluids, transudates and exudates</b> <input type="checkbox"/> The laboratory tests used in CSF analysis, Examination of other body cavity fluids, transudates and exudates - sputum, wound discharge etc. <input type="checkbox"/> Analysis of gastric and duodenal contents <input type="checkbox"/> Analysis of semen- sperm count, motility and morphology and their importance in infertility. <input type="checkbox"/> Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values. <input type="checkbox"/> Nurse's role in assisting and preparing the patient for these diagnostic tests		Demonstrations
V	2	<b>Urine &amp; Faeces</b> <b>Urine</b> <input type="checkbox"/> Physical characteristics <input type="checkbox"/> Analysis <input type="checkbox"/> Culture and sensitivity <b>Faeces</b> <input type="checkbox"/> Characteristics <input type="checkbox"/> Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. <input type="checkbox"/> Methods of collection for various tests, inference and normal values		Demonstration



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**METHOD OF TEACHING** : Lecture, Discussion

- Demonstration.
- Use of slides, Specimens, X rays and Scans

### **Bibliography – Pathology**

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10. Parakrama Chandrasoma : Concise pathology, Hall International, USA .
11. Lynne's Gracia, M S & David A Brucker : Diagnostic medical parasitology , n ASM press, Washington.
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## B – GENETICS

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.

**Specific objectives:** At the end of the course students are able to:

1. Explain nature, principles and perspectives of heredity.
2. Explain maternal, prenatal and genetic influences on development of defects and diseases.
3. Explain the screening methods for genetic defects and diseases in neonates and children.
4. Identify genetic disorders in various age groups.
5. Describe the role of nurse in genetic services and counselling.

Unit	Hrs	Theory	Hrs	Practical
I	2	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Practical application of genetics in Nursing.</li> <li><input type="checkbox"/> Impact of genetic condition on families.</li> <li><input type="checkbox"/> Review of cellular division mitosis and Meiosis.</li> <li><input type="checkbox"/> Characteristics and structure of genes</li> <li>Chromosomes – sex determination</li> <li><input type="checkbox"/> Chromosomal aberrations pattern of inheritance               <ul style="list-style-type: none"> <li>▪ Mendalian 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>		
II	3	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conditions affecting the mother: genetic and infections</li> <li><input type="checkbox"/> Consanguinity</li> <li><input type="checkbox"/> Prenatal nutrition and food allergies</li> <li><input type="checkbox"/> Maternal age</li> <li><input type="checkbox"/> Maternal drug therapy</li> <li><input type="checkbox"/> Prenatal testing and diagnosis</li> <li><input type="checkbox"/> Effect of radiation, drugs and chemicals</li> <li><input type="checkbox"/> Infertility</li> <li><input type="checkbox"/> Spontaneous abortion</li> <li><input type="checkbox"/> Neural tube defects and the role of folic acid in lowering the risks</li> <li><input type="checkbox"/> Down syndrome (Trisomy 21)</li> </ul>		





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Unit	Hrs	Theory	Hrs	Practical
III	2	<b>Genetic tests in neonates and children</b> Screening for <input type="checkbox"/> Karyotype analysis <input type="checkbox"/> Congenital abnormalities <input type="checkbox"/> Developmental delay <input type="checkbox"/> Dysmorphism	2	Visit to Genetic laboratory
IV	2	<b>Genetic conditions of adolescents and adults</b> <input type="checkbox"/> Cancer genetics – Familial cancer <input type="checkbox"/> Inborn errors of metabolism <input type="checkbox"/> Blood group alleles and haematological disorders <input type="checkbox"/> Genetic haemochromatosis <input type="checkbox"/> Huntington's disease <input type="checkbox"/> Mental illness		
V	3	<b>Services related to Genetics</b> <input type="checkbox"/> Genetic testing <input type="checkbox"/> Human genome project <input type="checkbox"/> Gene therapy <input type="checkbox"/> The Eugenics movement <input type="checkbox"/> Genetic counselling <input type="checkbox"/> Legal and ethical issues <input type="checkbox"/> Role of nurse		
VI	1	<b>Energy Resources:</b> <input type="checkbox"/> Growing energy needs <input type="checkbox"/> Renewable and non renewable energy sources <input type="checkbox"/> Use of alternative energy sources <input type="checkbox"/> Case Studies		

## METHOD OF TEACHING

- Lecture, Discussion, Demonstrations.
- Use of slides, Specimens, X rays and Scans

## BIBLIOGRAPHY –(GENETICS)

1. S Mandal: Fundamentals of Human Genetics, New Central Book Agency, Kolkata
2. S D Gangane : Human Genetics, Saurabh Printers, Noida.
3. Jorde Carey Bamshad White : Medical Genetics, Mosby .
4. P C Winter, G I Hickey : Instant notes in genetics , Viva books Pvt Ltd, New Delhi .
5. Mary B Mahowald , et al : Genetics in the clinic, Mosby Philadelphia..
6. Robert F Muller, Ian D Young : Emery's elements of medical genetics, Churchill Livingstone, Philadelphia.
7. Moore, Keith L: Developing Human Clinically oriented Embryology, W B Saunders company, Philadelphia.
8. Pansky Ban, Review of Medical Embryology. Macmillan Publishing Company, New York .



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## PHARMACOLOGY, PATHOLOGY AND GENETICS

INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks	Weightage	Marks out of 25
1.	<b>First term Exam:</b> Pharmacology 29 Pathology & Genetics (19+2) 21	50	20%	5.0
2.	<b>Pre-final Exam:</b> Pharmacology 40 Pathology 25 Genetics 10	75	30%	7.5
3.	<b>Assignments</b> Drug Study / Presentation 25  <b>Visit Reports</b> Pharmaceutical companies / Other alternative system of medicine 5  Biochemistry/Pathology lab & blood bank/ Genetic department 5	25  10	50%	12.5
	<b>Total</b>	<b>160</b>	<b>100</b>	<b>25</b>

## UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

**University Exam**

Section A - Pharmacology	40 marks
Section B - Pathology	25 marks
Genetics	10 marks
	<b>75 marks</b>

**Internal assessment** 25 marks

**Grand Total** = **100 marks**



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## PHARMACOLOGY, PATHOLOGY AND GENETICS

### FORMAT FOR ASSIGNMENTS

#### Guidelines for Drug study

SL NO.	Particulars
1	Index of drug
2	Introduction
3	Classification of drugs
4	Factors affecting action of drugs
5	Name of the drug (Trade & Pharmaceutical name)
6	Preparation, Strength and Dose
7	Indications and contraindications
8	Actions
9	Adverse effects and drug interactions
10	Nursing responsibility
11	Conclusion
12	References



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**PHARMACOLOGY, PATHOLOGY AND GENETICS**

*Question Paper Format (University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Pharmacology** MCQ 01 to 10 = 5 marks

**Pathology** MCQ 11 to 20 = 5 marks

**Section B: (PHARMACOLOGY)**

**Total: 35 marks**

**Q2.) Short Answer Question: 2 marks each (Any five)**

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Q3) Short Notes: 5 marks each (Any five)**

(5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C: (PATHOLOGY)**

**Total: 30 marks**

**Q4. Short Answer Question: 2 marks each (Any five)**

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Q5) Short Notes: 5 marks each (Any two)**

(2 x 5 = 10 marks)

- a.
- b.
- c.

**Section C: (GENETICS)**

**Total: 10 marks**

**Q6. Short Answer Question: 2 marks each (Any five)**

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.



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## PHARMACOLOGY, PATHOLOGY AND GENETICS

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### *Question Paper Format (First term)*

*Grand Total = 50 Marks*

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Pharmacology** MCQ 01 to 8 = 4 marks

**Pathology** MCQ 9 to 16 = 4 marks

**Genetics** MCQ 17 to 20 = 2 marks

**Section B: (PHARMACOLOGY)**

**Total: 25 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any three)

(3 x 5 = 15 marks)

- a.
- b.
- c.
- d.
- e.

**Section C: (PATHOLOGY)**

**Total: 15 marks**

Q4) Long Answer Question:

(8+7 = 15 marks)

- a. i. 2 marks
- ii. 6 marks
  
- b. i. 2 marks
- ii. 5 marks



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## EVALUATION CRITERIA FOR DRUG STUDY / PRESENTATION

Marks=25

SR NO	CONTENT	MARKS ALLOTTED	MARKS OBTAINED
1	Planning & organization	03	
2	Content	10	
3	Nursing responsibility	10	
4	Conclusion References	02	
	<b>TOTAL</b>	<b>25</b>	



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## MEDICAL SURGICAL NURSING

(ADULT INCLUDING GERIATRICS) – I

**Placement: Second Year**

**Theory : 210 Hrs**

**Practical : 720 Hrs**

### Course Description:

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

**Specific Objectives:** At completion of the course the student is able to:

1. Appreciate the trends in Medical Surgical Nursing.
2. Describe the role of a nurse in caring for adult patients in the hospital and community.
3. Describe the concepts of Medical Surgical asepsis
4. Describe the common signs and symptoms of certain problems and their specific nursing interventions.
5. Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of adult including elderly patients with medical surgical conditions.
6. Describe the organization set up of operation theatre.
7. Identify various instruments and equipments used for common surgical procedures.
8. Describe the infection control measures in the operation theatre.
9. Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
10. Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

Unit	Hrs	Theory	Hrs	Practical
I	10	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>□ Introduction to Medical Surgical Nursing</li><li>□ Evaluation &amp; trends of medical &amp; surgical nursing.</li><li>□ Review of concepts of health &amp; illness,</li><li>□ Diseases concepts, its causes, classification of diseases, International classification of diseases ( ICD - 10 or later version),</li><li>□ Acute, chronic, &amp; terminal stages of Illness.</li><li>□ Review of concept of compressive nursing care in medical surgical condition based on nursing process.</li></ul>	10	Surgical asepsis Dressings Care of wound drainage Medications- oral, I/v, I/M, S/C, I/V canulation, Topical medications



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Role of nurse &amp; family in care of patients</li> <li><input type="checkbox"/> Role &amp; responsibility of nurse in medical surgical settings:               <ul style="list-style-type: none"> <li>○ Outpatient department</li> <li>○ In patient department</li> <li>○ Intensive care units</li> </ul> </li> <li>Home &amp; community settings</li> <li><b>Introduction to medical surgical asepsis</b> <ul style="list-style-type: none"> <li>○ Inflammation and Infection</li> <li>○ Stress adaptation</li> <li>○ Haemorrhage</li> <li>○ Immunity</li> <li>○ Wound healing, wound healing process.</li> </ul> </li> <li><b>Surgical asepsis</b> <ul style="list-style-type: none"> <li>○ Dressings, Suture care, care of drainage</li> </ul> </li> </ul>		<p>Counsel and teach related to specific disease conditions.</p> <p><b>Care of wound</b></p> <ul style="list-style-type: none"> <li>• Dressings</li> <li>• Suture care, care of drainage</li> </ul>
II	10	<p><b>Common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fluid &amp; electrolyte imbalance</li> <li><input type="checkbox"/> Vomiting</li> <li><input type="checkbox"/> Dyspnoea and cough, respiratory difficulty and obstructions</li> <li><input type="checkbox"/> Fever</li> <li><input type="checkbox"/> Shock</li> <li><input type="checkbox"/> Unconsciousness, Syncope</li> <li><input type="checkbox"/> Pain</li> <li><input type="checkbox"/> Incontinence (bladder &amp; bowel)</li> <li><input type="checkbox"/> Oedema</li> <li><input type="checkbox"/> Age related problems- Geriatric Problems.</li> </ul>		
III	15	<p><b>Nursing management of patients (adults including elderly) with respiratory problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Anatomy &amp; Physiology of respiratory system.</li> <li><input type="checkbox"/> Assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing including elderly with:               <ul style="list-style-type: none"> <li>○ Upper Respiratory tract infections</li> <li>○ Bronchitis, Bronchiolitis</li> <li>○ Asthma</li> <li>○ Emphysema</li> <li>○ Empyemas</li> <li>○ Atelectasis</li> <li>○ Chronic obstructive Pulmonary diseases (COPD) / Bronchiectasis</li> </ul> </li> </ul>	5	<p><b>Respiratory assessment and assisting for the procedures of</b></p> <p>X ray chest, MRI, lung Biopsy, bronchoscopy Thoracocentesis Care of patients with chest drainage &amp; change of chest drainage.</p>





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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>○ Pneumonia</li> <li>○ Pulmonary tuberculosis</li> <li>○ Lung abscess</li> <li>○ Pleural abscess, effusion</li> <li>○ Cysts &amp; Tumors</li> <li>○ Chest injuries</li> <li>○ Respiratory arrest, ARDS &amp; insufficiency</li> <li>○ Pulmonary embolism</li> </ul> <p>Special therapies, alternative therapies, nursing procedures, drugs used in treatment of respiratory disorders.</p>		<p>Care of patients on ventilators &amp; weaning</p> <p>Throat suctioning, Collection of specimens for common investigations</p> <p>Health Education</p> <p>Drug Book Presentation</p> <p><b>Oxygen therapy</b> by different methods, Nebulization, Chest Physiotherapy</p>
IV	23	<p><b>Nursing management of patient (Adults including elderly) with disorders of Digestive system.</b></p> <ul style="list-style-type: none"> <li>● Review of Anatomy &amp; Physiology of digestive system</li> <li>● Nursing Assessment –history &amp; physical Assessment.</li> <li>● Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing including elderly with:</li> <li>● <b>Disorders of</b> <ul style="list-style-type: none"> <li>○ Oral cavity- Lips, gums, tongue, salivary and teeth</li> <li>○ Oesophagus- inflammation, stricture, obstruction, bleeding &amp; oesophageal tumour</li> <li>○ Stomach &amp; Duodenum - hiatus hernia, gastritis, peptic &amp; duodenal ulcer, bleeding, tumour pyloric stenosis</li> <li>○ Food allergy &amp; poisoning</li> <li>○ Small intestinal inflammation and Infection.</li> <li>○ Enteritis, malabsorption syndrome, Obstruction, tumours perforation,</li> </ul> </li> </ul>	7	<p><b>Preparing, assessing &amp; witnessing for</b></p> <p>Barium meal, enema,</p> <p>Abdominal paracentesis,</p> <p>Liver biopsy</p> <p>Endoscopies, ERCP, OGD,</p> <p>Colonoscopy, Proctoscopy, Sigmoidoscopy</p> <p>Liver function test</p>



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>○ Large Intestinal disorders –Colitis, inflammations &amp; infection, obstruction, tumours, lump</li> <li>○ Hernias</li> <li>○ Appendix- Inflammation, mass, abscess, rupture.</li> <li>○ Anal &amp; Rectum - Fistulas, fissures,</li> <li>○ Haemorrhoids and tumour</li> <li>○ Peritonitis/ acute abdominal</li> <li>○ Pancreas-Inflammation, cyst, abscess, tumours.</li> <li>○ Abdominal trauma</li> <li>○ Liver- Jaundice, hepatitis, cyst, abscess, cirrhosis, portal hypertension, hepatic failure and tumours.</li> <li>○ Biliary tract &amp; gall bladder - Cholecystitis, cholelithiasis, tumors.</li> </ul> <p>Special Therapies, alternative therapies nursing procedures, drug used in the treatment of disorders &amp; diseases of digestive system.</p>		<p>Gastric analysis, Stomach wash</p> <p>Gastrostomy feeding</p> <p>Jejunostomy feeding</p> <p>Bowel wash</p> <p><b>Ostomy Care</b></p> <p>Gastrostomy, colostomy and enterostomy.</p> <p>Naso gastric aspiration and feeding,</p> <p>Assist in common diagnostic procedures, Perform / Assist in therapeutic procedures</p> <p>Health Education</p> <p>Drug Book Presentation</p>
V	21	<p><b>Nursing management of patient (adults including elderly) with blood and cardiovascular problems</b></p> <ul style="list-style-type: none"> <li>□ Review of Anatomy &amp; Physiology of blood and cardiovascular system</li> <li>□ Nursing Assessment –history &amp; physical assessment.</li> <li>□ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing including elderly with:</li> </ul> <p><b>Vascular System</b></p> <ul style="list-style-type: none"> <li>▪ Hypertension, Hypotension,</li> <li>▪ Atherosclerosis</li> <li>▪ Raynaud's disease,</li> <li>▪ Aneurism and Peripheral vascular disorder</li> </ul>	4	<p><b>Cardiovascular assessment and assisting for</b></p> <p>Holter monitoring</p> <ul style="list-style-type: none"> <li>▪ 2DEcho,</li> <li>▪ Doppler</li> <li>▪ Blood and its component therapy.</li> <li>▪ Recording and interpreting ECG</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<p><b>Heart</b></p> <ul style="list-style-type: none"> <li>▪ Coronary artery disease               <ul style="list-style-type: none"> <li>- Ischemic heart disease</li> <li>- Coronary atherosclerosis</li> <li>- Angina pectoris</li> <li>- Myocardial infarction</li> </ul> </li> <li>▪ Valvular heart disease               <ul style="list-style-type: none"> <li>- Congenital &amp; acquired</li> <li>- Rheumatic heart disease</li> <li>- Mitral stenosis</li> </ul> </li> <li>▪ Endocarditis , Pericarditis, Myocarditis</li> <li>▪ Cardiomyopathies</li> <li>▪ Cardiac Dysrhythmias, Heart Block</li> <li>▪ Congestive cardiac failure               <ul style="list-style-type: none"> <li>- Corpulmonale</li> <li>- Pulmonary Oedema</li> <li>- Cardiogenic shock</li> <li>- Cardiac tamponade</li> </ul> </li> <li>▪ Cardiac Emergencies and arrest</li> <li>▪ Cardiopulmonary resuscitation</li> <li>▪ ACLS, BLS</li> </ul> <p><b>Blood</b></p> <ul style="list-style-type: none"> <li>▪ Anaemia, Polycythemia</li> <li>▪ Bleeding Disorders –clotting factor and platelet defects</li> <li>▪ Haemophilia</li> <li>▪ Thalassemia</li> <li>▪ Leukaemia</li> <li>▪ Leukopenia</li> <li>▪ Agranulocytosis</li> </ul> <p>Lymphomas &amp; Myeloma</p> <p><b>Special Therapies</b></p> <ul style="list-style-type: none"> <li>▪ Blood transfusion, Safety Checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> <li>▪ Management and counselling of blood donors, phlebotomy procedure and post donation management.</li> <li>▪ Blood bank functioning and hospital transfusion committee.</li> <li>▪ Bio-safety and waste management in relation to blood transfusion.</li> <li>▪ Role of nurse in organ donation, transplant, retrieval &amp; banking: Alternative therapies, Nursing procedures, Drug used in treatment</li> </ul>	5	<ul style="list-style-type: none"> <li>▪ ECG,</li> <li>▪ Monitoring patients, Preparing and assisting in non-invasive and invasive procedures.</li> <li>▪ CPR</li> <li>▪ Health Education</li> <li>▪ Drug Book Presentation</li> </ul> <p><b>Visit to Blood Bank</b></p> <p>Counselling of blood donors</p> <p>Participate in blood donation camps</p>



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Unit	Hrs	Theory	Hrs	Practical
VI	8	<p><b>Nursing management of patient (Adults including elderly) with genito-urinary problems</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Anatomy &amp; Physiology of genito-urinary systems.</li> <li><input type="checkbox"/> Nursing Assessment –history &amp; physical assessment.</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing including elderly with: <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> <li>▪ Disorders of ureter, urinary bladder urethra and prostate - inflammation infections, calculus stricture, obstructions, tumours.</li> </ul> </li> <li><input type="checkbox"/> Special therapies, alternative therapies.</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drug used in treatment of Genito urinary disorders.</li> </ul>	2	<p><b>Demonstrations</b></p> <p>Care of patients with</p> <ul style="list-style-type: none"> <li>▪ Indwelling catheter male / female</li> <li>▪ Condom catheters (external)</li> <li>▪ Bladder Wash</li> <li>▪ Bladder irrigation</li> <li>▪ Catheterization, Bowel Wash,</li> <li>▪ Enema, Urinary drainage,</li> <li>▪ Haemo dialysis &amp; peritoneal dialysis</li> <li>▪ Maintain Intake, output and documentation</li> <li>▪ Health Education</li> </ul> <p>Drug Book Presentation</p>
VII	5	<p><b>Nursing management of disorders of male (adults including elderly) reproductive system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and Physiology of male reproductive system</li> <li><input type="checkbox"/> Nursing assessment- History and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment</li> </ul>		<p>Health Education</p> <p>Drug Book Presentation</p> <p>Counsel and teach related to specific diseases</p>



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Unit	Hrs	Theory	Hrs	Practical
		modalities & medical, surgical, dietetics x and nursing management of disorders of male reproductive system <ul style="list-style-type: none"> <li>• Congenital malformations; cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infection - Testis and adjacent structure, Penis</li> <li>• Prostate: inflammation, infection hypertrophy, tumors.</li> <li>• Sexual Dysfunction.</li> <li>• Infertility.</li> <li>• Contraception</li> <li>• Breast, gynecomastia, tumors.</li> <li>• Climacteric changes special therapies,</li> <li><input type="checkbox"/> Alternative therapies.</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of male reproductive system</li> </ul>		
VIII	8	<b>Nursing management of patient ( adults including elderly) with disorders of endocrine system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of endocrine system.</li> <li><input type="checkbox"/> Nursing assessment-history and physical assessment.</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing management of patients with:               <ul style="list-style-type: none"> <li>▪ Disorders of pituitary</li> <li>▪ Disorders of thyroid and parathyroid</li> <li>▪ Adrenal tumour</li> <li>▪ Diabetes mellitus</li> <li>▪ Diabetes insipidus</li> </ul> </li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of endocrine system.</li> </ul>		Health Education  Drug Book Presentation
IX	6	<b>Nursing management of patients (adults including elderly) with disorders of Integumentary system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of skin and its appendages.</li> </ul>	1	Application of Topical medications, medicated bath



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		<input type="checkbox"/> Nursing assessment-history and physical assessment		
		<input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & Medical, surgical, dietetics and nursing management of patients with disorders of skin and its appendages - <ul style="list-style-type: none"> <li>▪ Lesions and abrasions</li> <li>▪ Infection and infestations:-Dermatitis</li> <li>▪ Dermatoses; infectious and non infectious. "inflammatory dermatoses"</li> <li>▪ Acne vulgaris</li> <li>▪ Allergies and Eczema</li> <li>▪ Psoriasis</li> <li>▪ Malignant melanoma</li> <li>▪ Alopecia</li> <li>▪ Leucoderma</li> <li>▪ Care of patient with Skin surgery</li> </ul> <input type="checkbox"/> Special therapies, alternative therapies <input type="checkbox"/> Nursing procedures, Drugs used in treatment of skin disorders		Health Education  Drug Book Presentation
X	8	<b>Nursing management of patients (adults including elderly) with musculoskeletal problems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of musculoskeletal system,</li> <li><input type="checkbox"/> Nursing assessment-history and physical assessment</li> <li><input type="checkbox"/> Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; Medical, surgical, dietetics and nursing management of</li> <li><input type="checkbox"/> Disorders of:               <ul style="list-style-type: none"> <li>▪ Muscles, ligaments and joint inflammation, infection trauma</li> <li>▪ Bones-inflammation, infection, trauma dislocation, sprain, fracture &amp; tumour</li> <li>▪ Osteomalacia and osteoporosis</li> <li>▪ Arthritis</li> <li>▪ Congenital deformities</li> <li>▪ Spinal column – defects and deformities, tumor, prolapsed intervertebral disc. Pott's spine</li> <li>▪ Paget's disease</li> <li>▪ Amputation</li> <li>▪ Prosthesis</li> </ul> </li> </ul>	1  1  1  1	Assist in application and removal of plaster cast,  Apply skin traction – buck's extension traction.  Assist in application and removal of prosthesis.,  Physiotherapy – range of motion exercises, muscle strengthening exercises,  Crutch maneuvering technique, Ambulation. Health



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		<ul style="list-style-type: none"> <li>▪ Transplant and replacement surgeries</li> <li>▪ Rehabilitation</li> <li>▪ Special therapies, alternative therapies</li> </ul>		
		<ul style="list-style-type: none"> <li>▪ Nursing procedures,</li> <li>☐ Drug used in treatment of disorders of musculoskeletal system</li> </ul>		Education Drug Book Presentation
XI	8	<b>Nursing management of Patient (adults Including elderly) with Immunological problems</b> <ul style="list-style-type: none"> <li>☐ Review of Immune system.</li> <li>☐ Nursing Assessment-History and physical assessment</li> <li>☐ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics and nursing management of               <ul style="list-style-type: none"> <li>▪ Immunodeficiency disorder</li> <li>▪ Primary immuno deficiency</li> <li>▪ Phagocytic dysfunction</li> <li>▪ B-cell and T-cell deficiencies</li> <li>▪ Secondary immuno-deficiencies</li> <li>▪ Acquired Immuno Deficiency syndrome</li> </ul> </li> </ul>	2	Health Education Drug Book Presentation Orientation visit to hospital control system.
		<ul style="list-style-type: none"> <li>▪ (AIDS)</li> <li>- Incidence of HIV &amp; AIDS</li> <li>- Epidemiology</li> <li>- Transmission-prevention of transmission</li> <li>- Standard safety precautions</li> <li>- Role of nurse, counselling,</li> <li>- Health education and home care consideration,</li> <li>- National AIDS control program NACO various National and international agencies.</li> <li>- Infection control program</li> <li>- Rehabilitation,</li> <li>☐ Special therapies, alternative therapies</li> <li>☐ Nursing procedures</li> <li>☐ Drugs used in treatment of disorders of immunological systems</li> </ul>		Counselling HIV positive patients and family
XII	15	<b>Nursing management of patient (adults including elderly) with Communicable Diseases</b> <ul style="list-style-type: none"> <li>☐ Overview of infectious disease, the infectious process</li> <li>☐ Nursing Assessment-History and physical</li> </ul>		Health Education Drug Book Presentation



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		<p>assessment</p> <p><input type="checkbox"/> Epidemiology, infectious process, clinical manifestations, diagnosis, treatment,</p>		
		<p>prevention and dietetics. Control and eradication of common communicable diseases</p> <ul style="list-style-type: none"> <li>▪ Tuberculosis</li> <li>▪ Diarrhoeal diseases</li> <li>▪ Hepatitis A-E</li> <li>▪ Herpes</li> <li>▪ Chickenpox</li> <li>▪ Smallpox</li> <li>▪ Typhoid</li> <li>▪ Meningitis</li> <li>▪ Gas gangrene</li> <li>▪ Leprosy</li> <li>▪ Dengue</li> <li>▪ Plague</li> <li>▪ Malaria</li> <li>▪ Diphtheria</li> <li>▪ Pertussis</li> <li>▪ Poliomyelitis</li> <li>▪ Measles</li> <li>▪ Mumps</li> <li>▪ Influenza</li> <li>▪ Tetanus</li> <li>▪ Yellow fever</li> <li>▪ Filariasis</li> <li>▪ HIV, AIDS communicable diseases</li> <li>▪ Reproductive Tract Infections</li> <li>▪ Covid – 19- Management Medical, Nursing &amp; Community Management</li> </ul> <p><input type="checkbox"/> Special infection control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals.</p> <p><input type="checkbox"/> Special therapies, Alternative therapies</p> <p><input type="checkbox"/> Nursing procedures.</p> <p><input type="checkbox"/> Drugs used in treatment of communicable diseases.</p>		
XIII	20	<p><b>Peri Operative nursing:</b></p> <ul style="list-style-type: none"> <li>• <b>Meeting needs of Perioperative patients</b> <ul style="list-style-type: none"> <li>○ Definition and concept of Perioperative nursing,</li> </ul> </li> <li>• <b>Preoperative phase</b> <ul style="list-style-type: none"> <li>○ Preparation of patient for surgery                             <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre (OT):                                     <ul style="list-style-type: none"> <li>○ Classification</li> </ul> </li> </ul> </li> </ul> </li> </ul>	12	<p><b>Pre &amp; post operative care</b></p> <p>Receiving patient &amp; assessment</p> <p>Skin preparation for surgery</p> <p>preparation of Pre &amp; post operative</p>





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		<ul style="list-style-type: none"> <li>○ O.T. design</li> <li>○ Staffing</li> <li>○ Members of the OT team</li> </ul>	unit Teaching and counselling
		<ul style="list-style-type: none"> <li>○ Duties and responsibility of nurse in OT</li> <li>○ Principles of health and operating room attire.</li> <li>○ Instruments</li> <li>○ Sutures and suture materials</li> <li>○ Equipments</li> <li>○ O.T. tables and sets for common surgical procedure</li> <li>○ Scrubbing procedures.</li> <li>○ Gowning and gloving</li> <li>○ Preparation of O.T. sets</li> <li>○ Monitoring the patients during surgical procedures</li> <li>● Maintenance of therapeutics environment in O.T.</li> <li>● Standard safely measures <ul style="list-style-type: none"> <li>○ Infection control: fumigation, disinfection and sterilization</li> </ul> </li> <li>● Biomedical waste management</li> <li>● Prevention of accidents and hazards in O.T.</li> <li>● Anaesthesia <ul style="list-style-type: none"> <li>○ Types</li> <li>○ Methods of administration</li> <li>○ Effects and stages</li> <li>○ Equipment</li> <li>○ Drugs</li> </ul> </li> <li>● <b>Post operative phase</b> <ul style="list-style-type: none"> <li>○ Recovery unit</li> <li>○ post operative unit</li> <li>○ post operative care</li> </ul> </li> <li>● Cardio pulmonary Resuscitation( CPR)</li> <li>● Pain management techniques</li> <li>● Legal Aspects</li> </ul>	Pre & post operative monitoring Care of wounds & drainage. Suture removal, Ambulation and exercises Scrubbing, Gowning, gloving Identify instruments, suture materials for common operations. Disinfection Carbolization fumigation, Preparation of instrument sets for common operations. Preparation of OT table based on operation. Position and monitoring of patients, Endotracheal intubation. Assisting in minor and major operations. Handling specimens. Disposal of waste as per guidelines.



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## METHOD OF TEACHING :

- Lectures/ Discussion
- Demonstrations
- Seminar / Case Discussion
- Health Education

## USE OF AV Aids

- Charts,
- Graphs,
- Films
- Models

## BIBLIOGRAPHY:

1. Black J.M. Hawk, J.H. .Medical Surgical Nursing Clinical Management for Positive outcomes. Elsevier.
2. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott. Philadelphia.
3. Medical Surgical Nursing: an integrated approach. White, L, Delmar Thomson learning. United States
4. Lewis, Heitkemper & Dirksen. Medical Surgical Nursing Assessment and Management of Clinical Problem. Mosby.
5. Colmer R.M. Moroney's Surgery for Nurses. ELBS. Shah N.S. A P I textbook of Medicine, The Association of Physicians of Mumbai India.
6. Satoskar R.S., Bhandarkar S.D. & Rege N.N. Pharmacology and Pharmacotherapeutics. Popular Prakashan, Mumbai.
7. Phipps W.J., Long C.B. & Wood N.F. Shaffer's Medical Surgical Nursing B.T.Publication Pvt. Ltd. New Delhi.
8. Datta T.K. Fundamentals of Operation Theatre Services, Jaypee, New Delhi.
9. Maheswari J Essentials of Orthopedics. Mehta Publication, NewDelhi.
10. Pasricha J.S., Gupta R. Illustrated Text book of Dermatology. Jaypee brothers New Delhi.
11. Haslett C., Chilvers E.R., Hunder J.A.A. &Boon, N.A. Davidson's Principles and Practice of Medicine. Churchill living stone. Edinburgh.
12. Walsh M. Watson's Clinical Nursing and Related Sciences. Bailliere Tindall Edinburgh.
13. Medical Surgical Nursing: an integrated approach, White, L, Delmar Thomson learning United States.
14. Medical Surgical Nursing: A Nursing process approach Vol. I & II, Ignatacius, Donna & Workman, Linda, W. B. Saunders Company, Philadelphia.
15. The Lippincott Manual of Nursing practice, 7th ed, Nettina, Sandra, Lippincott Williams & Wilkins, Philadelphia.



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**MEDICAL SURGICAL NURSING**  
(ADULT INCLUDING GERIATRICS) – I

**Practical**

**Placement: Second year**

**Time: 720 Hours**

**Specific Objectives:** At completion of the course the student is able to:

1. Provide nursing care to adult patients with medical and surgical disorders
2. Counsel and educate patients and families
3. Provide pre and post operative nursing care to adult patients with surgical disorders.
4. Identify instruments used in common operations
5. Participate in Infection control practices in the Operation Theatre
6. Set up the table / trolleys for common operative procedures
7. Assist in giving anaesthesia
8. Assist in the operative procedures
9. Provide pre operative nursing care
10. Provide nursing care patients with Skin disorders and Communicable diseases

**AREAS FOR CLINICAL EXPERIENCE**

<b>Sr. No.</b>	<b>Department</b>	<b>Period (wks)</b>
1.	General Medical Ward (Respiratory, GI, Endocrine, Renal, Hematology)	6
2.	General Surgical Ward ( GI, urinary CVTS)	6
3.	Cardiology Ward	2
4.	Skin and Communicable Diseases Ward	2
5.	Orthopaedic Ward	2
6.	Operation Theatre	6



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## ASSIGNMENTS

Plan and give care to 3-4 assigned patients in the assigned clinical areas

<b>General Medical and Surgical Wards</b>	<b>Cardiology Ward</b>	<b>Skin and communicable Disease ward</b>	<b>Orthopaedic Ward</b>	<b>Operation Theatre</b>
Nursing care plan - 04 ( Medical- 2 & Surgical -2)	Nursing care plan - 01	Health talk /counselling HIV patients & families - 01	Nursing care plan - 01	<b>Assist as Circulatory nurse</b> Major – 10 cases Minor – 05
Nursing case Study / presentation - 02	Nursing case Study/presentation / Health Talk - 01	Maintain Record Book	Nursing case Study / presentation / Health Talk - 01	<b>Assist as Scrub Nurse</b> Major – 10 cases Minor – 05
Drug Presentation - 01	Maintain Record Book	Maintain Drug book	Maintain Record Book	Maintain Record Book
Maintain Record Book	Maintain Drug book		Maintain Drug book	



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## INTERNAL ASSESSMENT (Theory)

(25 MARKS)

Sr. No.	Item	Marks	Weightage	Marks out of 25
1	<b>First term Exam</b>	50	20%	5.0
2	<b>Pre-final Exam</b>	75	25%	7.5
3.	<b>Assignments</b> Drug Book - 25 Visit Reports - 10	35	50%	12.5
	<b>Total</b>	<b>160</b>	<b>100%</b>	<b>25</b>

## INTERNAL ASSESSMENT (Practical)

(100 MARKS)

Sr. No.	Item	Marks	Weightage	Marks out of 25
1	<b>First term Exam</b>	50	20%	20
2	<b>Pre-final Exam</b>	100	30%	30
3.	<b>Assignments</b>	900	50%	50
	3.1. Clinical Evaluation			
	i. Medical ward	100		
	ii. Surgical Ward	100		
	iii. Ortho ward	100		
	3.2. Nursing Care Plan			
	i. Medical Wd -2	100		
	ii. Surgical Wd -2	100		
	iii. Cardiology -1	50		
	iv. Ortho-1	50		
	3.3 Case study/ presentation			
	i. Medical Ward -1	50		
	ii. Surgical Ward-1	50		
	iii. Ortho ward -1	50		
	iv. Cardio wd- 1	50		
	3.4. Health Talk/counselling HIV patients& families -2	25 25		
	3.5. OT experience – Record Book	50		
	<b>Total</b>	<b>1050</b>	<b>100%</b>	<b>100</b>



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## UNIVERSITY EXAMINATIONS

### Theory

University Exam	= 75marks
Internal Assessment	= 25 marks
<b>Total</b>	<b>= 100 marks</b>

### Practical

University Exam	= 100 marks
Internal Assessment	= 100 marks
<b>Total</b>	<b>= 200 marks</b>

## Division of marks for Practical Exams (internal and external examiners)

Item	Internal	External	Total Marks
Procedure assessment (Bed side)	15	15	30
Nursing Process	05	05	10
Viva	20	20	40
OSPE	10	10	20
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>

Internal assessment	= 100 Marks
<b>Total</b>	<b>= 200 marks</b>



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## MEDICAL SURGICAL NURSING

(ADULT INCLUDING GERIATRICS) – I

*Question Paper Format (University Exam)*

*Grand Total = 75 Marks*

### Section A:

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

### Section B:

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5x 5 =25 marks)

- a.
- b.
- c.
- d.
- e.
- f.
- g.

### Section C:

**Total: 30 marks**

Q4) Long Answer Question: 15 marks ( Any two)

( 2 x 15=30 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c. i. 2 marks  
ii. 5 marks  
iii. 8 marks



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**MEDICAL SURGICAL NURSING**  
(ADULT INCLUDING GERIATRICS) – I

*Question Paper Format (first term)*

*Grand Total = 50 Marks*

**Section A:**

**Total: 5 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four)

(4 x 5 = 20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks (Any one)

(1 x 15 = 15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks





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**MEDICAL SURGICAL NURSING I**  
**EVALUATION FORMS AND FORMATS**

(Second B.Sc. Nursing)



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**SECOND YEAR B.Sc. NURSING**

**MEDICAL SURGICAL NURSING –I**

**NURSING CARE PLAN EVALUATION**

Name of the Student: \_\_\_\_\_

Name of the Patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward /Dept: \_\_\_\_\_

Sr. No	Criteria	Marks assigned	Marks obtained
1.	History	02	
2.	Physical examination	03	
3.	Disease condition		
	▪ Definition	01	
	▪ Anatomy and physiology	01	
	▪ Incidence, etiology and risk factors	02	
	▪ Pathophysiology	02	
	▪ Clinical manifestation	02	
	▪ Investigation	02	
4.	Medical surgical management	04	
5.	Complications and prognosis	02	
6.	Drug study	04	
7.	Nursing management		
	▪ Nursing care plan		
	- Assessment – subjective & objective data	4	
	- Nursing diagnosis	3	
	- Goals and objectives	2	
	- Outcome criteria	2	
	- Plan intervention / implementation	5	
	- Rationale	2	
	- Evaluation	2	
	▪ Nurses notes	05	
	<b>TOTAL</b>	<b>50</b>	

Remarks:

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Signature of the student

Date:

Signature of the Supervisor

Date:



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**SECOND YEAR B.Sc. NURSING**  
**MEDICAL SURGICAL NURSING –I**

**GUIDELINES FOR WRITING NURSING CARE PLAN**

<b>Assessment Data</b> (Subjective and objective)	<b>Nursing diagnosis</b>	<b>Goals/ Objectives</b>	<b>Outcome Criteria</b>	<b>Plan intervention/ Implementation</b>	<b>Rationale</b>	<b>Evaluation</b>

**GUIDELINES FOR WRITING NURSES NOTES.**

<b>Date</b>	<b>Diet</b>	<b>Medication</b>	<b>Time</b>	<b>Nursing Observation, Intervention and evaluation</b>	<b>Sign.</b>

**GUIDELINE FOR DRUG STUDY.**

<b>Sr. No.</b>	<b>Trade Name</b>	<b>Pharmacological Name</b>	<b>Route</b>	<b>Frequency of the dose</b>	<b>Action</b>	<b>Side Effects</b>	<b>Nurse's Responsibilities</b>



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## SECOND YEAR B.Sc. NURSING

### MEDICAL SURGICAL NURSING –I

#### CASE STUDY EVALUATION

Name of the Student: \_\_\_\_\_

Name of the Patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward /Dept: \_\_\_\_\_

Marks = 50

Sr. No.	Criteria	Marks assigned	Marks obtained
1.	History	02	
2.	Physical examination	03	
3.	Disease condition		
	▪ Definition	01	
	▪ Anatomy and physiology	01	
	▪ Incidence, etiology and risk factors	02	
	▪ Pathophysiology	02	
	▪ Clinical manifestation and differential diagnosis.	02	
4.	Investigation	02	
5.	Medical surgical management	06	
6.	Complications and prognosis	02	
7.	Drug study	04	
8.	Nursing care plan	15	
9.	Nurses notes	04	
10.	Self evaluation / conclusion	02	
11.	Bibliography	02	
	<b>TOTAL</b>	<b>50</b>	

Remarks:

Signature of the student  
Date:

Signature of the supervisor  
Date:



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## SECOND YEAR B.Sc. NURSING

### MEDICAL SURGICAL NURSING –I

### CASE PRESENTATION EVALUATION

Name of the Student: \_\_\_\_\_

Name of the Patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward /Dept: \_\_\_\_\_

Sr. No.	Criteria	Marks assigned	Marks obtained
1.	Introduction	01	
2.	Patients data		
	History	02	
	Physical examination	02	
3.	Disease condition		
	Definition	01	
	Etiology	01	
	Pathophysiology	02	
	Clinical manifestation	02	
	Investigation	02	
	Management (medical/surgical)	02	
4.	Nursing care plan	14	
5.	Presentation skills		
	▪ Preparation of environment	01	
	▪ Sequence/organization of content	02	
	▪ Poise, clarity of idea	02	
	▪ Modulation, audibility	02	
	▪ Group participation	02	
	▪ Gestures and mannerism	02	
6.	A.V.Aids	04	
7.	Time management	02	
8.	Summary and conclusion	02	
9.	Bibliography	02	
	<b>TOTAL</b>	<b>50</b>	

Remarks:

Signature of the Student with date:

Signature of the Supervisor with date:



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## SECOND YEAR B.Sc. NURSING

MEDICAL SURGICAL NURSING –I

HEALTH TALK EVALUATION

Name of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Group: \_\_\_\_\_

Date and time: \_\_\_\_\_ Venue: \_\_\_\_\_

Marks=25

Sr. No.	Criteria	Allotted Marks	Marks Obtained
1.	Health Talk Plan	06	
2.	Presentation		
	Preparation of environment	2	
	Sequence/Organisation of content.	2	
	Poise, clarity of idea.	2	
	Modulation, audibility.	2	
	Gestures and mannerism	2	
3.	Communication skill	02	
4.	Preparation and effective use of A V. Aids	04	
5.	Group participation	03	
	<b>Total</b>	<b>25</b>	

Remarks:

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Signature of the Student with date:

Signature of the Supervisor with date:



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**SECOND YEAR B.Sc. NURSING**  
**MEDICAL SURGICAL NURSING –I**  
**HEALTH TALK FORMAT**

1. Name of the student teacher :
2. Name of the supervisor :
3. Venue :
4. Date :
5. Time :
6. Group :
7. Previous knowledge of the group
8. AV aids used
9. General objectives
10. Specific objectives

**Lesson plan for health talk**

<b>Sr. No.</b>	<b>Time</b>	<b>Specific Objectives</b>	<b>Content</b>	<b>Teaching Learning Activities</b>	<b>A V Aids</b>	<b>Evaluation</b>



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## SECOND YEAR B.Sc. NURSING

### MEDICAL SURGICAL NURSING – I

### CLINICAL EVALUATION

Name of the Student: \_\_\_\_\_

Hosp: \_\_\_\_\_ Unit / Ward: \_\_\_\_\_

Duration of Clinical Experience: \_\_\_\_\_

Max 100 marks

Note: 5= Excellent, 4= Very Good, 3=Good, 2=Satisfactory, 1= Poor

S.N.	PERFORMANCE CRITERIA	5	4	3	2	1
	<b>Nursing Process (75)</b>					
<b>I</b>	<b>Assessment and Nursing Diagnosis (15)</b>					
1.1	Collects data accurately					
1.2	Identifies & Categorizes basic Needs of Patients					
1.3	Formulates Nursing Diagnosis					
<b>II</b>	<b>Planning (15)</b>					
2.1	Prioritizes patients needs					
2.2	Plans nursing action for each of need					
2.3	States rationale for nursing action					
<b>III</b>	<b>Implementation (20)</b>					
3.1	Implements nursing care accurately and safely within given time					
3.2	Applies scientific Principles					
3.3	Maintains safe and comfortable environment					
3.4	Gives health teaching as per plan to patients / family					
<b>IV</b>	<b>Evaluation (10)</b>					
4.1	Evaluate patient's response to nursing care					
4.2	Re-examines & Modifies care Plan					
<b>V</b>	<b>Documentation (15)</b>					
5.1	Records patient information accurately					
5.2	Report patient information accurately					
5.3	Maintains self up to date					
<b>2</b>	<b>Professional Conduct –(25)</b>					
<b>VI</b>	<b>Uniform and Punctuality</b>					
6.1	Well groomed, neat & conscious about professional appearance					
6.2	Is always punctual in Clinical & completing Assignments					
6.3	Readily accepts responsibility for own behavior & has initiative					
<b>VII</b>	<b>Communication skills</b>					
7.1	Establishes & Maintains effective working / communication relationship with patients & family					
7.2	Establishes good interpersonal relationship with members of health team / supervisors / Teachers					
	<b>Total Marks</b>					
	<b>Total marks obtained</b>					

#### Remarks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student with date

Signature of Supervisor with date





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## SECOND YEAR B.Sc. NURSING

### MEDICAL SURGICAL NURSING –I

#### GUIDELINES FOR OT RECORD BOOK

- 1) Introduction
- 2) Objectives
- 3) Physical layout of OT
- 4) Role and functions of Nurse in OT
  - a) Scrub Nurse
  - b) Circulating Nurse
- 5) Preparations for Surgery
  - a) Sterilization of articles
  - b) Preparation and packing
  - c) Instruments, Sutures and needles
  - d) Anaesthesia trolley
  - e) Anaesthesia drugs
  - f) Operating tables and necessary equipment
- 6) Assisting in surgery
  - a) Scrubbing, Gowning and gloving
  - b) Cases assisted as scrub nurse – Major and Minor
  - c) Cases assisted as circulatory nurse - Major and Minor
  - d) Position and draping of patients
  - e) Trolley setting for various operations/ conditions
- 7) Care of Patient in OT
  - a) Pre operative cases assisted
  - b) Intra operative cases assisted
  - c) Post operative cases assisted
  - d) Transportation of patient in and out of OT
- 8) Hazards of OT: Accidents
- 9) Cleaning of OT
  - a) Carbolization
  - b) Fumigation
  - c) Disposal of waste
- 10) Problems faced and suggestions

#### Format for record of major and minor cases assisted (as circulatory & scrub nurse)

Sr. No	Name of the patient	Diagnosis	Surgery performed With date	Type of Anaesthesia	Type of case (major/minor)	Remarks



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## SECOND YEAR B.Sc. NURSING

### MEDICAL SURGICAL NURSING – I

#### EVALUATION CRITERIA FOR OT RECORD BOOK

Name of the Student: \_\_\_\_\_

Hosp: \_\_\_\_\_ Unit / Ward: \_\_\_\_\_

Duration of Clinical Experience: \_\_\_\_\_

Sr. No	ITEM	Maximum Marks	Marks Allotted
1.	DESCRIPTION <ul style="list-style-type: none"><li>• Organization</li><li>• Adequacy of content</li></ul>	5 10	
2.	ILLUSTRATION <ul style="list-style-type: none"><li>• Adequacy</li><li>• Neatness</li></ul>	5 3	
3.	PUNCTUAL IN SUBMISSION	2	
	TOTAL	50	

Remarks:

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Signature of the Student with date:

Signature of the Supervisor with date:



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## COMMUNITY HEALTH NURSING- I

**Placement: Second year**

**Theory - 90 Hrs**

**Practical - 135 Hrs**

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

**Specific Objectives:** At the end of the course students are able to;

1. Describe concept and dimensions of health.
2. Describe determinants of health & Environment.
3. Describe concept, aims, scope, uses, methods and approach of epidemiology.
4. Describe Epidemiology and nursing management of common Communicable diseases.
5. Describe Epidemiology and nursing management of common Non-Communicable diseases.
6. Describe the concepts and scope of demography.
7. Describe methods of data collection, analysis and interpretation of demographic data
8. Identify the impact of population explosion in India and methods of population control.
9. Describe concept of home visits and demonstrate bag technique.

Unit	Hrs	Theory	Hrs	Practical
I	2	<b>Introduction</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Community health nursing</li><li><input type="checkbox"/> Definition , concept , dimensions of health</li><li><input type="checkbox"/> Determinants of health</li><li><input type="checkbox"/> Promotion of health</li><li><input type="checkbox"/> Indicators of health</li><li><input type="checkbox"/> Maintenance of health</li></ul>		
II	15	<b>Multidisciplinary nature of Environmental studies:</b> <ul style="list-style-type: none"><li>▪ Definition, scope, importance</li><li>▪ Need for public awareness</li></ul> <b>Ecosystem:</b> <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 flow in ecosystem</li><li><input type="checkbox"/> Ecological succession</li><li><input type="checkbox"/> Food chain, food web and ecological pyramids</li><li><input type="checkbox"/> Introduction, types, characteristic features, and function of the following ecosystem;<ul style="list-style-type: none"><li>- Forest ecosystem</li><li>- Grassland ecosystem</li><li>- Desert ecosystem</li><li>- Aquatic ecosystem (pond, streams, lakes, rivers, oceans, estuaries)</li></ul></li></ul>	5	Visits to <ul style="list-style-type: none"><li>• Water supply,</li><li>• Sewage disposal,</li><li>• Milk Dairy</li><li>• Food Market</li><li>• Slaughter house</li></ul>



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Unit	Hrs	Theory	Hrs	Practical
		<p><b>Determinants of health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Eugenics</b></li> <li><input type="checkbox"/> <b>Environmental factors contributing Health</b> <ul style="list-style-type: none"> <li>▪ Physical : Air, light, Ventilation, water, Housing, Sanitation, disposal of waste, disposal of dead bodies, Forestation, Noise, Climate.</li> <li>▪ Acts regulating the environment National pollution control board</li> <li>▪ Bacterial &amp; Viral: Agents, host carriers and Immunity.</li> <li>▪ Arthropods and Rodents</li> <li>▪ Communication; Infrastructure facilities and Linkage</li> </ul> </li> <li><input type="checkbox"/> <b>Food hygiene</b> : production, preservation, Purchase, Preparation, Consumption</li> <li><input type="checkbox"/> <b>Acts regulating food hygiene</b> : Prevention of food adulteration act, Drugs &amp; cosmetic act</li> <li><input type="checkbox"/> <b>Socio-cultural</b> <ul style="list-style-type: none"> <li>▪ Customs, taboos</li> <li>▪ Marriage System</li> <li>▪ Family Structure</li> </ul> </li> </ul> <p>Status of special Group; Females Children, Elders, Challenged Groups and Sick persons</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Life Style</b></li> <li><input type="checkbox"/> <b>Hygiene</b></li> <li><input type="checkbox"/> <b>Physical Activity</b> <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><input type="checkbox"/> <b>Financial Management</b> <ul style="list-style-type: none"> <li>▪ Income</li> <li>▪ Budge</li> <li>▪ Purchasing power</li> <li>▪ Security</li> </ul> </li> <li><input type="checkbox"/> <b>Environmental Pollution</b> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Causes, effects &amp; control measures of               <ul style="list-style-type: none"> <li>- Air pollution</li> <li>- Water pollution</li> <li>- Soil pollution</li> </ul> </li> </ul> </li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>- Marine pollution</li> <li>- Noise pollution</li> <li>- Thermal pollution</li> <li>- Nuclear pollution</li> <li>▪ Solid waste management : causes, effects and control measures of urban and industrial wastes.</li> </ul> <p>Role of individual in prevention of pollution.</p>		
III	10	<p><b>Epidemiology</b></p> <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>		
IV	25	<p><b>Epidemiology and nursing management of common Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>□ <b>Respiratory infections</b> <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> <li>▪ Mumps</li> <li>▪ Diphtheria</li> <li>▪ Whooping cough</li> <li>▪ Meningococcal meningitis</li> <li>▪ Tuberculosis</li> <li>▪ SARS</li> </ul> </li> <li>□ <b>Intestinal Infections</b> <ul style="list-style-type: none"> <li>▪ Poliomyelitis</li> <li>▪ Viral Hepatitis</li> <li>▪ Cholera, Diarrhoeal diseases</li> <li>▪ Typhoid Fever</li> <li>▪ Food poisoning</li> <li>▪ Amoebiasis</li> <li>▪ Hook worm infestation</li> <li>▪ Ascariasis, Dracunculiasis</li> </ul> </li> <li>□ <b>Arthropod infections</b> <ul style="list-style-type: none"> <li>▪ Dengue</li> <li>▪ Malaria</li> <li>▪ Filariasis</li> </ul> </li> <li>▪ Guidelines for home Quarantine of Covid-19</li> </ul>	5	Bag Techniques



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> <b>Zoonoses</b> <ul style="list-style-type: none"> <li>▪ <b>Viral</b> <ul style="list-style-type: none"> <li>• Rabies</li> <li>• Yellow fever</li> <li>• Japanese encephalitis</li> <li>• Kyasnur Forest Diseases</li> </ul> </li> <li>▪ <b>Bacterial</b> <ul style="list-style-type: none"> <li>• Brucellosis</li> <li>• Plague</li> <li>• Human Salmonellosis</li> <li>• Anthrax</li> <li>• Leptospirosis</li> </ul> </li> </ul> <input type="checkbox"/> <b>Rickettsial diseases</b> <ul style="list-style-type: none"> <li>• Rickettsial Zoonoses</li> <li>• Scrub typhus</li> <li>• Murine typhus</li> <li>• Tick typhus</li> <li>• Q fever</li> </ul> <input type="checkbox"/> <b>Parasitic Zoonoses</b> <ul style="list-style-type: none"> <li>• Taeniasis</li> <li>• Hydatid disease</li> <li>• Leishmaniasis</li> </ul> <input type="checkbox"/> <b>Surface infection</b> <ul style="list-style-type: none"> <li>• Trachoma</li> <li>• Tetanus</li> <li>• Leprosy</li> <li>• STD &amp; RTI</li> <li>• Yaws</li> <li>• HIV/AIDS</li> </ul>		<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Supervised Field Practice-Health Centres, clinics and Homes</li> <li>• Group Projects / Health Education</li> <li>• Seminar</li> <li>• Supervised Field Practice-health Centres, clinics and Homes Group Projects / Health Education</li> </ul>
V	10	<b>Epidemiology and nursing management of Non-communicable diseases.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Malnutrition: Under nutrition, over nutrition, nutritional deficiencies</li> <li><input type="checkbox"/> Anaemia</li> <li><input type="checkbox"/> Hypertension</li> <li><input type="checkbox"/> Stroke</li> <li><input type="checkbox"/> Rheumatic Heart Diseases</li> <li><input type="checkbox"/> Coronary Heart Diseases</li> <li><input type="checkbox"/> Cancer</li> <li><input type="checkbox"/> Diabetes mellitus</li> <li><input type="checkbox"/> Blindness</li> <li><input type="checkbox"/> Accidents</li> <li><input type="checkbox"/> Mental illness</li> <li><input type="checkbox"/> Obesity</li> <li><input type="checkbox"/> Iodine Deficiency</li> </ul>		<ul style="list-style-type: none"> <li>○ Seminar</li> <li>○ Supervised Field Practice-Health centres, clinics and Homes</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		Fluorosis, Epilepsy		
VI	6	<b>Demography</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concept and scope</li> <li><input type="checkbox"/> Demography cycle</li> <li><input type="checkbox"/> Methods of collection, analysis and interpretation of demographic data</li> <li><input type="checkbox"/> Demographic rates and ratios</li> </ul>		Community identification survey
VII	12	<b>Population and its control</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population explosion, its impact on social, economic development of individual, society and country</li> <li><input type="checkbox"/> Population control:</li> <li><input type="checkbox"/> <b>Overall development:</b> <ul style="list-style-type: none"> <li>○ Women empowerment, social, economic and educational development</li> </ul> </li> <li><input type="checkbox"/> <b>Limiting family size:</b> <ul style="list-style-type: none"> <li>○ Promotion of small family norms.</li> <li>○ Methods: spacing (natural, biological, chemical, mechanical, etc)</li> <li>○ Terminal: surgical methods</li> <li>○ Emergency contraception</li> </ul> </li> </ul>		Population Survey Counselling Demonstrations Practice session Supervised field Practice.

## METHOD OF TEACHING

- Lecture
- Group Discussion
- Visits

## ASSIGNMENTS

- Group Projects
- Health Teaching

## BIBLIOGRAPHY

1. K.Park, textbook of Preventive & Social Medicine- current edition 2006
2. K.Park Essentials of community Health Nursing 2007
3. Rao Kasturi An introduction to Community health Nursing .1publications 2005
4. Freeman Ruth , Community Health nursing Practice.
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9. Lancaster, Community Health Nursing Process and Practice for promoting Health, Mosby Publications.
10. McKinney M. L. and School R. M. Environmental Science System and Solutions, Web enhanced edn.



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## COMMUNITY HEALTH NURSING - I

### PRACTICAL

**Placement: Second year**

**Total Practical Hours - 135**

**Objectives:** At the end of the practical experience the students will .

1. Develop skills in maintaining rapport with family and community at large.
2. Identify the demographic characteristics, health determinants.
3. Identify the health needs of the individual & families.
4. Provide care in the health centres, clinics and at home.
5. Counsel and educate individual family and community.

**Distribution of practical HRS:**

To work with two assigned families each in urban and rural areas.

**I) Urban Public Health Experience: 70 Hrs.**

- |  |                 |
|--|-----------------|
| <b>a) Community Health Nursing Demonstrations</b>  | <b>: 10 Hrs</b> |
| a) Demonstration of Home Nursing procedures.       |                 |
| b) Preparation of family folder                    |                 |
| <b>b) Family oriented care</b>                     | <b>: 40 Hrs</b> |
| a) Assessment of individuals and family.           |                 |
| b) Home visiting conducting family care study.     |                 |
| c) Simple family / community health survey         |                 |
| d) Reporting & Recording                           |                 |
| <b>c) Visits to community Health agency / NGOS</b> | <b>: 10 Hrs</b> |
| <b>d) Health Education</b>                         | <b>: 10 Hrs</b> |

**II) Rural Public Health Experience: 65 Hrs (2 weeks)**

- |   |          |
|---|----------|
| a) Visit to primary health centre & Rural Hospital      | : 07 Hrs |
| b) Attending immunization and other clinics             | : 08 Hrs |
| c) Home visits for assessment & planning and home care  | : 24 Hrs |
| d) Experience in Primary Health centre                  | : 08 Hrs |
| e) Health Education in clinics / school / Anganwadi etc | : 08 Hrs |
| f) Maintenance of records                               | : 10 Hrs |





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**COMMUNITY HEALTH NURSING - I**  
**PRACTICAL**

**Placement: Second year**

**Total Practical Hours - 135**

**Activities / Skills during Community Experience**

- Use techniques of interpersonal relationship
- Identification of health determinants of community
- History taking
- Physical examination
- Collect specimens: sputum malaria smear
- Perform simple lab tests at centre-blood for Haemoglobin and sugar, urine for albumin and Sugar
- Administer vaccines and medications to adults.
- Counsel and teach individual, family and community on...
  - Nutrition
  - Hygiene
  - Self health monitoring
  - Seeking health Services
  - Healthy life style
  - Family welfare methods
  - Health Promotions

**ASSIGNMENTS**

1. Family Care Study - 1
2. Observation Report of Community - 1
3. Health Teaching - 1



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## COMMUNITY HEALTH NURSING- I

### I INTERNAL ASSESSMENT

(25 MARKS)

Sr No	Item	Marks allotted	Weightage	Marks out of 25
1.	First term Exam	50	20%	5.0
2.	Pre-final Exam	75	30%	7.5
3.	<b>Assignments</b>	300	50%	12.5
	3.1 Health Teaching - 2			
	i. Rural	25		
	ii. Urban	25		
	3.2. Visit Reports –5			
	i. Water supply	10		
	ii. Sewage disposal	10		
	iii. Milk Dairy	10		
	iv. Food Market	10		
	v. Slaughter house	10		
	3.3 Field Evaluation			
	i. Rural	100		
	ii. Urban	100		
	<b>Total</b>	<b>425</b>	<b>100</b>	<b>25</b>

### UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

University Exam = 75 marks

Internal assessment = 25 marks

**Grand Total = 100 marks**



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**COMMUNITY HEALTH NURSING – I**

***Question Paper Format***

***(University exam)***

***Grand Total = 75 Marks***

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any five)

(5 x 5 =25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total: 30 marks**

Q4) Long Answer Question: 15 marks ( Any two)

(2 x 15 =30 marks)

- a. i .            2 marks
- ii.           5 marks
- iii.           8 marks
  
- b. i .            2 marks
- ii.           5 marks
- iii.           8 marks
  
- c. i .            2 marks
- ii.           5 marks
- iii.           8 marks



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**COMMUNITY HEALTH NURSING - I**  
***Question Paper Format (first term)***

*Grand Total = 50 Marks*

**Section A:**

**Total: 5 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four)

(4 x 5 = 20 marks)

- a.
- b.
- c.
- e.
- d.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks (Any one)

(1 x 15 = 15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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**COMMUNITY HEALTH NURSING - I**  
**EVALUATION FORMS AND FORMATS**

(Second B.Sc. Nursing)



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## SECOND YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING

#### CRITERIA FOR EVALUATION OF FIELD EXPERIENCE

Name of the Student: \_\_\_\_\_

Area : \_\_\_\_\_ Duration of Experience: \_\_\_\_\_

**Rating:**

- 5 – Outstanding in all respects.
- 4 – Clearly exceeds basic requirements.
- 3 – Average, clearly meets basic requirements satisfactorily.
- 2 – Meets many requirements but deficient in important aspect
- 1 – In many respects fails to meet requirements satisfactorily.

(Maximum Marks – 100)

Sl. No.	Areas	Rating				
		1	2	3	4	5
<b>I</b>	<b>Knowledge and understanding about family</b>					
1	Studies family health record and collects significant data					
2	Interprets significant data based on knowledge of community Health / Community Health Nursing.					
<b>II</b>	<b>Home Visit</b>					
3	Preplans are written planned organizes the home visit based on the health needs of the family.					
4	Use every opportunity for incidental/planned teaching for individuals and group					
5	Establishers rapport with the family.					
<b>III</b>	<b>Health Assessment and Observation</b>					
6	Conducts physical health assessment					
7	Identifies deviation from normal and set priorities in home care activities.					
8	Plans and implements home care based on the health needs of the family.					
9	Carries out simple home procedures					
<b>IV</b>	<b>Nursing Activities carried out:</b>					
10	Application of scientific principles.					
11	Applies technical skills with necessary modification and Completeness of procedure.					
12	Ensures Involvement and participation of the family members.					
13.	Interprets reports and records					
14	Takes, corrective action, follow standing orders & selects appropriate referral agencies					
		<b>Rating</b>				



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Sl. No.	Areas	1	2	3	4	5
<b>V</b>	<b>Health information health teaching</b>					
15	Uses every opportunity for incidental / planned teaching for individual and group					
16	Uses appropriate teaching learning principles					
<b>VI</b>	<b>Post Visit</b>					
17	Reports significant information					
18	Completes records, promptly, precisely and accurately.					
<b>VII</b>	<b>Professional qualities</b>					
19	Professional appearance					
20	Leadership and attitude					
	<b>Marks</b>					
	<b>Total Marks</b>					

**Remarks / comments by the Supervisor (In terms of strengths and weaknesses):**

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Signature of Supervisor

Date when discussed

**Student's comments**

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**Signature of the student**

Date



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**SECOND YEAR BASIC B.Sc. NURSING**  
**COMMUNITY HEALTH NURSING**

**GUIDELINES FOR FAMILY CARE STUDY**

- 1) Introduction & objectives
- 2) Family Identification
  - a) Name of the head of the family
  - b) Address
- 3) Family Characteristics
  - a) Type of family: Nuclear/ joint.
  - b) Size of the family:
  - c) Religion
  - d) Diet: Veg./ Non Veg
- 4) Assessment of data – subjective & objective
  - i) Data related to
    - a) Type of house ( Kuchcha/ Pacca, Own / Rented)
    - b) No of rooms, ventilation, cleanliness
    - c) Water supply for drinking and washing purposes.
    - d) Electricity,
    - e) Drainage system – Open/ Closed
    - f) System of waste disposal
    - g) Mosquito breeding areas
  - ii) Assessment of family members and writing health summary specifically vulnerable groups and high risk individuals

Sr. No	Name	Age	Sex	Relationship with head of the family	Education	Occupation	Income	Health Status	Immunization status	Death in the last 5 years





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5)	<b>Health Habits</b>	<b>Occasional</b>	<b>Addiction</b>
	a) Smoking		
	b) Alcohol		
	c) Drug		
	d) Any Other		

- 6) Health problems felt by the family
- 7) Health needs identification by the investigators on priority basis considering family as a unit of Service
- 8) Planning for Family Oriented Care (FOC)

Assessment Data	Nursing Diagnosis	Goals / Objectives	Outcome criteria	Nursing Interventions/ implementations	Rationale	Evaluation

- 9) Technique & skill in home nursing procedures with rationale
- 10) Health teaching
  - i) Individual or group
  - ii) Use of simple AV aids
- 11) Specific dietary plan & nutrition rehabilitation
- 12) Drug study and home care if necessary
- 13) Summary /Conclusion
- 14) Bibliography



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## SECOND YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING

#### EVALUATION CRITERIA FOR FAMILY CARE STUDY

Name of the student: \_\_\_\_\_

Field placement: \_\_\_\_\_

Period: From..... To .....

(Maximum Marks: 50)

Sl. No.	Criteria	Maximum Marks	Marks Obtained
1	Introduction & Objective	2	
2	Assessment of Family members (Subjective and Objective Data)	10	
3	Health needs identified	5	
4	Planning for family health nursing care(including short term & long term )	6	
5	Implementation of home nursing care plan with scientific rationale	8	
6	Health education planning & Implementation.	5	
7	Planning for diet	3	
8	Evaluation: Outcome of family health care	4	
9	Conclusion & suggestion	3	
10	Use of table / graphs etc.	4	
	<b>Total</b>	<b>50</b>	

#### Remarks

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student

Date

Signature of Supervisor

Date



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**SECOND YEAR B.Sc. NURSING**

**COMMUNITY HEALTH NURSING**

**PROFORMA & GUIDELINE FOR HEALTH TEACHING**

**Topic :-**

1. Name of the student teacher :
2. Name of the supervisor :
3. Venue :
4. Date :
5. Time :
6. Group :
7. Previous knowledge of the group:
8. AV aids used :
9. General objectives :
10. Specific objectives :

**HEALTH TEACHING PLAN**

<b>Sl. No.</b>	<b>Time</b>	<b>Specific objectives</b>	<b>Content</b>	<b>Teaching learning Activities</b>	<b>A.V. Aids</b>	<b>Evaluation</b>



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**SECOND YEAR B.Sc. NURSING**  
**COMMUNITY HEALTH NURSING**

**EVALUATION FOR HEALTH TEACHING**

Name of the student: \_\_\_\_\_

Topic: \_\_\_\_\_

Venue: \_\_\_\_\_

Date and Time: \_\_\_\_\_

(Maximum Marks: 25)

Sl. No.	Criteria	Allotted Marks	Marks Obtained
1	Health Talk Plan	6	
2	Presentation.		
	• Preparation of environment	2	
	• Sequence /organization of content	2	
	• Poise ,clarity of idea	2	
	• Modulation ,audibility	2	
	• Gestures and mannerism	2	
3	Communication skill	02	
4	Preparation & effective use of A V. Aids	04	
5	Group participation.	03	
	<b>Total</b>	<b>25</b>	

Remarks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of the Student with date

Signature of supervisor with date



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## COMMUNICATION & EDUCATIONAL TECHNOLOGY

Placement: Second Year

Theory: 90 Hrs

### 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 and educational settings.

**Specific Objectives:** At the end of the course the students are able to:

1. Describe the communication process and identify techniques of effective communication.
2. Establish effective interpersonal relations with patients, families and co-workers.
3. Develop effective Human relations in context of nursing.
4. Develop basic skills of counselling and guidance.
5. Describe the philosophy and principles of education and explain teaching learning process.
6. Demonstrate teaching skills using various teaching methods in clinical, classroom & community settings.
7. Prepare and use different types of educational media effectively.
8. Prepare different types of questions for assessment of knowledge, skills, and attitude.
9. Teaching individuals groups and communities about Health with their active participation.

Unit	Hrs	Theory	Hrs	Practical
I	5	<b>Review of communication process</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Process, elements and channels</li><li><input type="checkbox"/> Facilitators</li><li><input type="checkbox"/> Barriers and methods of overcoming</li><li><input type="checkbox"/> Techniques</li></ul>		<ul style="list-style-type: none"><li>• Exercises with audio video tapes</li></ul>
II	5	<b>Interpersonal relations</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Purpose and types</li><li><input type="checkbox"/> Phases</li><li><input type="checkbox"/> Barriers to interpersonal relations</li><li><input type="checkbox"/> Methods of overcoming barriers</li><li><input type="checkbox"/> Johari Window</li></ul>		<ul style="list-style-type: none"><li>• Exercises with audio video tapes</li><li>• Role Plays</li><li>• Process recording</li></ul>
III	5	<b>Human Relations</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Understanding self</li><li><input type="checkbox"/> Social behaviour, motivation, social attitudes.</li><li><input type="checkbox"/> Individual and Groups.</li><li><input type="checkbox"/> Groups and individual Human relations in context of nursing</li><li><input type="checkbox"/> Group Dynamics</li><li><input type="checkbox"/> Team Work</li></ul>		<ul style="list-style-type: none"><li>• Group Games</li><li>• Psychometric exercises, followed by discussion</li></ul>



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Unit	Hrs	Theory	Hrs	Practical
IV	10	<b>Guidance and counselling</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, meaning,</li> <li><input type="checkbox"/> Purpose, scope &amp; need.</li> <li><input type="checkbox"/> Basic Principles</li> <li><input type="checkbox"/> Areas of counselling</li> <li><input type="checkbox"/> Organization of counselling services</li> <li><input type="checkbox"/> Types of counselling approaches</li> <li><input type="checkbox"/> Role and preparation of counsellor</li> <li><input type="checkbox"/> Issues for counselling in nursing students and practitioners</li> <li><input type="checkbox"/> Counselling process steps &amp; techniques.</li> <li><input type="checkbox"/> Tools for collecting</li> <li><input type="checkbox"/> information</li> <li><input type="checkbox"/> Managing disciplinary problems</li> <li><input type="checkbox"/> Management of crisis and referral</li> </ul>	5	<ul style="list-style-type: none"> <li>▪ <b>Role play on counselling</b> in different situations followed by discussions</li> </ul>
V	5	<b>Principles of Education and teaching learning process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education: meaning philosophy aims, functions, &amp; principles</li> <li><input type="checkbox"/> Nature &amp; characteristics of learning</li> <li><input type="checkbox"/> Principles and maxims of learning</li> <li><input type="checkbox"/> Domains of objectives &amp; formulation of general and specific objective</li> <li><input type="checkbox"/> Lesson planning</li> <li><input type="checkbox"/> Classroom management</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare Lesson Plan.</li> <li>• Exercise on writing the objectives</li> </ul>
VI	10	<b>Methods of teaching:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture, demonstration, group discussions, seminar, symposium, panel discussion, role-play project method field trip, workshop, exhibition, computer assisted learning</li> <li><input type="checkbox"/> Programmed instructions: micro-teaching, evidence based learning, self instructional module, simulation</li> <li><input type="checkbox"/> Clinical Teaching Methods: Bedside Clinics, Case Method, Nursing rounds, morning &amp; afternoon reports, conferences: (individual &amp; group) Field visits, process recording.</li> </ul>	10	<b>Conduct two teaching sessions</b> using different methods and media
VII	10	<b>Educational Media</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose and types of Audio- Visual Aids, Principles and sources etc.</li> <li><input type="checkbox"/> Graphic Aids: Chalk board, charts graph, poster, flash cards, flannel graph, bulletin, cartoon</li> </ul>	8	<b>Prepare different teaching aids</b> <ul style="list-style-type: none"> <li>• Projected</li> <li>• Non – projected</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<input type="checkbox"/> Three Dimensional Aids: objects, specimens, models, & puppets. <input type="checkbox"/> Printed Aids: Pamphlets & leaflets. <input type="checkbox"/> Projected Aids: slides overhead <input type="checkbox"/> Projector, transparency preparation, Films, T.V. VCR / VCD, camera, microscope, LCD, DVD <input type="checkbox"/> Audio Aids: Tape recorder, public address system <input type="checkbox"/> Computer.		
VIII	5	<b>Assessment</b> <input type="checkbox"/> Purpose & scope of evaluation & assessment <input type="checkbox"/> Criteria for selection of assessment technique and methods. <input type="checkbox"/> Assessment of knowledge: Essay Type Questions, Short answer questions (SAQ), Multiple choice questions (MCQ) <input type="checkbox"/> Assessment of Skills :Observation checklist, practical exam, Viva voce, Objective Structured, Clinical examination (OSCE) <input type="checkbox"/> Assessment of Attitudes : Attitude Scales	7	<b>Exercise on</b> Preparing different types of assessment tools  a) LAQ, SAQ, MCQ b) Observation Checklists c) Attitude scales
IX	3	<b>Information, Education &amp; Communication for Health (ICE)</b> <input type="checkbox"/> Health behaviour and health education <input type="checkbox"/> Principles of health education <input type="checkbox"/> Health education with individuals, groups and communities <input type="checkbox"/> Methods and media for communicating health messages. <input type="checkbox"/> Using mass media <input type="checkbox"/> Planning health education	2	<b>Plan and Conduct Health Education sessions for</b> a) Individuals b) Group c) Communities

## METHOD OF TEACHING

1. Lectures
2. Discussions
3. Role Plays
4. Process Recording
5. Sociometry
6. Group Games
7. Psychometric Exercises, followed by discussion
8. Role play on counselling in different situations followed by discussion



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## ASSIGNMENTS

1. Lesson Plans for two teaching sessions.
2. Two teaching sessions using different methods and media.
3. Use of different techniques and tools for assessment in teaching sessions.
4. Preparation of Teaching Aids
5. Health Education for individual/ group/ community
6. Role play on counselling in different situations

## BIBLIOGRAPHY:

1. Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House.
2. Neeraja, Nursing Education, New Delhi, Jaypee Brother.
3. Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons.
4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman Sthed.

## COMMUNICATION & EDUCATIONAL TECHNOLOGY

### INTERNAL ASSESSMENT

(25 MARKS)

Sr. No	Item	Marks obtained	Weightage	Marks out of 25
1.	First term Exam	50	20%	5.0
2.	Pre-final Exam	75	30%	7.5
3.	Practice Teaching Sessions (2sessions x 50 marks)	100	50%	12.5
	<b>TOTAL</b>	<b>225</b>	<b>100%</b>	<b>25</b>

## UNIVERSITY EXAMINATIONS

**Time: 3 Hrs**

University Exam = 75 marks

Internal assessment = 25 marks

**Grand Total = 100 marks**





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**COMMUNICATION & EDUCATIONAL TECHNOLOGY**

*Question Paper Format*

*(University exam)*

*Grand Total = 75 Marks*

**Section A:**

**Total: 10 marks**

Q1). Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total: 35 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any Five)

(5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total: 30 marks**

Q4) Long Answer Question: 15 marks (Any two)

(2 x 15 = 30 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- c. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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**COMMUNICATION & EDUCATIONAL TECHNOLOGY**

***Question Paper Format (first term)***

*Grand Total = 50 Marks*

**Section A:**

**Total: 5 marks**

Q1). Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total: 30 marks**

Q2.) Short Answer Question: 2 marks each (Any five)

( 5 x 2=10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3) Short Notes: 5 marks each (Any four)

(4x 5 =20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total: 15 marks**

Q4) Long Answer Question: 15 marks ( Any one)

(1 x 15 =15 marks)

- a. i .            2 marks
- ii.           5 marks
- iii.           8 marks
  
- b. i .            2 marks
- ii.           5 marks
- iii.           8 marks



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**SECOND YEAR B.Sc. NURSING**  
**COMMUNICATION & EDUCATION TECHNOLOGY**  
**EVALUATION –PRACTICE TEACHING SESSION**

Name of the Student Teacher: \_\_\_\_\_

Group: \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the supervisor: \_\_\_\_\_

Method of Teaching: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**TOTAL MARKS -50**

**Evaluation of Lesson Plan: 15 marks**

Sr. No.	Particulars	Marks Allotted	Marks Obtained
1	<b>Formulation of objectives</b>		
	General	2	
	Specific	3	
2	<b>Planning</b>		
	Content	5	
	Method of teaching	1	
	Teaching Learning Activities	1	
	Time	1	
	Assignments	1	
3	<b>Bibliography</b>	1	
	<b>Total</b>	<b>15</b>	



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## Evaluation of Practice Teaching (Theory) Session: 25 marks

Sr. No	Particulars	Marks Allotted	Marks Obtained
1	<b>Class arrangements</b>	1	
2	<b>Appearance</b>	3	
3	<b>Speech</b>		
	Clarity	2	
	Voice modulation	2	
	Tone of the voice	2	
	Mannerism	2	
	Facial expression	2	
4	<b>Presentation of Content</b>	8	
5	<b>Group Participation</b>	1	
7	<b>Time management</b>	1	
8	<b>Summary conclusion</b>	1	
	<b>Total</b>	<b>25</b>	

## Evaluation of A.V. Aids and Techniques/ Tools of Assessment: 10 marks

Sr. No	Particulars	Marks Allotted	Marks Obtained
1	<b>A V Aids</b>		
	Selection of A V Aids as per the Objectives	2	
	Uses A V Aids as per the Objectives	2	
	Follows principles in making and use of A V Aids	1	
	Uses variety of AV Aids	1	
2	<b>Techniques &amp; Tools</b>		
	Prepares different types of questions	2	
	Ability to ask questions	1	
	Ability to handle the group	1	
	<b>Total</b>	<b>10</b>	

**Total marks obtained out of 50**

**Remarks**

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**Signature of the Student**

Date :

**Signature of the Supervisor**

Date :



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## Evaluation of Practice Teaching (Demonstration) Session: 25 marks

Sr. No	Particulars	Marks Allotted	Marks Obtained
1	<b>Presentation of Content</b> (Appearance, Speech-clear voice modulation, mannerism, facial expression)	5	
2	<b>Demonstration room arrangement</b>	2	
3	<b>Preparation of patient</b> (Explains effectively, Reassures/Positioning)	1	
4	<b>Preparation of articles</b> (Selection of articles, Aesthetic sense, Economy of time, energy, Improvisation)	2	
5	<b>Preparation of environment</b>	1	
6	<b>Skill in procedure</b> (Follows proper sequence, follow scientific principles, Evidence of manual dexterity, Carries out after care, Recording & Reporting)	10	
7	<b>Group Participation</b>	2	
8	<b>Time management</b>	1	
9	<b>Summary conclusion</b>	1	
	<b>Total</b>	<b>25</b>	

## Evaluation of A.V. Aids and Techniques/ Tools of Assessment: 10 marks

Sr. No	Particulars	Marks Allotted	Marks Obtained
1	<b>A V Aids</b>		
	Selection of A V Aids as per the Objectives	2	
	Uses A V Aids as per the Objectives	2	
	Follows principles in making and use of A V Aids	1	
	Uses variety of AV Aids	1	
2	<b>Techniques &amp; Tools</b>		
	Prepares different types of questions	2	
	Ability to ask questions	1	
	Ability to handle the group	1	
	<b>Total</b>	<b>10</b>	

**Total marks obtained out of 50**

**Remarks**

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**Signature of the Student**

Date

**Signature of the Supervisor:**

Date :



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## **COURSE PLANNING**

**THIRD YEAR BASIC B. Sc. NURSING**



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## MEDICAL - SURGICAL NURSING-II

**Placement: Third year**

**Theory - 120 Hours**

**Clinical - 270 Hours**

**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 setting and at home.

**Specific Objectives:** At the end of the course the students are able to:

1. Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat.
2. Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of eye.
3. Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders.
4. Describe the etiology, pathophysiology clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system and concepts of reproductive health and family welfare programmes.
5. Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery.
6. Describe the etiology, pathophysiology, clinical manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology.
7. Describe Organization of emergency and disaster care services.
8. Describe the role of nurse in disaster management and role of nurse in management of Emergencies.
9. Explain the concept and problems of aging and describe nursing care of the elderly.
10. Describe organization of critical care units and management role of nurse in management of patients critical care units.
11. Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder.



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## MEDICAL - SURGICAL NURSING-II

### (Adult and Geriatrics) II

Unit	Hrs	Theory	Hrs	Practical
I	13	<p><b>Nursing management of patient with disorders of Ear Nose and Throat</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the Ear Nose and Throat</li> <li><input type="checkbox"/> Nursing Assessment- History and Physical assessment</li> <li><input type="checkbox"/> 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>▪ <b>External ear:</b> Deformities, otalgia, foreign bodies, and tumours</li> <li>▪ <b>Middle Ear-</b> Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li> <li>▪ <b>Inner ear-</b> Meniere's Disease, Labyrinthitis, ototoxicity, tumours</li> <li>▪ <b>Upper airway infections</b> – Common cold, Sinusitis, Ethinitis, Rhinitis, Pharyngitis, Tonsillitis and Adenoiditis, Peritonsillar abscess, Laryngitis</li> <li>▪ <b>Upper respiratory airway-</b> Epistaxis, Nasal obstruction, laryngeal obstruction, Cancer of the larynx</li> <li>▪ Cancer of the oral cavity</li> </ul> </li> <li><input type="checkbox"/> Speech defects and speech therapy</li> <li><input type="checkbox"/> Deafness- Prevention, control and rehabilitation</li> <li><input type="checkbox"/> Hearing aids, implanted hearing devices</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Nursing Procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of ear nose and throat</li> <li><input type="checkbox"/> Role of nurse Communicating with hearing impaired and mute.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Perform examination of ear, nose and throat</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic Procedures</li> <li>• Instillation of drops</li> <li>• Perform/assist with irrigations.</li> <li>• Apply ear bandage</li> <li>• Perform tracheotomy care</li> <li>• Teach patients and Families</li> <li>• Health Education</li> <li>• Drug book /Presentations</li> </ul>
II	14	<p><b>Nursing management of patient With disorders of eye</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the eye</li> <li><input type="checkbox"/> Nursing assessment – history and Physical assessment</li> </ul>	1	<ul style="list-style-type: none"> <li>• Perform examination of eye</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> </ul>





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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities, medical surgical and nursing management of eye disorders:               <ul style="list-style-type: none"> <li>▪ Refractive errors</li> <li>▪ <b>Eyelids</b>- Infection tumours and deformities.</li> <li>▪ <b>Conjunctiva</b>: inflammation and Infection and bleeding</li> <li>▪ <b>Cornea</b>- inflammation and infection</li> <li>▪ <b>Lens</b>-Cataracts, Glaucoma</li> <li>▪ Disorder of the uveal tract,</li> <li>▪ Ocular tumours</li> <li>▪ <b>Disorders of posterior chamber and retina</b> : retinal and vitreous problems</li> <li>▪ Retinal detachment</li> <li>▪ Ocular emergencies and their Prevention</li> </ul> </li> <li><input type="checkbox"/> Blindness</li> <li><input type="checkbox"/> National blindness control program               <ul style="list-style-type: none"> <li>○ Eye Banking</li> <li>○ Eye prostheses and rehabilitation</li> </ul> </li> <li><input type="checkbox"/> Role of a nurse-Communication with visually impaired patient, Eye camps</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Drugs used in treatment of eye disorders</li> </ul>		<ul style="list-style-type: none"> <li>• Perform/assist with Irrigations.</li> <li>• Apply eye bandage</li> <li>• Apply eye drops/ ointment</li> <li>• Assist with foreign body removal.</li> <li>• Teach patients and Families</li> <li>• Health Education</li> <li>• Drug book /Presentation</li> </ul>
III	14	<p><b>Nursing management of patient with neurological disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the neurological system.</li> <li><input type="checkbox"/> Nursing Assessment-History and physical and neurological assessment and Glasgow coma scale</li> <li><input type="checkbox"/> Etiology, Path physiology, Clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders.               <ul style="list-style-type: none"> <li>▪ Congenital malformations</li> <li>▪ Headache</li> <li>▪ Head Injuries</li> <li>▪ Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia</li> <li>▪ Spinal cord compression - Herniation of intervertebral disc</li> <li>▪ Tumours of the brain &amp; spinal cord</li> <li>▪ Intra cranial and cerebral aneurysms</li> <li>▪ Infections: Meningitis, Encephalitis,</li> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>• Perform Neurological Examination</li> <li>• Use Glasgow coma scale</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> <li>• Teach patient &amp; families</li> <li>• Participate in Rehabilitation program</li> <li>• Health Education</li> <li>• Drug book/ Presentation</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>▪ brain abscess, neurocysticercosis</li> <li>▪ Movement disorders : Chorea Seizures Epilepsy</li> <li>▪ Cerebro vascular accidents (CVA), TIA</li> <li>▪ Cranial / spinal neuropathies: Bell's palsy, trigeminal neuralgia,</li> <li>▪ Peripheral Neuropathies; Guillan-Barr'e syndrome</li> <li>▪ Myasthenia gravis, Multiple sclerosis,</li> <li>▪ Degenerative diseases, Peripheral Neuritis,</li> <li>▪ Delirium, Dementia               <ul style="list-style-type: none"> <li>▪ Alzheimer's disease Parkinson's disease</li> </ul> </li> <li><input type="checkbox"/> Management of unconscious patients and patients with stroke</li> <li><input type="checkbox"/> Role of the nurse in communicating with patient having neurological deficit</li> <li><input type="checkbox"/> Rehabilitation of patients with neurological deficit</li> <li><input type="checkbox"/> Role of nurse in long stay facility (institutions) and at home.</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Drugs used in neurological disorders</li> </ul>		
IV	14	<p><b>Nursing management of patients with disorders of female reproductive system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of the female reproductive system</li> <li><input type="checkbox"/> Nursing assessment-history and physical assessment</li> <li><input type="checkbox"/> Breast self examination</li> <li><input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorder of female reproductive system</li> <li>▪ Congenital abnormalities of female reproductive system</li> <li>▪ Sexuality and Reproductive Health</li> <li>▪ Sexual Health Assessment</li> <li>▪ Menstrual Disorders- Dysmenorrhoea, Amenorrhoea, Premenstrual Syndrome</li> <li>▪ Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia</li> <li>▪ Pelvic inflammatory disease</li> <li>▪ Ovarian and fallopian tube disorders</li> </ul>	2	<ul style="list-style-type: none"> <li>• Assist with gynaecological Examination</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic Procedures.</li> <li>• Vaginal douche</li> <li>• Teach patients families</li> <li>• Teaching self Breast Examination</li> <li>• Assist with PAP smear collection.</li> <li>• Health Education</li> <li>• Drug book /Presentation</li> </ul>



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		<ul style="list-style-type: none"> <li>▪ infections Cysts, Tumours</li> <li>▪ Uterine and cervical disorders: Endometriosis, Polyps, Fibroids, Cervical and uterine tumours, Uterine displacement, Cystocele/ Urethrocele/ Rectocele</li> <li>▪ Vaginal disorders; Infections and Discharges, fistulas</li> <li>▪ Vulvur disorders; Infection, cysts, Tumours</li> <li>▪ Diseases of breast; Deformities, Infections Cysts and Tumours</li> <li>▪ Menopause and hormonal replacement therapy</li> <li>▪ Emergency contraception methods Abortion-natural, medical and surgical abortion-MTP Act</li> <li>▪ Toxic shock Syndrome, Injuries and trauma; sexual violence</li> <li>□ Drugs used in treatment of gynaecological disorders, Drugs used in treatment gynaecological disorders</li> <li>□ Special therapies</li> <li>□ Nursing procedures</li> <li>□ National family welfare programme.</li> </ul>		
V	9	<p><b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b></p> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology of the skin and connective tissues.</li> <li>□ Nursing assessment-History and physical examination &amp; assessment of burns and fluid and electrolyte loss.</li> <li>□ Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical and nursing management of burns and reconstructive and cosmetic surgery with special emphasis of fluid replacement therapy.</li> <li>□ Types of surgeries for burns, congenital deformities and injuries for cosmetic purposes.</li> <li>□ Role of Nurse</li> <li>□ Legal Issues,</li> <li>□ Rehabilitation</li> <li>□ Special therapies</li> </ul>	1	<ul style="list-style-type: none"> <li>• Assessment of the burns patient:</li> <li>• Percentage of burns</li> <li>• Degree of burns.</li> <li>• Fluid &amp; electrolyte replacement therapy: assess, calculate, replace, record intake/output</li> <li>• Care of Burn wounds Bathing ·Dressing</li> <li>• Perform active &amp; passive exercises</li> <li>• Practice asepsis surgical asepsis</li> <li>• Counsel &amp; Teach patients and families</li> <li>• Participate in rehabilitation program</li> <li>• Health Education</li> </ul>



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		<input type="checkbox"/> Psycho social aspects Drugs used in treatment of Burns, reconstructive and cosmetic surgery.		Drug book • /Presentations
VI	09	<b>Nursing management of patients with oncological conditions</b> <input type="checkbox"/> Structure & characteristics of normal & cancer cells <input type="checkbox"/> Nursing Assessment-history & physical assessment <input type="checkbox"/> Prevention, Screening for early detection, warning signs of cancer <input type="checkbox"/> Common malignancies of various body system; Brain Oral cavity, larynx lung liver stomach and colon, breast, cervix, ovary, uterus, renal, bladder, prostate leukaemia and lymphomas. <input type="checkbox"/> Oncological emergencies. <input type="checkbox"/> Epidemiology, etiology, classifications, pathophysiology, staging, clinical manifestations diagnosis, treatment modalities, medical, surgical & nursing management of malignant diseases. <input type="checkbox"/> Treatment Modalities – Immunotherapy, Chemotherapy, Radiotherapy, genetherapy stem cell, bone marrow transplants, <input type="checkbox"/> Surgical interventions and other forms of treatments. <input type="checkbox"/> Psychosocial aspects of cancer <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Palliative care: Symptom and Pain management, <input type="checkbox"/> Nutritional support <input type="checkbox"/> Home care <input type="checkbox"/> Hospice care <input type="checkbox"/> Stomal therapy <input type="checkbox"/> Special Therapies, Psycho social aspects <input type="checkbox"/> Assisting with diagnostic and therapeutic procedures. <input type="checkbox"/> Nursing Procedures.		• Screen for common cancers-TNM • classification • Assist with diagnostic procedures · Biopsies · Pap smear · Bone-marrow aspiration • Breast examination • Assist with Therapeutic Procedures. • Participates in various modalities of treatment: ○ Chemotherapy ○ Radiotherapy ○ Pain management ○ Stomal therapy ○ Hormonal therapy ○ Immuno therapy ○ Gene therapy ○ Alternative therapy
VII	08	<b>Nursing management of patient in Emergency &amp; Disaster situations:</b> <b>Disaster Nursing:</b> <input type="checkbox"/> Concepts and principles of Disaster Nursing <input type="checkbox"/> Causes and types of disaster: Natural and man-made • Earthquakes, landslides, floods		



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		<ul style="list-style-type: none"> <li>• epidemics, Cyclones</li> <li>• Fire Explosion, Accidents, Violence,</li> <li>• Terrorism; Bio chemical war.</li> </ul> <input type="checkbox"/> Policies related to emergency/disaster management; International , national, state, <input type="checkbox"/> Institutional. <input type="checkbox"/> Disaster preparedness <input type="checkbox"/> Team, guidelines, protocols, equipments, resources <input type="checkbox"/> Coordination and involvement of community, various government departments, non government organizations and International agencies <input type="checkbox"/> Role of nurse in disaster management <input type="checkbox"/> Legal aspects of disaster nursing <input type="checkbox"/> Impact on Health and after effects; Post Traumatic <input type="checkbox"/> Stress Disorder <input type="checkbox"/> Réhabilitation; Physical, Psychosocial, social, Financial, Relocation <b>Emergency Nursing</b> <input type="checkbox"/> Concept, priorities principle and scope of emergency nursing <input type="checkbox"/> Organization of emergency services: physical setup, staffing, equipment & supplies, protocols, concepts of triage and role of triage nurse <input type="checkbox"/> Coordination and involvement of different departments and facilities. <input type="checkbox"/> Nursing Assessment-History and physical assessment <input type="checkbox"/> Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of patient with medical and surgical Emergency <input type="checkbox"/> Principles of emergency management <input type="checkbox"/> Common Emergencies; <input type="checkbox"/> Respiratory Emergencies <input type="checkbox"/> Cardiac Emergencies <input type="checkbox"/> Poly-Trauma, road accidents, crush injuries, wound <input type="checkbox"/> Bites <input type="checkbox"/> Poisoning; Food, Gas, Drugs & Chemical	2	<ul style="list-style-type: none"> <li>• Practice 'triage'.</li> <li>• Assist with assessment, examination, investigations &amp; their interpretations, in emergency and disaster situations</li> <li>• Assist in Documentations.</li> <li>• Assist in legal procedures in emergency unit</li> <li>• Participate in managing crowd.</li> <li>• Counsel patient and Families in grief an</li> <li>• Bereavement</li> <li>• Health Education</li> <li>• Drug book/Presentations</li> <li>• Health Education</li> <li>• Drug book</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Thermal Emergencies; Heat stroke &amp; Cold injuries</li> <li><input type="checkbox"/> Paediatric Emergencies.</li> <li><input type="checkbox"/> Psychiatric Emergencies.</li> <li><input type="checkbox"/> Obstetrical Emergences.</li> <li><input type="checkbox"/> Violence, Abuse, Sexual assault</li> <li><input type="checkbox"/> Crisis Intervention.</li> <li><input type="checkbox"/> Role of the nurse; Communication and inter personal Relation</li> <li><input type="checkbox"/> Medico-legal Aspects</li> </ul>		
VII	10	<p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing Assessment-History and physical assessment</li> <li><input type="checkbox"/> Ageing;</li> <li><input type="checkbox"/> Demography; Myths and realities</li> <li><input type="checkbox"/> Concepts and theories of ageing</li> <li><input type="checkbox"/> Cognitive aspects of ageing</li> <li><input type="checkbox"/> Normal biological ageing</li> <li><input type="checkbox"/> Age related body systems changes</li> <li><input type="checkbox"/> Psychosocial aspects of aging</li> <li><input type="checkbox"/> Medications and elderly</li> <li><input type="checkbox"/> Stress &amp; coping in older adults</li> <li><input type="checkbox"/> Common Health problems &amp; Nursing Management; Cardiovascular, Respiratory, Musculoskeletal, Endocrine, genito-urinary, gastrointestinal, neurological, skin and sensory</li> <li><input type="checkbox"/> Psychosocial and Sexual abuse of elderly</li> <li><input type="checkbox"/> Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual.</li> <li><input type="checkbox"/> Role of nurse for caregivers of elderly</li> <li><input type="checkbox"/> Role of family and formal and non formal caregivers</li> <li><input type="checkbox"/> Use of aids and prosthesis (hearing aids, dentures)</li> <li><input type="checkbox"/> Legal &amp; Ethical issues.</li> <li><input type="checkbox"/> Provisions and Programmes for elderly; Privileges, community programs and health services</li> <li><input type="checkbox"/> Home and institutional care</li> </ul>		



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IX	08	<b>Nursing management of patient in critical care units</b> <input type="checkbox"/> Nursing Assessment-History & Physical	<ul style="list-style-type: none"> <li>• Monitoring of patients in ICU</li> <li>• Maintain flow sheet</li> </ul>
		<input type="checkbox"/> assessment <input type="checkbox"/> Classification <input type="checkbox"/> Principles of critical care nursing <input type="checkbox"/> Organization; physical setup, policies, staffing norms, <input type="checkbox"/> Protocols, equipment and supplies <input type="checkbox"/> Special equipments; ventilators, cardiac monitors, defibrillators, <input type="checkbox"/> Resuscitation equipments <input type="checkbox"/> Review of Infection Control protocols <input type="checkbox"/> Nursing management of critically ill patient; <input type="checkbox"/> Monitoring of critically ill patient <input type="checkbox"/> CPR-Advance Cardiac life support <input type="checkbox"/> Treatments and procedures. <input type="checkbox"/> Transitional care. <input type="checkbox"/> Ethical and Legal Aspects <input type="checkbox"/> Communication with patient and family <input type="checkbox"/> Intensive care records <input type="checkbox"/> Crisis Intervention <input type="checkbox"/> Drugs used in critical care unit	3 <ul style="list-style-type: none"> <li>• Maintain CVP line</li> <li>• Care of patient on ventilators</li> <li>• Perform Endotracheal suction</li> <li>• Demonstrates use of ventilators, cardiac monitors etc.</li> <li>• Collect specimens and interprets ABG analysis</li> <li>• Assist with arterial Puncture.</li> <li>• Pulse oximetry</li> <li>• CPR-ALS</li> <li>• Defibrillators</li> <li>• Pace makers</li> <li>• Bag-mask ventilation</li> <li>• Crash Cart</li> <li>• Administration of drugs infusion pump Epidural, Intra thecal, Intracardiac</li> <li>• TPN</li> <li>• Chest physiotherapy</li> <li>• Perform active &amp; passive exercise</li> <li>• Counsel the patient and family in dealing with grieving and bereavement</li> <li>• Health Education</li> <li>• Drug book</li> </ul>
X	8	<b>Nursing management of patients adults including elderly with occupational and industrial disorders</b> <ul style="list-style-type: none"> <li>• Nursing Assessment-History and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Health Education</li> <li>• Drug book/ Presentations</li> </ul>





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	<ul style="list-style-type: none"> <li>• Special therapies, alternative therapies</li> <li>• Drugs used in treatment of occupational and industrial Disorders.</li> </ul>		
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## METHOD OF TEACHING

1. Lecture
2. Discussion
3. Demonstration
4. Case Study/ Seminar
5. Health Education

## A V AID

1. Charts
2. Graphs
3. Models
4. Films
5. Slides and
6. Any other

## EDUCATIONAL VISITS:

1. Visit To Eye Bank
2. Visit to Rehabilitation Centre
3. Visit to Old Age Home

## BIBLIOGRAPHY:

1. Black J.M. Hawk, J.H. Medical Surgical Nursing Clinical Management for Positive Outcomes. Elsevier.
2. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice. J.B.Lippincott. Philadelphia.
3. Lewis, Heitkemper & Dirksen. Medical Surgical Nursing Assessment and Management of Clinical Problem. Mosby.
4. Black J.M. Hawk, J.H. Medical Surgical Nursing Clinical Management for Positive Outcomes. Elsevier.
5. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott. Philadelphia.
6. Colmer R.M. Moroney's Surgery for Nurses. ELBS.
7. Shah N.S. A P I textbook of Medicine, The Association of Physicians of India Mumbai.
8. Satoskar R.S., Bhandarkar S.D. & Rege N.N. Pharmacology and Pharmacotherapeutics. Popular Prakashan, Mumbai.
9. Phipps W.J., Long C.B. & Wood N.F. Shaffer's Medical Surgical Nursing B.T.Publication Pvt. Ltd. New Delhi.
10. Haslett C., Chilvers E.R., Hunder J.A.A. & Boon, N.A. Davidson's Principles and Practice of Medicine. Churchill living stone. Edinburgh.
11. Walsh M. Watson's Clinical Nursing and Related Sciences. Bailliere Tindall Edinburgh.
12. Chintamani. Moroney's Surgery for Nurses. Mosby, Missouri
13. SRB's Surgery for Nurses SriramBhat, Jaypee Brothers, NewDelhi
14. Phipps Medical Surgical Nursing Health and illness perspectives. Mosby , Missouri





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## MEDICAL SURGICAL NURSING

(Adult and Geriatrics) II

### PRACTICAL

**Placement: Second Year**

**Time: 270 Hours**

**Specific Objectives:** At completion of the course the student is able to:

1. Provide nursing care to adult patients with ENT, Eye, Neurological disorders, Gynaecological disorders, Burns, Cancer, Critically ill patients.
2. Provide nursing care to geriatric patients with ENT, Eye, Neurological disorders, Gynaecological disorders, Burns, Cancer, Critically ill patients.
3. Provide care to the patients in emergency and disaster situation.
4. Counsel and educate patients and families.

### Areas of Clinical Experience:

1. Ear ,Nose, Throat Ward	-	1week
2. Ophthalmology Unit	-	1week
3. Neurology Ward	-	2weeks
4. Gynaecology Ward	-	1week
5. Burns unit	-	1week
6. Oncology unit	-	1week
7. Critical Care Unit	-	2weeks
8. Casualty/ Emergency Unit	-	1week



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## ASSIGNMENTS:

Plan and give care to 3-4 assigned patients in the assigned clinical area

<b>Ear, Nose, Throat unit</b>	<b>Ophthalmology unit</b>	<b>Neurology Unit</b>	<b>Gynaecology Ward</b>
Nursing Care Plan – 1	Nursing Care Plan – 1	Case Study/ Case Presentation- 1	Nursing Care Plan – 1
Observation report of OPD	Observation report of OPD and Eye Bank	Health Teaching -1	Maintain activity Record Book
Maintain activity Record Book	Maintain activity Record Book	Maintain activity Record Book	
Maintain Drug Book	Maintain Drug Book	Maintain Drug Book	Maintain Drug Book

<b>Burns Unit</b>	<b>Oncology Unit</b>	<b>Critical Care Unit</b>	<b>Casualty/ Emergency Unit</b>
Nursing Care Plan – 1	Nursing Care Plan – 1	Observation report of Critical care Unit	Observation report of Emergency Unit
Maintain activity Record Book	Maintain activity Record Book	Maintain activity Record Book	Maintain activity Record Book
Observation report of Burns Unit	Observation report of Cancer Unit	Maintain Drug Book	



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## INTERNAL ASSESSMENT (Theory)

(25 MARKS)

Sr. No	Item	Out of Marks	Weightage	Marks
1	First Term	50	20%	5.0
2.	Pre-Final	75	30%	7.5
3.	Assignment (Field Visit, Presentation, Group assignment)	100	50%	12.5
	3.1 Field Visit 3 x 10 =30			
	3.2 Topic Presentation 1 x 50 =50			
	3.3 Group Assignment 1 x20 =20			
	<b>Total</b>	<b>225</b>	<b>100 %</b>	<b>25</b>

## INTERNAL ASSESSMENT (Practical)

(50 MARKS)

Sr. No.	Item	Marks	Weightage	Marks out of 100
1	<b>First term Exam</b>	100	20%	20
2	<b>Pre-final Exam</b>	100	30%	30
3.	<b>Assignments</b>	600	50%	50
	3.1. Clinical Evaluation			
	i. Neurology ward	100		
	ii. Critical Unit	100		
	3.2. Nursing Care Plan			
	i. ENT	25		
	ii. Ophthalmology Wd	25		
	iii. Gyanecology	25		
	iv. Burns	25		
	v. Oncology	25		
	3.3 Case study/ presentation			
	i. Neurology	50		
	3.4. Health Teaching	25		
	3.5. Observation Report			
	ii. Burns	50		
	iii. Oncology	50		
	3.6. Procedure Book	100		
	<b>Total</b>	<b>1050</b>	<b>100%</b>	<b>50</b>



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## UNIVERSITY EXAMINATION

### Theory Exam

Internal Assessment	=	25 Marks
University Exam (Theory)	=	75 Marks
<b>Grand Total</b>	=	<b>100 Marks</b>

### Practical Exam

University Exam (Practical)	=	50 Marks
Internal Assessment	=	50 Marks
<b>Grand Total</b>	=	<b>100 Marks</b>

### Division of marks for Practical Exams (internal and external examiners)

Item	Internal	External	Total Marks
Nursing Process	15	15	30
Procedure evaluation	15	15	30
Viva	20	20	40
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Final marks of University practical examination to be assessed out of 100 and converted to 50.**



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**MEDICAL SURGICAL NURSING-II**  
(ADULT INCLUDING GERIATRICS)

**Question Paper Format (University Paper)**

**Grand Total= 75 Marks**

**Section A: Total = 10 Marks**

Q1) Multiple choice question (20 MCQ x ½ mark each)

**Section B: Total = 35 Marks**

Q2) Short Answer Question: 2 Marks Each (**Any Five**) (5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( **Any five** ) ( 5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C: Total = 30 Marks**

Q4 ) Long Answer Question: 15marks (**Any Two**) (2 x 15 = 30 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c. i. 2 marks  
ii. 5 marks  
iii. 8 marks



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**MEDICAL SURGICAL NURSING-II**  
(ADULT INCLUDING GERIATRICS)-II

**Question Paper Format (first term)**

<b>Marks</b>	<b>Grand Total = 50</b>
<b>Section A:</b>	<b>Total = 05 Marks</b>
Q1) Multiple choice question (10 MCQ x ½ mark each)	
<b>Section B:</b>	<b>Total = 30 Marks</b>
Q2) Short Answer Question: 2 Marks Each (Any Five)	(5 x 2 = 10 marks)
a.	
b.	
c.	
d.	
e.	
f.	
Q3 ) Short Notes : 5 Marks each ( Any four)	( 4 x 5 = 20 marks)
a.	
b.	
c.	
d.	
e.	
<b>Section C:</b>	<b>Total = 15 Marks</b>
Q4 ) Long Answer Question: 15marks(Any One)	(1 x 15 = 15 marks)
a. i. 2 marks	
ii. 5 marks	
iii. 8 marks	
b. i. 2 marks	
ii. 5 marks	
iii. 8 marks	



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**MEDICAL SURGICAL NURSING II**  
**EVALUATION FORMS AND FORMATS**

(Third B.Sc. Nursing)



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## THIRD YEAR B.Sc. NURSING MEDICAL-SURGICAL NURSING-II

### NURSING CARE PLAN FORMAT

- 1. Patients data:** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery (if any).
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness**  
History of present illness : onset, symptoms, duration, precipitating / alleviating factors  
History of past illness : illnesses, surgeries, allergies, immunizations, medications  
Family history : family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
- 4. Socio-economic status :** Monthly income & expenditure on health, marital assets (own patta house, car, two wheeler, phone, TV etc...) Ethnic background, geographical information, cultural information) support system available.
- 5. Personal habits:** Consumption of alcohol, smoking, tobacco chewing, sleep, exercise and work elimination, nutrition.
- 6. Physical examination with date and time**
- 7. Investigations**

Date	Investigations done	Normal value	Patient value	Inference
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### 8. Treatment

Sr. No.	Drug (pharmacological name)	Dose	Frequency/ Time/Route	Action	Side effects & drug interaction	Nursing responsibility
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### 9. Ongoing Medical Assessment:

### 10. Nursing process : As per the format

It should include health education and discharge planning given to patient

### 11. Evaluation of care:

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.





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## THIRD YEAR B.Sc. NURSING

### MEDICAL-SURGICAL NURSING-II

#### NURSING CARE PLAN EVALUATION

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No.	Item	Maximum Marks	Marks Allotted
1.	History taking	03	
2.	Assessment and nursing diagnosis	07	
3.	Planning of care	05	
4.	Implementation and evaluation (including follow-up and documentation)	10	
	<b>Total</b>	<b>25</b>	

Remarks:

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Signature of Student  
Date

Signature of Supervisor :  
Date



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## THIRD YEAR B.Sc. NURSING

### MEDICAL-SURGICAL NURSING-II

#### CASE STUDY / CASE PRESENTATION FORMAT

- 1. Patient's Data :** Name, address, age, sex, religion, marital status, occupation, source of health care, date of admission, provisional diagnosis, date of surgery if any.
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital.
- 3. History of illness:**
  - a) History of present illness : onset, symptoms, duration, precipitating / alleviating factors.
  - b) History of past illness : illnesses, surgeries, allergies, immunizations, medications.
  - c) Family history: family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
- 4. Socio-economic status:** Monthly income & expenditure on health, marital assets (own patta house car, two wheeler, phone, TV etc...), Ethnic background, (geographical information, cultural information) support system available.
- 5. Personal habits:** Consumption of alcohol, smoking, tobacco chewing, sleep, exercise work elimination, nutrition.
- 6. Physical examination with date and time...**
- 7. Investigations**

Date	Investigations done	Normal value	Patient value	Inference

#### 8. Ongoing Medical Assessment:

#### 9. Management (Medical /Surgical)

#### 10. Pharmacological Management:

Sr. No.	Drug (pharmacological name)	Dose	Frequency/ Time/Route	Action	Side effects & drug interaction	Nursing responsibility

#### 11. Description of disease:

Definition, related Anatomy and Physiology, Etiology, Risk factors, Medical and Nursing Management

#### 12. Clinical features of the disease condition

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

#### 13. Nursing process:

Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

Should include health education and discharge planning given to the patient.

#### 14. Evaluation of care

Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.



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**THIRD YEAR B.Sc. NURSING**  
**MEDICAL-SURGICAL NURSING-II**  
**EVALUATION FORMAT (Case Presentation)**

**Name of the student:** \_\_\_\_\_

**Name of the patient:** \_\_\_\_\_

**Diagnosis:** \_\_\_\_\_ **Ward/ Dept:** \_\_\_\_\_

<b>Sr. No</b>	<b>Item</b>	<b>Maximum Marks</b>	<b>Marks Allotted</b>
1	Introduction/ Assessment	05	
2	Knowledge and understanding of disease	10	
3	Nursing Process	15	
4	Presentation skill	10	
5	A.V. aids	05	
6	Overall Summary & conclusion	03	
7	Bibliography	02	
	Total	50	

**Remarks:**

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**Signature of Student**  
Date

**Signature of Supervisor :**  
Date



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**MEDICAL-SURGICAL NURSING-II**  
**EVALUATION FORMAT (Case Study)**

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No	Item	Maximum Marks	Marks Allotted
1	Introduction and Assessment	05	
2	Knowledge and understanding of disease	15	
3	Nursing Process	20	
4	Drug Study	05	
5	Summary & evaluation	02	
6	Bibliography	03	
	<b>Total</b>	<b>50</b>	

**Remarks:**

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**Signature of Student**  
Date

**Signature of Supervisor :**  
Date



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## THIRD YEAR B.Sc. NURSING

### MEDICAL-SURGICAL NURSING-II

#### OBSERVATION REPORT EVALUATION FORMAT

Name of the student: \_\_\_\_\_

Department: \_\_\_\_\_

Sr. No	Item	Maximum Marks	Marks Allotted
1	Introduction	5	
2	Formulation of attainable objectives	5	
3	Adequacy of content	10	
4	Organization of subject matter	15	
5	Recording and reporting of current modalities	10	
6	Overall summary and conclusion	03	
7	Comparison with prescribed norms	02	
	<b>Total</b>	<b>50</b>	

Remarks:

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Signature of Student  
Date

Signature of Supervisor:  
Date



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**THIRD YEAR B.Sc. NURSING**  
**MEDICAL-SURGICAL NURSING-II**  
**OBSERVATION REPORT FORMAT**

1. Introduction
2. Aims and objective
3. Physical setup
4. Staffing pattern
5. Admission process
6. Description of each area: Work pattern, special facilities, use of advance technologies in patient care
7. Handling of legal issues, if any
8. Other : Projects for welfare of patients, funds
9. Conclusion



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## THIRD YEAR B.Sc. NURSING MEDICAL-SURGICAL NURSING-II CLINICAL EVALUATION PROFORMA

Name of the student: \_\_\_\_\_

Name of the hospital: \_\_\_\_\_

Ward / Dept: \_\_\_\_\_ Duration of Experience: \_\_\_\_\_

**TOTAL:- 100 Marks**

**Scores:- 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor**

Sr. No.	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
<b>I</b>	<b>Application of knowledge</b>					
1	Possess sound knowledge of medical surgical conditions.					
2	Has sound knowledge of scientific principles					
3	Able to correlate theory with practice					
4	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
5	Takes interest in new learning from current literature & seeks help from resourceful people.					
<b>II</b>	<b>Quality of clinical skill</b>					
6	Identifies problems & sets priorities and grasps essentials while performing duties.					
7	Applies principles in carrying out procedures & carries out duties promptly.					
8	Has technical competence in performing nursing procedures.					
9	Resourceful and practices economy of time material and energy.					
10	Observes carefully, reports & records signs / symptoms & other relevant information.					
11	Uses opportunities to give health education to patients & relatives					
<b>III</b>	<b>Attitude to Co-workers and Patients</b>					
12	Works well as member of health team					
13	Understands the patients as individual.					
14	Maintains confidentiality and privacy.					
15	Shows skill in gaining confidence & cooperation of patients and relatives tactfully and is considerate.					
<b>IV</b>	<b>Personal &amp; Professional Behaviour</b>					
16	Wears clean and neat uniform and well groomed					
17	Arrives and leaves punctually.					
18	Demonstrates understanding of need for quietness in speech & manner					
19	Is notably poised and effective even in situations of stress					
20	Influential & Displays persuasive, assertive leadership behaviour.					

**Remarks:**

**Signature of Student**

Date

**Signature of Supervisor:**

Date



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## CHILD HEALTH NURSING

**Placement:** Third Year

**Time:** Theory – 90 Hours  
Practical- 270 Hours  
Internship- 145 Hours

**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.

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

1. Explain the modern concept of child care & principles of child health nursing.
2. Describe national policy programmes & legislations in relation to child health & welfare.
3. List major causes of death during infancy, early & late childhood.
4. Describe the major functions & role of the paediatric nurse in caring for a hospitalized child and demonstrate various paediatric nursing procedures.
5. Describe the normal growth & development of children at different ages, identify the needs of children at different ages & provide parental guidance
6. Identify the nutritional needs of children at different ages & ways of meeting the needs.
7. Appreciate the role of play for normal & sick children.
8. Appreciate the preventive measures & strategies for children.
9. Provide care to normal & high risk neonates and perform neonatal resuscitation.
10. Recognize & manage common neonatal problems.
11. Explain the concept of IMNCI & other health strategies initiated by National population policy 2000.
12. Provide nursing care in common childhood diseases and identify measures to
13. Prevent them including immunization.
14. Manage the child with behavioural & social problems.





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## CHILD HEALTH NURSING

Unit	Hrs	Theory	Hrs	Practical
I	13	<p><b>Introduction: Modern concept of child care.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to modern concept of child care &amp; history, principles &amp; scope of child health nursing.</li> <li><input type="checkbox"/> Internationally accepted rights of the Child National policy &amp; legislations in relation to child health &amp; welfare.</li> <li><input type="checkbox"/> National programmes related to child health &amp; welfare.</li> <li><input type="checkbox"/> Agencies related to welfare services to the children.</li> <li><input type="checkbox"/> Changing trends in hospital care, preventive, promotive &amp; curative aspects of child health.</li> <li><input type="checkbox"/> Child morbidity &amp; mortality rates.</li> <li><input type="checkbox"/> Differences between an adult &amp; child.</li> <li><input type="checkbox"/> Hospital environment for a sick child.</li> <li><input type="checkbox"/> Impact of hospitalization on the child &amp; family.</li> <li><input type="checkbox"/> Grief &amp; bereavement.</li> <li><input type="checkbox"/> The role of a child health nurse in caring for a hospitalized child.</li> <li><input type="checkbox"/> Principles of pre &amp; post-operative care of infants &amp; children.</li> <li><input type="checkbox"/> Child health Nursing Procedures.</li> </ul>	2	<ul style="list-style-type: none"> <li>• Taking paediatric History.</li> <li>• Physical examination and assessment of children.</li> <li>• Assist with common diagnostic procedures</li> <li>• Teach mothers/parents</li> <li>• Malnutrition</li> <li>• Oral rehydration Therapy</li> <li>• Feeding and weaning</li> <li>• Immunization</li> <li>• Schedule</li> <li>• Play therapy</li> </ul>
II	18	<p><b>The healthy child</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principles of growth &amp; development.</li> <li><input type="checkbox"/> Factors affecting growth &amp; development.</li> <li><input type="checkbox"/> Growth &amp; development from birth to adolescence</li> <li><input type="checkbox"/> The needs of normal children through the stages of developmental &amp; parental guidance</li> <li><input type="checkbox"/> Nutritional needs of children &amp; infants: Breast feeding, supplementary &amp; artificial feeding &amp; weaning.</li> <li><input type="checkbox"/> Baby friendly hospital concept.</li> <li><input type="checkbox"/> Accidents: causes &amp; prevention.</li> <li><input type="checkbox"/> Value of play &amp; selection of play material.</li> <li><input type="checkbox"/> Preventive immunization,</li> <li><input type="checkbox"/> Immunization programme &amp; cold chain.</li> <li><input type="checkbox"/> Preventive paediatrics</li> <li><input type="checkbox"/> Care of under five &amp; under five clinics/</li> </ul>	2	<ul style="list-style-type: none"> <li>• Assessment of children               <ul style="list-style-type: none"> <li>- Health assessment</li> <li>- Developmental assessment</li> <li>- Anthropometric assessment</li> </ul> </li> <li>• Immunization</li> <li>• Health / Nutritional Education.</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		well baby clinic.		
III	10	<b>Nursing care of a neonate.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing care of a normal newborn essential newborn care.</li> <li><input type="checkbox"/> Neonatal resuscitation.</li> <li><input type="checkbox"/> Nursing management of a low birth weight baby &amp; high risk babies.</li> <li><input type="checkbox"/> Kangaroo mother care.</li> <li><input type="checkbox"/> Organization of neonatal unit.</li> <li><input type="checkbox"/> Identification &amp; nursing management of common neonatal problems.</li> <li><input type="checkbox"/> Nursing management of babies with common congenital malformations.</li> <li><input type="checkbox"/> Control &amp; prevention of infection in N.I.C.U.</li> </ul>	5	<ul style="list-style-type: none"> <li>• Care of a baby in incubator / warmer</li> <li>• Care of child on ventilator.</li> <li>• Endotracheal suction</li> <li>• Chest physiotherapy</li> <li>• Administer fluids with infusion pump.</li> <li>• Total parenteral nutrition</li> <li>• Phototherapy</li> <li>• Monitoring of babies</li> <li>• Cardio pulmonary resuscitation</li> </ul>
IV	10	<b>Integrated management of neonatal &amp; childhood illnesses (IMNCI).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health strategies: National population policy- RCH camps &amp; RCH outreach schemes.</li> <li><input type="checkbox"/> Operationalization of district newborn care, home based neonatal care.</li> <li><input type="checkbox"/> Border district cluster strategy.</li> <li><input type="checkbox"/> Integrated management of infants &amp; children with illnesses like diarrhoea, A.R.I., malaria, measles &amp; Malnutrition.</li> <li><input type="checkbox"/> Nurses' role: IMNCI.</li> </ul>		
V	17	<b>Nursing management in common childhood diseases-</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nutritional deficiency disorders.</li> <li><input type="checkbox"/> Respiratory disorders &amp; infections.</li> <li><input type="checkbox"/> Gastro-intestinal infections, infestations, &amp; congenital disorders.</li> <li><input type="checkbox"/> Cardio-vascular problems: congenital defects &amp; rheumatic fever, rheumatic heart disease.</li> <li><input type="checkbox"/> Genito-urinary disorders: Acute glomerulo nephritis, nephrotic syndrome, Wilm's tumour, infections, calculi, &amp; congenital disorders.</li> </ul>	3	Administer of oral, IM/IV medicine and fluids. Calculation fluid Requirements Prepare different strengths of IV fluids Apply restrain



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Neurological infections disorders: convulsions, meningitis, hydrocephalus, head injury.</li> <li><input type="checkbox"/> Hematological disorders : anemias, thalassemia</li> <li><input type="checkbox"/> Covid-19 management</li> </ul>		Administer O2 inhalation by different methods  Give baby bath  Feed children by katori spoon etc  Collect specimens for common investigations.  Calculate, prepare and administer IV fluid. Do bowel wash Care for ostomies: - Colostomy irrigation - Ureterostomy - Gastrostomy - Enterostomy  Urinary catheterisation and drainage Feeding - Nasogastric - Gastrostomy - Jejunostomy  Care of surgical wounds - Dressing - Suture removal
VI	10	<b>Management of behavioural &amp; social Problems in children.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Management of common behavioural disorders.</li> <li><input type="checkbox"/> Management of common psychiatric problems.</li> <li><input type="checkbox"/> Management of challenged children: Mentally, physically, &amp; socially challenged.</li> <li><input type="checkbox"/> Welfare services for challenged children in India.</li> <li><input type="checkbox"/> Child guidance clinics.</li> </ul>		



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**Method of Teaching**

Lecture  
Discussion  
Demonstration  
Developmental study  
Observational study

**AV Aid**

Field Visit  
Film Show  
Charts  
Models

**EDUCATIONAL VISIT:**

1. Field Visit to Anganwadi, Child Guidance Clinic.
2. Field visit to mentally, physically & socially challenged.

**BIBLIOGRAPHY:**

1. Ghai O.p. et al. Ghai's Essentials of Paediatrics. Mehta offset works. New Delhi
2. Marlow Dorothy & Redding. Textbook of Paed. Nsg. Harbarcourt India ltd. New Delhi
3. Parthasarathy et al. IAP Textbook of Paediatric Nsg. Jaypee bros., New Delhi.
4. Vishwanathan & Desai. Achar's Textbook of Paediatrics. Orient Longman. Chennai.
5. Wong Dona et al. Whaley & Wong's Nursing care of infants & children. Mosby co., Philadelphia.
6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication.
7. Ghaiop Etal. Ghai's essentials of Pediatrics. Dr Ghai, New Delhi
8. Marlow R Dorothy. Text books of Pediatric Nursing, Elsevier, Pennsylvania
9. A Parthasarathy Etal, IAP Textbook of Paediatric Nursing,. Jaypee Brothers, New Delhi
10. Swarna Rekha Bhat. Achar's Text book of Pediatrics, Universities press, New Delhi
11. Wong Dona Etal, Wong's Nursing Care of Infants and children, Mosby Elsevier, Missouri
12. Dr.C.S Waghale. Principle's and Practice of clinical pediatrics, reprint, Vora Medical Publications, Mumbai.



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## CHILD HEALTH NURSING PRACTICALS

### Specific Objectives:

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

1. Provide nursing care to children with various medical disorders.
2. Recognize different paediatric conditions / malformations and provide pre and post operative care to children with common paediatric surgical conditions/ malformation.
3. Perform assessment of children: Health, developmental and anthropometric.
4. Perform immunization and give health education/ nutritional education.
5. Provide Nursing care to critically ill children.

### AREAS OF CLINICAL EXPERIENCE:

1. Paediatric Medicine Ward – 3 Weeks
2. Paediatric Medical ICU. – 1 Week
3. Paediatric Surgical Ward. – 3 Weeks
4. Paediatric Surgery ICU. – 1 Week
5. Paediatric OPD/ Immunization room – 1 Week

### ASSIGNMENT:

Plan and give care to 3-4 assigned patients in the assigned clinical area.

Medical Ward	Surgical Ward	OPD/ Immunization Room	ICU
Nursing Care plan- 1 Case Study/ Presentation- 1 Health Talk-1	Nursing Care plan- 1 Case Study/ Presentation- 1	Developmental Study-1	Nursing Care plan- 1 ( Medical or Surgical) Observation report-1



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## INTERNAL ASSESSMENT

### Theory (25 Marks)

Sr. No	Item	Out of Marks	Weightage	Marks
1	First Term	50	20%	5.0
2.	Pre-Final	75	30%	7.5
3.	Assignment (Field Visit, Presentation, Group assignment)	100	50%	12.5
	3.1 Field Visit 3 x 10 =30			
	3.2 Topic Presentation 1 x 50 =50			
	3.3 Group Assignment 1 x20 =20			
	<b>Total</b>	<b>225</b>	<b>100 %</b>	<b>25</b>

### Practical (50 Marks)

Sr. No	Item	Out of Marks	Weightage	Marks
1.	First Term	100	20%	10
2.	Pre-Final	100	30%	15
3.	Assignments	750	50%	25
	3.1. Nursing Care Plan			
	i. Paediatric Medical Ward	25		
	ii. Paediatric Surgical Ward	25		
	iii. ICU	25		
	3.2. Case Study (Med/Surg Wd)	50		
	3.3 Case Presentation (med/Surg wd)	50		
	3.4 Health Talk	25		
	3.5 Clinical Evaluation			
	i. Paed Medical Ward	100		
	ii. Paed Surgical Ward	100		
	iii. ICU	100		
	3.6. Assessment of growth & development report			
	i. Neonate	20		
	ii. Infant	20		
	iii. Toddler	20		
	iv. Preschooler	20		
	v. School age	20		
	3.7 Observation report	50		
	3.8 Procedure Report	100		
	<b>Total</b>	<b>950</b>		<b>50</b>



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## UNIVERSITY EXAMINATION

### Theory Exam

Internal Assessment	=	25 Marks
University Exam (Theory)	=	75 Marks
<b>Total</b>	=	<b>100 Marks</b>

### Practical Exam

University Exam (Practical)	=	50 Marks
Internal Assessment	=	50 Marks
<b>Total</b>	=	<b>100 Marks</b>

### Division of marks for internal and external examiners

Item	Internal	External	Total Marks
Nursing Process	15	15	30
Procedure evaluation	15	15	30
Viva	20	20	40
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>

Final marks of University Practical examination to be assessed out of 100 and converted to 50 marks.



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**CHILD HEALTH NURSING**

*Question Paper Format (University Exam)*

**Grand Total= 75 Marks**

**Section A:**

**Total = 10 Marks**

Q1) Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total = 35 Marks**

Q2) Short Answer Question: 2 Marks Each ( **Any Five**) (5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( **Any five**) ( 5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total = 30 Marks**

Q4 ) Long Answer Question: 15marks (**Any Two**) (2 x15 = 30 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c. i. 2 marks  
ii. 5 marks  
iii. 8 marks





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**CHILD HEALTH NURSING**

***Question Paper Format (first term)***

*Grand Total= 50 Marks*

**Section A:**

**Total = 05 Marks**

Q1) Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total = 30 Marks**

Q2) Short Answer Question: 2 Marks Each ( Any Five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( Any four)

( 4 x 5 = 20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total = 15 Marks**

Q4 ) Long Answer Question: 15marks(Any One)

(1 x 15 = 15 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks



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**CHILD HEALTH NURSING**  
**EVALUATION FORMS AND FORMATS**

(Third B.Sc. Nursing)



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**THIRD YEAR B.Sc. NURSING**  
**CHILD HEALTH NURSING**

**CASE PRESENTATION FORMAT**

1. **Patients Data :** Name, address, age, sex, religion, occupation of parent, source of health care, date of admission, provisional diagnosis, surgery and date of surgery if any.
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital.
3. **History of illness**
  - a. History of present illness : onset, symptoms, duration, precipitating / alleviating factors
  - b. past medical history: illnesses, allergies, medications
  - c. past surgical history: name and date of the surgery, complications if any
4. **Family history:** family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
5. **Socio-economic status of the family:** Monthly income, housing condition, water source, toilet facility.
6. **Birth history:** Antenatal, natal and neonatal history
7. **Personal data of the Child:** play habits, sleep pattern, schooling and attendance
8. **Immunization status:**
9. **Dietary history:** breast feeding, exclusively for how many months, top feeds (method of feeding, dilution details, cleansing of utensils), weaning, 24 hour dietary recall, calorie and protein gap, any food allergies
10. **Physical examination with date and time**
11. **Growth and development including anthropometry**
12. **Description of disease :** Definition, Related anatomy physiology, Etiology, Risk factors, pathophysiology, Clinical features ( book picture and patient picture)



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**13. Investigations:** Book picture and patient picture

Date	Investigations done	Normal values	Patient's value	Inference

**14. Medical management:** book picture and patient picture

**Pharmacological Management:**

Sr. No.	Drug (pharmacological name)	Dose/Route	Frequency/Time/route	Action	Side effects & drug interaction	Nursing responsibility

**15. Surgical management:** Book picture and patient picture

**16. Nursing process:** List down the priority nursing diagnosis and prepare nursing care plan

Date	Assessment	Nursing Diagnosis	Objective	Plan of Care	Implementation	Rationale	Evaluation

**17. Discharge instructions :** diet, medications, exercise, follow up, special instructions if any

**18. Nurses notes**

**19. Evaluation of care:** Overall evaluation, problem faced while providing care prognosis of the patient and conclusion

**20. Relevant research studies**

**21. Conclusion**

**22. Bibliography**



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### CASE PRESENTATION EVALUATION FORMAT

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No	Item	Maximum Marks	Marks Allotted
1	Introduction /Assessment	05	
2	Knowledge and understanding of disease	10	
3	Nursing process	15	
4	Presentation skill	10	
5	A.V. aids	05	
6	Overall Summary& conclusion	03	
7	Bibliography	02	
	Total	50	

Remarks:

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Signature of Student :

Date

Signature of Supervisor:

Date



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**THIRD YEAR B.Sc. NURSING**  
**CHILD HEALTH NURSING**

**CASE STUDY FORMAT**

- 1. Patients Data:** Name, address, age, sex, religion, occupation of parent, source of health care, date of admission, provisional diagnosis, surgery and date of surgery if any
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness**
  - a. History of present illness: onset, symptoms, duration, precipitating / alleviating factors.
  - b. Past medical history: illnesses, allergies, medications
  - c. Past surgical history: name and date of the surgery, complications if any
- 4. Family history:** family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
- 5. Socio-economic status of the family:** Monthly income, housing condition, water source, toilet facility.
- 6. Birth history:** Antenatal, natal and neonatal history
- 7. Personal data of the Child :** play habits, sleep pattern, schooling and attendance.
- 8. Immunization status:**
- 9. Dietary history:** breast feeding, exclusively for how many months, top feeds (method of feeding, dilution details, cleansing of utensils), weaning, 24 hour dietary recall, calorie and protein gap, any food allergies.
- 10. Physical examination with date and time**
- 11. Growth and development including anthropometry**
- 12. Description of disease :** Definition, Related anatomy physiology, Etiology, Risk factors, pathophysiology, Clinical features ( book picture and patient picture)



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## 13. Investigations: Book picture and patient picture

Date	Investigations done	Normal values	Patient's value	Inference

## 14. Medical management: book picture and patient picture

### Pharmacological Management:

Sr. No.	Drug (pharmacological name)	Dose/ Route	Frequency/ Time/route	Action	Side effects & drug interaction	Nursing responsibility

## 15. Surgical management: Book picture and patient picture.

## 16. Nursing process: List down the priority nursing diagnosis and prepare nursing care plan

Date	Assessment	Nursing Diagnosis	Objective	Plan of Care	Implementation	Rationale	Evaluation

## 17. Discharge instructions : diet, medications, exercise, follow up, special instructions if any

## 18. Nurses notes

## 19. Evaluation of care: Overall evaluation, problem faced while providing care prognosis of the patient and conclusion.

## 20. Relevant research studies

## 21. Conclusion

## 22. Bibliography



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**CHILD HEALTH NURSING**  
**CASE STUDY EVALUATION FORMAT**

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No	Item	Maximum Marks	Marks Allotted
1	Assessment / Introduction	05	
2	Knowledge and understanding of disease	15	
3	Nursing process	20	
4	Drug study	05	
5	Summary & evaluation	02	
6	Bibliography	03	
	Total	50	

Remarks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Student :  
Date

Signature of Supervisor:  
Date





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**THIRD YEAR B.Sc. NURSING**  
**CHILD HEALTH NURSING**  
**NURSING CARE PLAN FORMAT**

1. **Patients Data:** Name, address, age, sex, religion, occupation of parent, source of health care, date of admission, provisional diagnosis, surgery and date of surgery if any.
2. **Presenting complaints:** Describe the complaints with which the patient has come to hospital
3. **History of illness**
  - a. History of present illness : onset, symptoms, duration, precipitating / alleviating factors.
  - b. Past medical history : illnesses, allergies, medications
  - c. Past surgical history : name and date of the surgery, complications if any
4. **Family history:** family tree, history of illness in family members, risk factors, congenital problems, psychological problems.
5. **Socio-economic status of the family:** Monthly income, housing condition, water source, toilet facility.
6. **Birth history:** Antenatal, natal and neonatal history
7. **Personal data of the Child:** play habits, sleep pattern, schooling and attendance
8. **Immunization status:**
9. **Dietary history:** breast feeding, exclusively for how many months, top feeds ( method of feeding, dilution details, cleansing of utensils), weaning, 24 hour dietary recall, calorie and protein gap, any food allergies
10. **Physical examination with date and time**
11. **Growth and development including anthropometry**
12. **Investigations:** Book picture and patient picture

Date	Investigations done	Normal values	Patient's value	Inference

13. **Medical management:** book picture and patient picture

**Pharmacological Management:**

Sr. No.	Drug (pharmacological name)	Dose/ Route	Frequency/ Time/route	Action	Side effects & drug interaction	Nursing responsibility

14. **Nursing process:** List down priority nursing diagnosis, prepare nursing care plan

Date	Assessment	Nursing Diagnosis	Objective	Plan of Care	Implementation	Rationale	Evaluation

15. Nurses notes
16. **Evaluation of care:** Overall evaluation, problem faced while providing care prognosis of the patient and conclusion
17. Conclusion
18. Bibliography



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### NURSING CARE PLAN EVALUATION

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No	Item	Maximum Marks	Marks Allotted
1.	Assessment (History & Physical examination)	05	
2.	Nursing diagnosis ( priority, outcome criteria)	05	
3.	Nursing Intervention	10	
4.	Evaluation	3	
5.	Documentation , Nursing care plan	2	
	Total	25	

Remarks:

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Signature of Student :

Date

Signature of Supervisor:

Date



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_

Topic of Health talk : \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

**Total 100 Marks**

**Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor**

SN	Particulars	1	2	3	4	5	Score
<b>I</b>	<b>D) Planning and organization</b>						
	a) Formulation of attainable objectives						
	b) Adequacy of content						
	c) Organization of subject matter						
	d) Current knowledge related to subject matter						
	e) Preparation of Environment.						
<b>II</b>	<b>Presentation:</b>						
	a) Interesting						
	b) Clear Audible						
	c) Adequate explanation						
	d) Effective use of A.V. Aids						
	e) Group Involvement						
	f) Time Limit						
<b>III</b>	<b>Personal qualities:</b>						
	a) Self confidence						
	b) Personal appearance						
	c) Language						
	d) Mannerism						
	e) Self awareness of strong & weak points						
<b>IV</b>	<b>Feed back:</b>						
	a) Recapitulation						
	b) Effectiveness						
	c) Group response						
<b>V</b>	<b>Submits assignment on time</b>						
	<b>Total Marks obtained</b>						

**Remarks:** \_\_\_\_\_

Signature of Student with date

Signature of Supervisor with date



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

### CLINICAL EVALUATION PROFORMA

Name of the student: \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_

Duration of experience: \_\_\_\_\_

**Total 100 Marks**

Scores: 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

SN	EVALUATION CRITERIA	GRADES			
		4	3	2	1
<b>I</b>	<b>Application of knowledge</b>				
1	Possess sound knowledge of paediatric conditions.				
2	Has sound knowledge of scientific principles.				
3	Has knowledge of normal growth and development of children.				
4	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
5	Takes interest in new learning from current literature & seeks help from resourceful people.				
<b>III</b>	<b>Quality of clinical skill</b>				
1	Able to elicit health history of child and family accurately.				
2	Skilful in carrying out physical examination, developmental screening and detecting deviations from normal.				
3	Identifies problems & sets priorities and grasps essentials while performing duties				
4	Able to plan and implement care both preoperatively & post operatively.				
5	Applies principles in carrying out procedures & carries out duties promptly.				
6	Has technical competence in performing nursing procedures.				
7	Able to calculate and administer medicines accurately				
8	Resourceful and practices economy of time material and energy.				
9	Recognizes the role of play in children and facilitates play therapy in hospitalized children				
10	Observes carefully, reports & records signs & symptoms & other relevant information				
11	Uses opportunities to give health education to patients & relatives.				
<b>III</b>	<b>Attitude to Co-workers and Patients</b>				
1	Works well as member of health team				
2	Understands the child as individual.				
3	Maintains confidentiality and privacy.				
4	Shows skill in gaining confidence & cooperation of patients and				



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Sr. No.	EVALUATION CRITERIA	GRADES			
		4	3	2	1
IV	<b>Personal &amp; Professional Behaviour</b>				
1	Wears clean and neat uniform and well groomed				
2	Arrives and leaves punctually.				
3	Demonstrates understanding of the need for quietness in speech and manner				
4	Is notably poised and effective even in situations of stress				
5.	Influential & Displays persuasive, assertive leadership behaviour.				
	Marks				
<b>TOTAL MARKS</b>					

**Grade**

- Very good = 70 % and above  
Good = 60 – 69 %  
Satisfactory = 50- 59 %  
Poor = Below 50 %

**Remarks by Supervisor:**

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**Comments by Student:**

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**Signature of supervisor with date**

**Signature of the student with Date**



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**THIRD YEAR B.Sc. NURSING**

**CHILD HEALTH NURSING**

**PROFORMA FOR ASSESSMENT OF GROWTH & DEVELOPMENT**  
(Age group: birth to 5 yrs.)

**I] Identification Data :**

- Name of the child :
- Age :
- Sex :
- Date of admission :
- Diagnosis :
- Type of delivery : Normal/ Instrumental/ LSCS
- Place of delivery : Hospital/ Home
- Any problem during birth : Yes/ No , ( If yes, give details )
- Order of birth:

**II] Growth & development of child & comparison with normal:**

**Anthropometry in the child Normal**

- Weight
- Height/length
- Chest circumference
- Head circumference
- Mid arm circumference

**III] Milestones of development: (As appropriate for the Age of the Child)**

<b>Development milestones (Book picture)</b>	<b>In Child</b>	<b>Comparison with the normal</b>
I. Gross motor development II. Fine motor development III. Language IV. Sensory development V. Psychosexual theory VI. Psychosocial theory VII. Cognitive development theory VIII. Moral development theory IX. Spiritual development theory		

**IV] Play habits**

Child favourite toy and play:

Does he play alone or with other children?



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## **V] Toilet training**

- Is the child trained for bowel movement & if yes, at what age:
- Has the child attained bladder control & if yes, at what age:
- Does the child use the toilet?

## **VI] Nutrition**

- Breast feeding (as relevant to age)
- Weaning has weaning started for the child: Yes/No If yes, at what age & specify the weaning diet. Any problems observed during weaning:
- Meal pattern at home
- Sample of a day's meal: Daily requirements of chief nutrients:
- Breakfast, Lunch, Dinner Snacks

## **VII] Immunization status & schedule of completion of immunization.**

## **VIII] Sleep pattern**

- How many hours does the child sleep during day and night?
- Any sleep problems observed & how it is handled.

## **IX] Schooling**

- Does the child attend school?
- If yes, which grade and report of school performance:

## **X] Parent child relationship**

- How much time do the parents spend with the child?
- Observation of parent-child interaction

## **XI] Explain parental reaction to illness and hospitalization**

## **XII] Child's reaction to the illness & hospital team**

## **XIII] Identification of needs on priority**

## **XIV] Conclusion**

## **XV] Bibliography**



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### EVALUATION CRITERIA: ASSESSMENT OF GROWTH AND DEVELOPMENT

Name of the student: \_\_\_\_\_

Name of the Child : \_\_\_\_\_ Age : \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward / Dept: \_\_\_\_\_

(Maximum Marks: 20)

Sr. No.	ITEM	Maximum Marks	Marks Allotted
1	Adherence to format	02	
2	Skill in Physical examination & assessment	05	
3	Relevance and accuracy of data recorded	05	
4	Interpretation of data & Identification of Needs	06	
5	Bibliography	02	
		20	

Remarks:

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Signature of Student:

Date

Signature of Supervisor:

Date





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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### PROFORMA FOR EXAMINATION AND ASSESSMENT OF NEW BORN

##### I] Data of baby and mother :

- Name of the baby (if any) : Age
- Birth weight : Present weight:
- Mother's name : Period of gestation:
- Date of delivery :
- Identification band applied
- Type of delivery : Normal/ Instruments/ Operation
- Place of delivery : Hospital/ Home
- Any problems during birth : Yes/ No (If yes explain )
- Antenatal history : history of any illness, ingestion of any drugs, immunization, antenatal scan
- Natal history: onset of labour, mode of delivery, whether baby cried immediately after birth, any resuscitation required, APGAR score
- Neonatal history: Birth weight, breast feeding started (how many hours after birth), prelacteal feeds if any, feeding difficulties
- Mother's age : Height: Weight:
- Nutritional status of mother :
- Socio-economic background :

##### II] Examination of the baby

###### A. General assessment

- Color of the baby
- Posture
- Movement
- Nature of cry

###### B. Vital signs

- Temperature
- Respiration
- Heart rate

###### C. Anthropometry

Characteristics	In the Baby	Comparison with the normal
1. Weight		
2. Length		
3. Head circumference		
4. Chest circumference		
5. Mid-arm circumference		



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## D. Physical examination

Book Picture	Child Picture	Inference
<ul style="list-style-type: none"> <li>▪ <b>Skin:</b> Color, Jaundice, Acrocyanosis, Pallor, Plethora, Cyanosis, Mottling, Capillary Refill Time, Skin Condition, Milia, Miliaria, Café Au Lait Spots</li> <li>▪ <b>Head And Neck:</b> Microcephaly, Macrocephaly, Shape Of The Head, Anterior Fontanelle (Size And Condition), Posterior Fontanelle (Size And Condition), Cephal Hematoma, Caput Succedaneum, Birth Injuries,</li> <li>▪ <b>Ears:</b> Size, Recoiling, Preauricular Tags, Accessory Auricles</li> <li>▪ <b>Nose:</b> Flaring, Discharge</li> <li>▪ <b>Mouth:</b> Microngathia, Epstein Pearls, Tongue Tie, Cleft Lip/ Palate, Bifid Uvula, Natal Teeth.</li> <li>▪ <b>Eyes:</b> Distance Between Eyes, Strabismus, Nystagmus, Sunsetting Sign, Discharge</li> <li>▪ <b>Neck:</b> Swelling, Torticollis, Movement</li> <li>▪ <b>Chest:</b> Breast Size, Nipples, Accessory Nipples, Respiratory Pattern, Retractions, Grunting, Tachypnea ,Apnea, Periodic Breathing, Heart Sounds</li> <li>▪ <b>Abdomen</b> Umbilical Cord ( Infection, Length, Number Of Arteries And Veins), Abdominal Girth, Distention, Liver Palpation, Masses, Bowel Sound.</li> <li>▪ <b>Genitalia</b> Male: Penis Size And Length, Hypospadias, Epispadias, Urinary Stream, Scrotal Rugae, Palpable Testis, FEMALE: Vaginal Discharge, Vaginal Bleeding, Hymenal Tags</li> <li>▪ <b>Anus:</b> Placement, Patency</li> <li>▪ <b>Spine:</b> Dimple, Tuft Of Hair, Protrusion</li> <li>▪ <b>Extremities:</b> Arms: Clinodactyly, Syndactyly, Polydactyly, Palm Creases, Foot: Clubfoot, Toes, Sole Creases</li> <li>▪ Any Other significant findings</li> </ul>		



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## **E. Gestational Age Assessment Using New Ballard Score**

- Neuromuscular maturity: posture, square window, arm recoil, popliteal angle, scarf sign, heel to ear test
- Physical maturity: skin, lanugo, plantar surface, breast, eye/ear, genitals

## **F. Neonatal Primitive Reflexes**

Reflexes	How To Elicit	Response of the Baby	Inference
1. Moro reflex			
2. Startle reflex			
3. Palmar grasp reflex			
4. Plantar grasp reflex			
5. Tonic neck reflex			
6. Rooting reflex			
7. Sucking reflex			
8. Landau reflex			
9. Babinski reflex			
10. Gallant reflex			
11. Stepping reflex			
12. Parachute reflex			
13. Doll's eye reflex			

**III] Health education to mother about Breast feeding**

**IV] Significant findings of newborn assessment**

**V] Bibliography**



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## THIRD YEAR B.Sc. NURSING

### CHILD HEALTH NURSING

#### EVALUATION CRITERIA: EXAMINATION & ASSESSMENT OF NEWBORN

Name of the student: \_\_\_\_\_

Name of the Baby : \_\_\_\_\_ Age: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward / Dept: \_\_\_\_\_

(Maximum Marks: 20)

Sr. No	ITEM	Maximum Marks	Marks Allotted
1	Adherence to format	02	
2	Skill in Physical examination & assessment	05	
3	Relevance and accuracy of data recorded	05	
4	Interpretation of data & Identification of priority needs of baby and mother	06	
5	Bibliography	02	
		20	

Remarks:

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Signature of Student:

Date

Signature of Supervisor:

Date



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## MENTAL HEALTH NURSING

**Placement: Third Year**

**Time:** Theory – 90 Hours  
Practical- 270 Hours  
Internship- 95 Hours

### **Course Description:**

This course is designed for developing an understanding of the modern approach to mental health, identification, prevention, rehabilitation and nursing management of common mental health problems with special emphasis on therapeutic interventions for individuals, family and community.

**Specific Objectives:** At the end of the course student will be able to:

1. Describes the historical development & current trends in mental health nursing.
2. Describe the epidemiology of mental health problems.
3. Describe the National Mental Health Act, programmes and mental health policy.
4. Discusses the scope of mental health nursing.
5. Describe the concept of normal & abnormal behaviour and various terms used in mental health Nursing.
6. Explains the classification of mental disorders.
7. Explain psychodynamics of maladaptive behaviour.
8. Define various terms used in mental health nursing.
9. Explain classification of mental disorders.
10. Explain psychodynamic of maladaptive behaviour.
11. Discuss the etiological factors, psychopathology of mental disorders.
12. Explain the Principles and standards of Mental Health Nursing.
13. Describe the conceptual models of mental health nursing.
14. Describe nature, purpose and process of assessment of mental health status.
15. Identify therapeutic communication techniques.
16. Describe therapeutic relationship, therapeutic impasse and its intervention.
17. Explain treatment modalities and therapies used in mental disorders and role of the nurse.
18. Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, other psychotic disorders, mood disorders neurotic, stress related and somatization disorders, substance abuse disorders, personality, sexual and eating disorders, organic brain disorders, childhood and adolescent including mental deficiency.
19. Geriatric considerations .Follow-up and home care and rehabilitation.
20. Identify psychiatric emergencies and carry out crisis intervention.
21. Explain legal aspects applied in mental health settings and role of the nurse.
22. Describe the model of preventive psychiatry, community mental health services and role of the nurse.



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## MENTAL HEALTH NURSING

Unit	Hrs	Theory	Hrs	Practical
I	5	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Perspectives of Mental Health and Mental Health Nursing: evolution of mental health services, treatments and nursing practices.</li> <li><input type="checkbox"/> Prevalence and incidence of mental health problems and disorders.</li> <li><input type="checkbox"/> National Mental health policy vis a vis National Health Policy.</li> <li><input type="checkbox"/> Mental health team.</li> <li><input type="checkbox"/> Nature and scope of mental health nursing.</li> <li><input type="checkbox"/> Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li><input type="checkbox"/> Concepts of normal and abnormal behaviour.</li> </ul>		
II	5	<b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition: mental health nursing &amp; terminology used.</li> <li><input type="checkbox"/> Classification of mental disorders: ICD-10, DSM -5</li> <li><input type="checkbox"/> Review of personality development, defense mechanisms.</li> <li><input type="checkbox"/> Maladaptive behaviour of individuals and groups: stress, crises and disaster(s).</li> <li><input type="checkbox"/> Etiology: bio-psycho-social factors.</li> <li><input type="checkbox"/> Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission.</li> <li><input type="checkbox"/> Principles of Mental health Nursing.</li> <li><input type="checkbox"/> Standards of Mental health nursing practice.</li> <li><input type="checkbox"/> Conceptual models and the role of nurse :               <ul style="list-style-type: none"> <li>o Existential Model.</li> <li>o Psycho-analytical models.</li> <li>o Behavioural; models.</li> <li>o Interpersonal model</li> </ul> </li> </ul>		
III	8	<b>Assessment of mental health status.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> History taking.</li> <li><input type="checkbox"/> Mental status examination.</li> <li><input type="checkbox"/> Mini mental status examination.</li> <li><input type="checkbox"/> Neurological examination: Review.</li> <li><input type="checkbox"/> Investigations: Related Blood chemistry, EEG, CT &amp; MRI.</li> <li><input type="checkbox"/> Psychological tests Role and responsibilities of nurse.</li> <li><input type="checkbox"/> Process recording.</li> </ul>		History taking Perform mental status examination (MSE) Assist in Psychometric Assessment Perform Neurological examination



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Unit	Hrs	Theory	Hrs	Practical
IV	6	<p><b>Therapeutic communication and nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Therapeutic communication: types, techniques, characteristics</li> <li><input type="checkbox"/> Types of relationship,</li> <li><input type="checkbox"/> Ethics and responsibilities</li> <li><input type="checkbox"/> Elements of nurse patient contract</li> <li><input type="checkbox"/> Review of technique of IPR- Johari Window</li> <li><input type="checkbox"/> Goals, phases, tasks, therapeutic techniques.</li> <li><input type="checkbox"/> Therapeutic impasse and its intervention</li> </ul>		
V	14	<p><b>Treatment modalities and therapies used in mental disorders.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Psycho Pharmacology</li> <li><input type="checkbox"/> Psychological therapies : Therapeutic communication, psychotherapy – Individual : psychoanalytical, cognitive &amp; supportive, family, Group, Behavioural, Play, Psychodrama, Music, Dance, Recreational and Light therapy, Relaxation therapies : Yoga, Meditation, bio feedback.</li> <li><input type="checkbox"/> Alternative systems of medicine.</li> <li><input type="checkbox"/> Psychosocial rehabilitation process</li> <li><input type="checkbox"/> Occupational therapy.</li> <li><input type="checkbox"/> Physical Therapy: electro convulsive therapy.</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Role of nurse in above therapies.</li> </ul>		<p>Observe and assist in therapies</p> <p>Record therapeutic communication</p> <p>Administer medications</p> <p>Assist in Electroconvulsive Therapy (ECT)</p> <p>Participate in all Therapies</p> <p>Prepare patient for Activities of Daily living (ADL)</p> <p>Conduct admission and discharge counselling.</p> <p>Counsel and teach patients and families.</p>
VI	5	<p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification : ICD-10, DSM -5</li> <li><input type="checkbox"/> Etiology, psychopathology, types, clinical manifestations, diagnosis</li> <li><input type="checkbox"/> Nursing Assessment- History, Physical and mental assessment.</li> <li><input type="checkbox"/> Treatment modalities &amp; nursing management of</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
		<p>patients with Schizophrenia and other psychotic Disorders.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow up, home care &amp; rehabilitation</li> <li><input type="checkbox"/> Role of Nurse</li> </ul>		
VII	5	<p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mood disorders: Bipolar affective disorder, Mania depression and dysthymia etc.</li> <li><input type="checkbox"/> Etiology, psychopathology, clinical manifestations, diagnosis.</li> <li><input type="checkbox"/> Nursing Assessment-History, Physical and mental assessment.</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with mood disorders</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow-up and home care and rehabilitation</li> </ul>		
VIII	8	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anxiety disorder, Phobias,</li> <li><input type="checkbox"/> Dissociation and conversion disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder.</li> <li><input type="checkbox"/> Etiology, psychopathology, clinical manifestations, diagnosis.</li> <li><input type="checkbox"/> Nursing Assessment-History physical and mental assessment</li> <li><input type="checkbox"/> Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders.</li> <li><input type="checkbox"/> Geriatric considerations</li> <li><input type="checkbox"/> Follow-up, home care and rehabilitation</li> </ul>		
IX	5	<p><b>Nursing management of patient with substance use disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commonly used psychotropic substance : Classification, forms, routes, action, intoxication and withdrawal</li> <li><input type="checkbox"/> Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li> <li><input type="checkbox"/> Nursing Assessment- History, Physical, mental assessment and drug assay</li> <li><input type="checkbox"/> Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance</li> </ul>		





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		use disorders.		
		<input type="checkbox"/> Geriatric considerations <input type="checkbox"/> Follow-up, home care and rehabilitation.		
X	4	<b>Nursing management of patient with Personality, Sexual and Eating disorders</b> <input type="checkbox"/> Classification of disorders <input type="checkbox"/> Etiology, psycho-pathology, characteristics, diagnosis <input type="checkbox"/> Nursing Assessment –History, Physical and mental assessment. <input type="checkbox"/> Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders <input type="checkbox"/> Geriatric considerations <input type="checkbox"/> Follow-up, home care and rehabilitation		
XI	6	<b>Nursing management of childhood and adolescent disorders including mental deficiency</b> <input type="checkbox"/> Classification <input type="checkbox"/> Etiology, psychopathology, characteristics, diagnosis Nursing Assessment-History, Physical, mental and IQ assessment <input type="checkbox"/> Treatment modalities and nursing management of childhood disorders including mental deficiency <input type="checkbox"/> Follow-up, home care and rehabilitation		<ul style="list-style-type: none"> <li>• History taking</li> <li>• Assist in psychometric assessment</li> <li>• Observe and assist in various therapies</li> <li>• Teach family &amp; significant others</li> </ul>
XII	5	<b>Nursing management of organic brain disorders</b> <input type="checkbox"/> Classification ICD-10 , DSM -5 <input type="checkbox"/> Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis (Parkinson and Alzheimer's) <input type="checkbox"/> Nursing Assessment- History, Physical, mental and neurological assessment <input type="checkbox"/> Treatment modalities and nursing management of organic brain disorders <input type="checkbox"/> Geriatric considerations <input type="checkbox"/> Follow-up, home care and rehabilitation		
XIII	6	<b>Psychiatric emergencies and crisis intervention</b> <input type="checkbox"/> Types of psychiatric emergencies and their management <input type="checkbox"/> Stress adaptation Model: stress & stressor, coping, resources & mechanism <input type="checkbox"/> Grief : Theories of grieving, process, principles, techniques of counselling <input type="checkbox"/> Types of crisis <input type="checkbox"/> Crisis Intervention: Principles, techniques & Process <input type="checkbox"/> Geriatric considerations <input type="checkbox"/> Role and responsibilities of nurse		



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Unit	Hrs	Theory	Hrs	Practical
XIV	4	<b>Legal issues in Mental Health Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Mental Health Act 1987: Act, Sections, Articles and their implications</li> <li><input type="checkbox"/> Indian lunacy Act. 1912</li> <li><input type="checkbox"/> Rights of mentally, ill clients</li> <li><input type="checkbox"/> Forensic psychiatry</li> <li><input type="checkbox"/> Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li><input type="checkbox"/> Admission and discharge procedures</li> <li><input type="checkbox"/> Role and responsibilities of nurse</li> </ul>		
XV	4	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Development of Community Mental Health Services:</li> <li><input type="checkbox"/> National Mental Health Programme</li> <li><input type="checkbox"/> Institutionalization Versus Deinstitutionalization</li> <li><input type="checkbox"/> Model of Preventive psychiatry :Levels of Prevention</li> <li><input type="checkbox"/> Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse</li> <li><input type="checkbox"/> Mental Health Agencies: Government and voluntary, National and International</li> <li><input type="checkbox"/> Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Conduct case work</li> <li>• Identify individuals with mental health problems</li> <li>• Assists in mental health camps and clinics</li> <li>• Counsel and Teach family members, patients and community</li> </ul>

## METHOD OF TEACHING

Lecture  
 Discussion  
 Demonstration  
 Developmental study  
 Observational study  
 Role play  
 Process recording

## AV AID

Field Visit  
 Film Show  
 Charts  
 Models

**Educational Visit:** Field visit to mental health service agency.



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## BIBLIOGRAPHY

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2. Michael Gelder, Richard Mayou, Philip Cowen, Shorter oxford text book of psychiatry, Oxford medical publication.
3. M.S. Bhatia. A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi.
4. M.S. Bhatia, Essentials of Psychiatry, CBS publishers and distributors, Delhi
5. Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, F.A.Davis Co. Philadelphia
6. Bimla Kapoor. Psychiatric nursing, Vol. I & II Kumar publishing house Delhi,
7. Niraj Ahuja. A short textbook of psychiatry, Jaypee brothers, New Delhi.
8. The ICD10. Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi.
9. R. Sreevani, A guide to mental health & psychiatric nursing, Jaypee brothers, Medical Publishers (ltd)\_ New Delhi 1st edition.
10. Varghese Mary, Essential of psychiatric & mental health nursing,
11. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.
12. Maya George. Mental Health and Psychiatric Nursing. A.I.T.B.S Publishers, India
13. Elizabeth N Vascarolis. Manual of Psychiatric Nursing Care Plans : Diagnosis clinical tools and psychopharmacology. Elsevier, Missouri
14. Louise Rebraca Shives . Basic concepts of Psychiatric –Mental Health Nursing. Lippincott, Philadelphia
15. Norman L Keltner.. Psychiatric Nursing. Elsevier, St.Louis

## INTERNET RESOURCES

1. Internet Gateway : Psychology - <http://www.lib.uiowa.edu/gw/psych/index.html>
2. Psychoanalytic studies - <http://www.shef.ac.uk/~psysc/psastud/index.html>
3. Psychaitric Times - <http://www.mhsource.com.psychiatrictimes.html>
4. Self-help Group sourcebook online - <http://www.cmhe.com/selfhelp>
5. National Rehabilitation Information center - <http://www.nariic.com/naric>
6. Centre for Mental Health Services <http://www.samhsaa.gov/cmhs.htm>
7. Knowledge Exchange Network <http://www.mentalhealth.org/>
8. Communication skills <http://www.personal.u-net.com/osl/m263.htm>
9. Life skills Resource center <http://www.rpeurifooy.com>
10. Mental Health Net <http://www.cmhe.com>



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## MENTAL HEALTH NURSING

### PRACTICAL

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

1. Assess patients with mental health problems.
2. Observe and assist in various therapies
3. Assessment of children with various mental health problems.
4. Assess patients with mental health problems and provide comprehensive nursing care.
5. Identify patients with various mental disorders & motivate them for early treatment and follow up.
6. Assist in follow up clinic
7. Counsel and Educate patient and families.

**AREAS OF CLINICAL EXPERIENCE:**

- Psychiatric OPD - 1 week
- Child Guidance Clinic - 1 week
- Inpatient Ward - 6 week
- Community Psychiatry - 1 week

**ASSIGNMENTS:**

Plan and give care to 3-4 assigned patients in the assigned clinical area.

Psychiatric OPD	Child Guidance Clinic	Inpatient Ward	Community Psychiatry
History taking and mental status examination- 2	Case work - 1	Nursing Case Study - 1	Case work - 1
Health education- 1	Observation report of different therapies. - 1	Nursing Care plan- 2	Observation report on field visit.
Observation report of OPD.	Maintain activity Record book.	Clinical Presentation – 1	Maintain activity Record book.
Maintain activity Record book.		Process recording – 2	
		Maintain Drug Book.	
		Maintain activity Record book.	



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## INTERNAL ASSESSMENT

### Theory (25 Marks)

Sr. No.	Item	Out of Marks	Weightage	Marks
1	First Term	50	20%	5.0
2.	Pre-Final	75	30%	7.5
3.	Assignment	100	50%	12.5
	3.1 Field Visit 1 x 25 =25			
	3.2 Topic Presentation 1 x 50 =50			
	3.3 Group Assignment 1 x 20 =25			
	<b>Total</b>	<b>225</b>	<b>100 %</b>	<b>25</b>

### Practical (50 Marks)

Sr. No	Item	Out of Marks	Weightage	Marks
1.	First Term	100	20%	10
2.	Pre-Final	100	30%	15
3.	Assignments	570	50%	25
	3.1. Nursing Care Plan 2x25 =50	50		
	3.2. Case Study	50		
	3.3 Case Presentation	50		
	3.4 Health Teaching	25		
	3.5 History Taking 2x20=40	40		
	3.6 Mental Status examination 2x10=20	20		
	3.7 Process Recording	10		
	3.8 Clinical Evaluation 2x100=200	200		
	3.9 Observation report	25		
	3.10 Procedure Report	100		
	<b>Total</b>	<b>770</b>	<b>100%</b>	<b>50</b>



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## UNIVERSITY EXAMINATION

### Theory Exam

Internal Assessment	=	25 Marks
University Exam (Theory)	=	75 Marks
<b>Total</b>	=	<b>100 Marks</b>

### Practical Exam

University Exam (Practical)	=	50 Marks
Internal Assessment	=	50 Marks
<b>Total</b>	=	<b>100 Marks</b>

### Division of marks for internal and external examiners

Item	Internal	External	Total Marks
Nursing Process	15	15	30
MSE & Process Recording	20	20	30
Viva	15	15	40
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Final marks of University Practical Examination to be assessed out of 100 and converted to 50 marks**



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## MENTAL HEALTH NURSING

### *Question Paper Format (University Exam)*

**Grand Total= 75 Marks**

**Section A:**

**Total = 10 Marks**

Q1) Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total = 35 Marks**

Q2) Short Answer Question: 2 Marks each (Any Five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( Any five )

( 5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total = 30 Marks**

Q4 ) Long Answer Question: 15marks (Any Two)

(2 x15 = 30 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c. i. 2 marks  
ii. 5 marks  
iii. 8 marks



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## MENTAL HEALTH NURSING

*Question Paper Format*

*(first term)*

**Grand Total= 50 Marks**

**Section A:**

**Total = 05 Marks**

Q1) Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total = 30 Marks**

Q2) Short Answer Question: 2 Marks Each (Any Five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f. .

Q3 ) Short Notes : 5 Marks each ( Any four )

(4 x 5 = 20 marks)

- a.
- b.
- c.
- d.

**Section C:**

**Total = 15 Marks**

Q4 ) Long Answer Question: 15marks(Any One)

(1 x 15 = 15 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks





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**MENTAL HEALTH NURSING  
EVALUATION FORMS AND FORMATS**

(Third B.Sc. Nursing)



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### NURSING CARE PLAN

- 1. Patient's data:** Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.
- 2. Presenting complaints:** Describe the complaints with which the patient has come to hospital
- 3. History of illness :** This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)
- 4. History of present illness:** onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems (disturbance in sleep, appetite, weight, effect of present illness on ADL, patients understanding regarding present problem.
- 5. History of past illness:** illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.
- 6. Personal history:** Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.
- 7. Legal history:** any arrest imprisonment, divorce etc...
- 8. Family history :** family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)
- 9. Personality history:** personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.

#### 10. Mental status examination with conclusion

#### 11. Investigations

Date	Investigations	Normal value	Patient value	Inference

#### 12. Treatment

Sl. No	Pharmacological Name	Dose	Frequency/ Time	Action	Side effects & Drug interaction	Nursing Responsibilities

#### 13. Other modalities of treatment in brief

#### 14. Nursing Process including discharge planning

Date	Assessment	Nursing Diagnosis	Objective	Plan of care	Implementation	Rationale	Evaluation

#### 15. It should include health education and discharge planning given to patient

- 16. Evaluation of care:** Overall evaluation, problem faced while providing care prognosis of the patient and conclusion



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION FORMAT FOR NURSING CARE PLAN

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sr. No	Topic	Max. Marks	Marks Obtained
1.	History	05	
2.	Mental Status Examination & Diagnosis	05	
3.	Management & nursing process	10	
4.	Discharge planning & evaluation	03	
5.	Bibliography	02	
	<b>TOTAL</b>	<b>25</b>	

#### REMARKS:

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Signature of Student

Date

Supervisor's signature

Date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### FORMAT FOR CASE PRESENTATION / CASE STUDY

- 1. Patient's Data:** Name, sex, bed No., hosp Reg. No, marital status, religion, literacy, language, nationality, identification mark, address, date of admission, method of admission, date of discharge, duration of hospitalization, final diagnosis, informant.
- 2. Presenting complaints:** Describe complaints with which the patient has come to hospital
- 3. History of illness :** This includes the following data such as presenting complaints with duration, history of presenting complaints, past history of illness, personal history, legal history, family history, personality (Personality prior to illness)
- 4. History of present illness:** Onset, symptoms, duration, precipitating / alleviating factors nature of problem, associated problems ( disturbance in sleep, appetite, wt ), effect of present illness on ADL, patients understanding regarding present problem
- 5. History of past illness:** Illnesses, surgeries, allergies, immunizations, medications, history of past hospitalization for psychiatric illness, any complication e.g. suicidal attempt, completeness of recovery.
- 6. Personal history:** Birth, early development, educational, occupational, menstrual, sexual, marital, religious, social activity, interests and hobbies.
- 7. Legal history:** Any arrest imprisonment, divorce etc...
- 8. Family history :** Family tree, type of family, parental history, occupation, history of illness in family members, risk factors, congenital problems, psychological problems, family dynamics, family events (initiating and exacerbating illness)
- 9. Personality history:** Personality traits, habits, hobbies, interest, belief, attitudes, social relationship, coping resources, alcohol or drug use, any criminal record.
- 10. Mental status examination with conclusion**
- 11. Description of disease:** Definition, etiology, risk factors, clinical features, management and nursing care,
- 12. Clinical features of the disease condition**

Clinical features present in the book	Description of clinical features of patient	Pathophysiology

#### 10. Investigations

Date	Investigations done	Normal value	Patient value	Inference

#### 11. Management ( Pharmacological)

Sr. No.	Drug (Pharmacological name)	Dose	Frequency /Time	Action	Side effects & drug interaction	Nursing responsibility

#### 12. Other modalities of treatment in detail

#### 13. Nursing Management

#### 14. Nursing Care Plan

Date	Assessment	Nursing Diagnosis	Objectives	Planning interventions	Implementation	Rationale	Evaluation

It should include health education and discharge planning given to patient

- 15. Evaluation of care:** Overall evaluation, problem faced while providing care prognosis of the patient and conclusion



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION FORMAT FOR CASE PRESENTATION

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

S. No	Topic	Max. Marks	Marks obtained
1	Orientation of History	08	
2	Mental Status Examination	10	
3	Summarization & Formulation of diagnosis	10	
4	Management & evaluation of care	10	
5	Presentation Skills	10	
6	Bibliography	02	
	<b>TOTAL</b>	<b>50</b>	

#### REMARKS:

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Signature of the Student

Date

Signature of the Supervisor

Date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION FORMAT FOR CASE STUDY

Name of the student: \_\_\_\_\_

Name of the patient: \_\_\_\_\_

Diagnosis: \_\_\_\_\_ Ward/ Dept: \_\_\_\_\_

Sl. No	Topic	Max. Marks	Marks obtained
1	History & Mental Status Examination	10	
2	Knowledge & understanding of disease	15	
3	Nursing Process	20	
4	Discharge plan & evaluation	02	
5	Bibliography	03	
	<b>TOTAL</b>	<b>50</b>	

#### REMARKS:

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Signature of the Student

Date

Signature of the Supervisor

Date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_

Topic for health talk : \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair 1 = Poor

**Total 100 Marks**

Sl. No	Particular	1	2	3	4	5
I	<b>Planning and organization</b>					
	a) Formulation of attainable objectives					
	b) Adequacy of content					
	c) Organization of subject matter					
	d) Current knowledge related to subject Matter					
	e) Suitable A.V.Aids					
II	<b>Presentation:</b>					
	a) Interesting					
	b) Clear Audible					
	c) Adequate explanation					
	d) Effective use of A.V. Aids					
	e) Group Involvement					
	f) Time Limit					
III	<b>Personal qualities:</b>					
	a) Self confidence					
	b) Personal appearance					
	c) Language					
	d) Mannerism					
	e) Self awareness of strong & weak points					
IV	<b>Feed back:</b>					
	a) Recapitulation					
	b) Effectiveness					
	c) Group response					
V	<b>Submits assignment on time</b>					
	<b>Marks</b>					
	<b>Total Marks</b>					

**REMARKS:**

Signature of Student

Date

Signature of Supervisor:

Date



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## **THIRD YEAR B.Sc. NURSING**

### **MENTAL HEALTH NURSING**

#### **PSYCHIATRIC CASE HISTORY FORMAT**

1. Demographic data of the Patient:(Name, age, sex)
2. Informant: (relationship, duration of relationship and reliability of information)
3. Reason for referral
4. Chief complaints with duration (as per patient and informant)
5. History of present illness
6. History of past illness (Medical and Psychiatric)
7. Family history of illness.
  - a) Family history: (Draw family tree, write about each family members & relations with patient mention any history of mental illness, epilepsy renouncing the world.)
  - b) Socio-economic data
8. Personal History
9. Prenatal and perinatal
10. Early Childhood
11. Middle Childhood
12. Late childhood
13. Adulthood
14. Education History
15. Occupational History
16. Marital History
17. Sexual History
18. Religion
19. Social activity, interests and hobbies
20. Pre-morbid personality
21. Physical examination
22. Diagnosis & identification of psychosocial stressors





# MGM INSTITUTE OF HEALTH SCIENCES

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(Deemed University u/s of UGC Act, 1956)

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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION CRITERIA FOR PSYCHIATRIC CASE HISTORY

Name of the student: \_\_\_\_\_

Name of the Patient : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Adherence to format	02	
2	Organization of history of present illness	05	
3	Past History of illness	03	
4	Family history of illness	03	
5	Pre morbid personality	03	
6	Examination	02	
7	Diagnosis	02	
	<b>TOTAL</b>	<b>20</b>	

#### REMARKS:

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Signature of the Student  
Date

Signature of the Supervisor  
Date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### MENTAL STATUS EXAMINATION – FORMAT

#### I. GENERAL APPEARANCE & BEHAVIOUR

1.1. **Level of Consciousness:** Conscious/ semiconscious/ unconscious

1.2. **Body Built**

- a) Thin
- b) Moderate
- c) Obese

1.3. **Hygiene**

- a) Good
- b) Fair
- c) Poor

1.4. **Dress**

- a) Proper/clean
- b) According to the season
- c) Poor-Untidy, Eccentric, Inappropriate.

1.5. **Hair**

- a) Good, Combined in position
- b) Fair
- c) Poor
- d) Dishevelled

1.6. **Facial expression**

- a) Anxious
- b) Depressed
- c) Not interested
- d) Sad looking
- e) Calm
- f) Quiet
- g) Happy
- h) Healthy/Sickly
- i) Maintains eye contact
- j) Young / Old
- k) Any other

1.7. **Posture**

- a) Good –Straight/proper
- b) Relaxed
- c) Rigid/Tense/Unsteady
- d) Bizarre Position
- e) Improper – Explain



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## 1.8. Gait

- a) Walks straight / coordinated movements
- b) Uncoordinated movements
- c) Mannerism / Stereotypes / Echolatics
- d) Purposeless/hyperactivity/aimless/purposeless activity
- e) Hypo activity/Tremors/Dystonia
- f) Any other

## 1.9. Attitude

Cooperative/Seductive/Friendly/Attentionseeking/Trustful/Dramatic/Attentive  
Emotional/Interested/Evasive/Negativistic/Defensive/Resistive/ (Guarded)/  
Paranoia/Non-caring/Any other

## II. PSYCHOMOTOR ACTIVITIES

(Increased/Decreased/Compulsive/Echopraxia/Stereotypy/Negativism/Automatic  
Obedience)

## III. VOICE & SPEECH / STREAM OF TALK:

- a) Language:-  
Written  
Spoken
- b) Intensity:-  
Above normal  
Normal  
Below normal
- c) Quantity:-  
Above normal  
Normal  
Below normal
- d) Quality:-  
Appropriate  
Inappropriate
- e) Rate of production:- Appropriate / Inappropriate
- f) Relevance- Relevant / Irrelevant
- g) Reaction time-Immediate / Delayed
- h) Vocabulary- Good / Fair /Poor.
- i) Rate, quality, amount and form: - under pressure, retarded, blocked, relevant, logical, coherent, concise, illogical, disorganized, flight of ideas, neologisms, word salad, Circumstantialities, Rhyming, punning, loud. Whispered. Screaming etc.
- j) Tone of Speech (high pitch, low pitch, or normal/ monotonous)

## IV. MOOD AND AFFECT

Mood- Pervasive & sustained emotions that columns persons perception of the world

### Range of mood:

- a) Adequate



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- b) Inadequate
- c) Constricted
- d) Blunt (sp)
- e) Labile
- f) (Frequent changes)

**a. Stability & range of mood:** Extreme/Normal/Any other

**b Affect: Emotional state of mind, person's present**

- a) Congruent / In congruent
- b) Relevance/Irrelevant
- c) Appropriateness-according to situations
- d) Inappropriate
  - Excited
  - Not responding
  - Sad
  - Withdrawn
  - Depressed
  - Any other

## V. THOUGHT PROCESS / THINKING

- a) **Form of thought/ formal thought disorder** – not understandable /normal/ circumstantialities / tangentiality/ neologism/ word salad/preservation/ ambivalence).
- b) **Stream of thought/ flow of thought-** pressure of speech/ flight of ideas/thought retardation/ mutism/ aphonia/ thought block/ Clang association.)
- c) **Content of thought**
  - i) **Delusions-** specify type and give example- Persecutory/delusion of reference/ delusions of influence or passivity/ hypochondracal delusions/delusions of grandeur/ nihilistic-Derealization/depersonalization / delusions
  - ii) **Obsession**
  - iii) **Phobia**
  - iv) **Preoccupation**
  - v) **Fantasy** – Creative / day dreaming

## VI. PERCEPTION

The way we perceive our environment with senses

- a) Normal/Abnormal
- b) Illusion:- Misinterpretation of perception
- c) Hallucination: - False perception in absence of stimuli.
  - 1) *Visual*-not in psychiatric – Organic Brain Disorder.
  - 2) *Auditory* - a. Single b. Conversation c. Command
  - 3) *Kinesthetic hallucinations*: Feeling movement.
- d) Depersonalization and De-realization
- e) Other abnormal perceptions
  - Déjà vu/Deja pense/Deja entendu/Deja raconte/Deja eprouve/*
  - Deja fait/Jamais*



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## VII. COGNITIVE FUNCTIONS:

### 1) **Orientation**:-Oriented to –

Time, Place and Person

### 2) **Attention**:-

- a) Normal
- b) Moderate
- c) Poor attention
- d) Any other

### 3) **Concentration**:-

- a) Good
- b) Fair
- c) Poor
- d) Any other

### 4) **Memory**:-

Immediate memory: (Teach an address & after 5 minutes. Asking for recall)

Recent memory: (24 hrs. Recall)

Remote memory: (Asking for dates of birth or events which are occurred long back)

### 5) **Intelligence & General Information**: Test by carry over sums /similarities and differences/ and general information/ digit score test.

### 6) **Abstract Thinking**: Give a proverb and ask the inner meaning (E.g. feathers of a bird flock together/ rolling stones gather no mass)

## VIII. Insight

1. Complete denial of illness
2. Slight awareness of being sick
3. Awareness of being sick attributes it to external / physical factor.
4. Awareness of being sick, but due to something unknown in himself
5. Intellectual insight
6. True emotional insight

## IX. Judgment

Personal Judgment: (Future plans)

Social Judgment: (Perception of the society)

Test Judgment: (Present a situation and ask their response to the situation)

## X. SUMMARY & CLINICAL DIAGNOSIS



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION CRITERIA FOR MENTAL STATUS EXAMINATION

Name of the student: \_\_\_\_\_

Name of the Patient : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Adherence to format	02	
2	Collection of Data and interpretation	06	
3	Examination Skill	02	
4	Bibliography	01	
	<b>TOTAL</b>	<b>10</b>	

#### REMARKS:

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Signature of Supervisor with date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### FORMAT FOR PROCESS RECORDING

1. Identification data of the patient.

2. Presenting Complaints

a. According to patient

b. According to relative

3. History of presenting complaints

4. Aims and objectives of interview

a. Patients point of view

b. Students point of view

5. 1st Interview

Date

Time

Duration

Specific objective

SN	Participants	Conversation	Inference	Technique used

6. Summary

Summary of inferences

Introspection

Interview techniques used: Therapeutic/Non therapeutic

7. Over all presentation & understanding.

8. Termination



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION CRITERIA FOR PROCESS RECORDING

Name of the student: \_\_\_\_\_

Name of the Patient : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	History taking	02	
2	Interview Technique	03	
3	Inference drawn from interview	03	
4	Overall understanding	02	
	<b>TOTAL</b>	<b>10</b>	

#### REMARKS:

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Signature of Supervisor with date





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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### ECT CARE STUDY

1. Select a patient who has to get electro convulsive therapy
2. Preparation of articles for ECT
3. Preparation of physical set up
  - Waiting room
  - ECT room
  - Recovery room
4. Preparation of patient prior to ECT
5. Helping the patient to undergo ECT
6. Care of patient after ECT
7. Recording of care of patient after ECT

#### **ECT Chart –**

- a. Name –
- b. Diagnosis –
- c. Age –
- d. Sex –
- e. Bed No. –
- f. TPR/BP –
- g. Time of ECT –
- h. Patient received back at –

Time	Pulse	Respiration	Blood Pressure	Level of Consciousness	Remarks



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## **THIRD YEAR B.Sc. NURSING**

### **MENTAL HEALTH NURSING**

#### **OBSERVATION REPORT – GROUP THERAPY**

(can be written in the form of report)

1. Name of the Hospital –
2. Ward No. –
3. No. of patients in the ward –
4. No. of male patients in the ward –
5. No. of female patients in the ward –
6. No. of patients for group therapy
7. Objectives of group therapy –
8. Size of the group –
9. Diagnosis of patients in the group –
10. Heterogenous group –
11. Homogenous group –
12. Procedure followed –
  - a. Introduction
  - b. Physical set up
  - c. Maintenance of confidentiality & privacy
13. Content of group therapy –
14. Summary of group therapy –
15. Remarks –



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### EVALUATION CRITERIA FOR GROUP THERAPY

Name of the student: \_\_\_\_\_

Name of the Patient : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Ward/ Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Introduction to therapy	02	
2	Purposes of therapy	03	
3	Preparation for therapy	05	
4	Care during therapy	05	
5	Care after therapy	05	
6	Recording	05	
	TOTAL	25	

#### REMARKS:

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Signature of the student with date

Signature of the supervisor with date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### CLINICAL EVALUATION

Name of the student: \_\_\_\_\_

Area of Clinical Experience: \_\_\_\_\_

Duration of experience: \_\_\_\_\_

Scores:- 5 = excellent , 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor **Total Marks: - 100**

Sl. No	Evaluation Criteria	Grades				
		1	2	3	4	5
<b>I</b>	<b>Understanding of patient as a person</b>					
	<b>A] Approach</b>					
	1. Rapport with patient (family)relatives					
	2. Collects all information regarding the patient/ family.					
	<b>B] Understanding patients health problems</b>					
	3. Knowledge about the disease of patient					
	4. Knowledge about investigations done for disease					
<b>II</b>	5. Knowledge about treatment given to patient					
	6. Knowledge about progress of patients					
	<b>Planning care.</b>					
	7. Correct observation of patient					
	8. Assessment of the condition of patient					
	9. Identification of the patients needs					
	10. Individualization of planning to meet specific health needs of patient.					
<b>III</b>	11. Identification of priorities					
	<b>Technical skill.</b>					
	12. Economical and safe adaptation to the situation available facilities					
	13. Implements the procedure with skill/speed, completeness.					
<b>IV</b>	14. Scientific knowledge about the procedure.					
	<b>Health teaching</b>					
	15. Incidental/planned teaching (Implements teaching principles)					
<b>V</b>	16. Uses visual aids appropriately					
	<b>Personality</b>					
	17. Professional appearance (Uniform, dignity, helpfulness, interpersonal relationship, etc.)					
	18. Sincerity, honesty, sense of responsibility					
<b>VI</b>	19. Submits assignment on time.					
	20. <b>Drug Book</b>					
	Marks					
<b>TOTAL MARKS</b>						

**REMARKS:**

Signature of the student with date

Signature of the supervisor with date



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## THIRD YEAR B.Sc. NURSING

### MENTAL HEALTH NURSING

#### DRUG BOOK/STUDY

Generic name	Dosage/Route	Form/Strength/Injection/Tablet / syrup	Action of drug	Indication	Contraindication	Side effects	Nursing responsibilities



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## NURSING RESEARCH AND STATISTICS

**Placement:** Third Year

**Total Hours:** Theory – 45 Hour  
Practical –45 Hour (internship)

**Course Description:** The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

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

1. Describe the concept of research, terms, need and areas of research in nursing and explain the steps of research process.
2. Identify and state the research problem and objectives.
3. Review the related literature.
4. Describe the research approaches and designs.
5. Explain the sampling process, the methods of data collection and developing and standardizing an instrument.
6. Explain the use of statistics, scales of measurement and graphical presentation of data
7. Describe the measures of central tendency and variability and methods of correlation.
8. Analyze, interpret and summarize the research data.
9. Communicate and utilize the research findings

Unit	Hours	Theory	Hrs	Practical
I	4	<b>Research and research process</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction and need for nursing</li> <li><input type="checkbox"/> Research.</li> <li><input type="checkbox"/> Definition of Research &amp; nursing research.</li> <li><input type="checkbox"/> Steps of scientific method.</li> <li><input type="checkbox"/> Characteristics of research.</li> <li><input type="checkbox"/> Steps of research process –overview</li> <li><input type="checkbox"/> Variables,</li> <li><input type="checkbox"/> hypothesis,</li> <li><input type="checkbox"/> Research proposal</li> </ul>		
II	3	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of problem area.</li> <li><input type="checkbox"/> Problem statement.</li> <li><input type="checkbox"/> Criteria of a good research problem</li> <li><input type="checkbox"/> Stating objectives of the research problem</li> </ul>		
III	3	<b>Review of Literature</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Steps in review of literature</li> <li><input type="checkbox"/> Keeping a record</li> <li><input type="checkbox"/> Location, Sources</li> <li><input type="checkbox"/> Online search: CINHAI, COCHRANE</li> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Method Of Review</li> <li><input type="checkbox"/> Writing of Bibliography</li> <li><input type="checkbox"/> Writing the review of literature</li> </ul>		



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Unit	Hours	Theory	Hrs	Practical
IV	4	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical, survey and experimental</li> <li><input type="checkbox"/> Qualitative and Quantitative designs</li> </ul>		
V	8	<b>Sampling and data collection</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition of Population, Sample,</li> <li><input type="checkbox"/> Sampling criteria, factors influencing sampling process, types of sampling techniques.</li> <li><input type="checkbox"/> Data-why, what, from, whom, when and where to collect</li> <li><input type="checkbox"/> Data collection Methods and</li> <li><input type="checkbox"/> Instruments: <ul style="list-style-type: none"> <li>▪ Methods of data collection</li> <li>▪ Questionnaire, interview, observation, records &amp; reports and other techniques</li> <li>▪ Types of instrument</li> <li>▪ Validity &amp; Reliability of the instrument</li> <li>▪ Pilot Study</li> <li>▪ Data collection procedure</li> </ul> </li> </ul>		
VI	15	<b>Introduction to statistics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, use of statistics, scales of measurement</li> <li><input type="checkbox"/> Frequency distribution and graphical presentation of data</li> <li><input type="checkbox"/> Mean, Median, Mode, standard deviation</li> <li><input type="checkbox"/> Normal probability and tests of significance</li> <li><input type="checkbox"/> Coefficient of correlation</li> <li><input type="checkbox"/> Inferential statistics and types</li> <li><input type="checkbox"/> Statistical packages and its application</li> </ul>		
VII	4	<b>Analysis of Data</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compilation, Tabulation, Classification, summarization, presentation, interpretation of data</li> </ul>		
VIII	4	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication of research findings</li> <li><input type="checkbox"/> Verbal report</li> <li><input type="checkbox"/> Writing research report</li> <li><input type="checkbox"/> Writing scientific article/ paper <ul style="list-style-type: none"> <li>▪ Critical review of published research</li> <li>▪ Utilization of research findings</li> </ul> </li> </ul>		

### Method of Teaching

1. Lecture Discussion
2. Simulated Exercise
3. Reading Assignments



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**NURSING RESEARCH AND STATISTICS**

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**Bibliography**

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2. Polit Dennis and Hunglar B P, Nursing research principles and methods, Lippincott, Philadelphia.
3. Laura A. Talbot, Principles and practice of nursing research, Mosby St. Louis.
4. Dorothy YB & Marie TH, Fundamentals of research in Nursing, Jones & Bartlett Publishers, Boston.
5. Rao TB, Methods in Medical Research, Radha Rani Publishers, Guntur AP.
6. Smith, P Research Mindedness for Practice. An interactive approach for nursing and health care, Churchill Livingstone, New York.
7. American Psychological Association publication manual.
8. Mahajan Methods in Bio statistics.
9. Trece E.W. & Treece JW: Elements of Research in Nursing, The CV Mosby Company St, Louis

**ASSIGNMENTS:**

GROUP PROJECT: 1 = 100 marks

**Internal Assessment: (Theory)**

**(25 marks)**

Sr. No	Item	Marks	Weightage	Marks out of 25
1	First Term Exam	50	20%	5.0
2	Pre-Final Exam	75	30%	7.5
3	Project	100	50%	12.5
	<b>Total</b>	<b>225</b>	<b>100%</b>	<b>25</b>

University Examinations: Time: 3 hours

Final Exam = 75 marks  
Internal Assessment = 25 marks  
**Total = 100 marks**



**THIRD YEAR B.SC. NURSING**  
**NURSING RESEARCH AND STATISTICS**

*Question Paper Format (University Exam)*

**Grand Total = 75 marks**

**(Nursing Research 50 marks + Statistics 25 marks)**

**Section A: (Nursing Research) Total - 10 marks**

Q 1) Multiple choice question 20MCQ x ½ mark = 10

**Section B: (Nursing Research) Total - 40 marks**

Q 2) Short Answer Question: **(Any Five)** (5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: **(Any Three)** (3 x 5 = 15 marks)

- a)
- b)
- c)
- d)

Q4) Long Answer Questions **(Any One)** (1x15 =15 marks)

- a) i. 2 marks
- ii. 5 marks
- iii. 8 marks
- b) i. 2 marks
- ii. 5 marks
- iii. 8 marks

**Section C:(Statistics) Total 25 marks**

Q 5) Short Answer Question: **(Any Five)** (5 x 2 = 10marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q6) Long Answer Questions **(Any One)** (1x15 =15 marks)

- a) i. 2 marks
- ii. 5 marks
- iii. 8 marks
- b) i. 2 marks
- ii. 5 marks
- iii. 8 marks



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## NURSING RESEARCH AND STATISTICS

*Question Paper Format*

*(first term)*

**Grand Total = 50 marks**

**(Nursing Research 35 marks + Statistics 15 marks)**

**Section A: (Nursing Research)**

Q 1) Multiple choice question (10 MCQ x ½ mark each)

**Total - 05 marks**

**Section B: (Nursing Research)**

**Total 30 marks**

Q 2) Short Answer Question: 2 marks each (Any Five)

(5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: 5 marks each (Any Four)

(4 x 5 = 20 marks)

- a)
- b)
- c)
- d)
- e)

**Section C: (Statistics)**

**(Total 15 marks)**

Q 4) Short Answer Question: 2 marks each (**Any three**)

(3 x 2 = 06 marks)

- a)
- b)
- c)
- d)

Q 5) Solve any two of the following

- a)
- b)

(4 marks)

(5 marks)

**or**

- c)

(9 marks)



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## NURSING RESEARCH: "PROJECT"

Time Allotted Practical- 45 hrs.

### Guidelines for Research Project

**Aim:**

Students will identify the role of nurse in conducting research, writing research proposal based on scientific steps and will analyze the data using simple statistical methods.

**Objectives:** Preparing nursing research proposal

- 1) To get an opportunity to select topic or problem to formulate research proposal.
- 2) To follow the steps in research while writing research proposal and conducting project.
- 3) To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
- 4) To get an opportunity to frame/construct simple tool or questionnaire to collect data.
- 5) To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
- 6) To be familiar to write research report to communicate the findings including bibliography, foot notes and future recommendations.
- 7) To present nursing research proposal as group activity.
- 8) Learn to use computers.



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## GUIDELINE / CHECK LIST TO PREPARE / NURSING RESEARCH PROPOSAL & PROJECT

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### 1) Selection of research problem:

Select your interest area of research, based on felt need, issues, social concern in nursing field.

- a) State the problem, in brief, concise, clear.
- b) State the purpose of selected study & topic
- c) State objectives of study/proposal/project.
- d) State the hypotheses if necessary (optional).
- e) Prepare conceptual framework based on operational definition (optional).
- f) Write scope and delimitation of Research Proposal.

### 2) Organizing Review of Literature

- a) Study related and relevant literature which helps to decide conceptual framework and research design, to be selected for your study.
- b) Add specific books, bulletins, periodicals, reports, published and unpublished dissertations, encyclopedia, text books.
- c) Organize literature as per operational definition.
- d) Prepare summary table for review of literature. (Optional)

### 3) Research Methodology: To determine logical structure & methodology for research project

- a) Decide and state approach of study i.e. experimental or non-experimental.
- b) Define/find out variables to observe effects on decided items & procedure (optional)
- c) Prepare simple tool or questionnaire or observational check list to collect data.
- d) Determined sample and sampling method.
  - i) Mode of selection ii) Criteria iii) Size of sample iv) Plan when, where and how data will be collected
- e) Test validity of constructed tool (To check content in tool in relation to stated objectives) with experts / teachers opinion.
- f) Check reliability by implementing tool before pilot study (10% of sample size)
- g) Conduct pilot study by using constructed tool for 10% selected sample size.



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## 4) Data Collection: To implement prepared tool

- b) Decide location
- c) Time
- d) Write additional information in separate exercise book to support inferences and interpretation.

## 5) Data analysis and processing presentation

- a) Use appropriate method of statistical analysis i.e. frequency and percentage.
- b) Use clear frequency tables, appropriate tables, graphs and figures.
- c) Interpretation of data:
  - i) In relation to objectives
  - ii) Hypotheses (Optional)
  - iii) Variable of study or project (Optional)
  - iv) Writing concise report

## 6) Writing Research report

### a) Aims:

1. To organize materials to write project report
2. To make comprehensive full factual information
3. To use appropriate language and style of writing
4. To make authoritative documentation by checking footnotes, references & bibliography
5. To use computers.

### b) Points to remember

- 1) Develop thinking to write research report.
- 2) Divide narration of nursing research report.
- 3) Use present tense and active voice
- 4) Minimize use of technical language
- 5) Use simple, straightforward, clear, concise language
- 6) Use visual aids in form of table, graphs, figures
- 7) Treat data confidentially
- 8) Review, rewrite if necessary



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## THIRD YEAR B.Sc. NURSING

### INTRODUCTION TO NURSING RESEARCH AND STATISTICS

#### EVALUATION CRITERIA FOR PROJECT REPORT

Maximum Marks: 100

Sr. No	Criteria	Rating				
		1	2	3	4	5
<b>I</b>	<b>Statement of the problem</b>					
	1. Significance of the problem selected					
	2. Framing of title and objectives					
<b>II</b>	<b>Literature Review</b>					
	3. Inclusion of related studies on the topic, and its relevance					
	4. Operational definition					
<b>III</b>	<b>Research Design</b>					
	5. Use of appropriate research design					
	6. Usefulness of the research design to draw the inferences among study variables / conclusion					
<b>IV</b>	<b>Sampling design</b>					
	7. Identification and description of the target population					
	8. Specification of the inclusion and exclusion criteria					
	9. Adequate sample size, justifying the study design to draw conclusions.					
<b>V</b>	<b>Data Collection Procedure</b>					
	10. Preparation of appropriate tool					
	11. Pilot study including validity and reliability of tool					
	12. Use of appropriate procedure / method for data collection					
<b>VI</b>	<b>Analysis of Data &amp; Interpretation</b>					
	13. Clear and logical organization of the findings					
	14. Clear presentation of tables (Title, table & column heading)					
	15. Selection of appropriate statistical tests					
<b>VII</b>	<b>Ethical Aspects</b>					
	16. Use of appropriate consent process					
	17. Use appropriate steps to maintain ethical aspects & principles					
<b>VIII</b>	<b>Interpretation of the finding</b>					
	18. Consistent and appropriate discussion of the results					
<b>IX</b>	<b>Conclusion</b>					
	19. Summary and recommendations for Nursing Practice / Education / administration					
<b>X</b>	<b>Presentation / Report writing</b>					
	20. Organization of the project work including language and style of presentation					
	<b>Marks obtained</b>					

Remarks

Signature of Student with date

Signature of Supervisor with date



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## **COURSE PLANNING**

**IV YEAR B. Sc. NURSING**



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## COMMUNITY HEALTH NURSING- II

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**Placement:** Fourth Year

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

**Course Description:** This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural setting by using concept and principles of health and community health nursing.

### **Specific Objectives:**

At the end of the course the students are able to:

1. Define Concepts, Scope, principles and historical development of Community Health and Community health Nursing.
2. Describe health plans, policies, various health committees and health problems in India.
3. Describe the system of delivery of community health services in rural and urban areas with the functions of various levels and their staffing pattern.
4. Explain the components of health services.
5. Describe alternative systems of health promotion and health maintenance.
6. Describe the chain of referral system.
7. Describe Community Health Nursing approaches, concepts, roles and responsibilities of Community health nursing personnel.
8. Describe and appreciate the activities of Community health nurse in assisting individuals and groups to promote and maintain their health.
9. Describe national health and family welfare programmes with role of a nurse and describe the various health schemes in India.
10. Explain the roles and functions of various national and international health agencies.





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## COMMUNITY HEALTH NURSING- II

Placement: Fourth Year

Theory – 90 Hours

Practical – 135 Hours

Unit	Hrs	Theory	Hrs	Practical
I	4	<b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, concept &amp; scope of community health nursing</li> <li><input type="checkbox"/> Historical development of               <ul style="list-style-type: none"> <li>▪ Community Health</li> <li>▪ Community Health Nursing                   <ul style="list-style-type: none"> <li>- Pre-Independence</li> <li>- Post-Independence</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Client's rights-CPA</li> <li><input type="checkbox"/> Professional responsibility in community health care</li> <li><input type="checkbox"/> Ethical principles</li> <li><input type="checkbox"/> Application of ethics in Community health practice</li> <li><input type="checkbox"/> Govt. &amp; legal influence on community health nursing practice</li> <li><input type="checkbox"/> Law in community health nursing. Mental Health Act, Law in C H.N</li> </ul>		
II	5	<b>Health Planning and Policies and Problems</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> National health planning in India Five year Plan's</li> <li><input type="checkbox"/> Various committees and commissions on health and family welfare               <ul style="list-style-type: none"> <li>▪ Central council for health and family welfare (CCH and FW)</li> <li>▪ National Health polices (1983, 2002)</li> <li>▪ National population policy</li> <li>▪ Rural health mission</li> <li>▪ Family Planning 2020</li> </ul> </li> <li><input type="checkbox"/> Health problems in India.</li> </ul>		
III	15	<b>Delivery of community health services</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning, budgeting and material management of SCs, PHC and CHC</li> <li><input type="checkbox"/> <b>Rural:</b> Organization, staffing and functions of rural health services provided by government at:               <ul style="list-style-type: none"> <li>▪ Village</li> <li>▪ Sub centre</li> <li>▪ Primary health center</li> <li>▪ Community health center/ sub divisional</li> <li>▪ Hospitals</li> <li>▪ District</li> </ul> </li> </ul>		



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		<ul style="list-style-type: none"> <li>▪ State</li> <li>▪ Center</li> <li>▪ Health Care Delivery System in India (IPHS Guideline)</li> <li>Financial Management, Accounts and computing at Sub centre</li> <li>▪ Planning , budgeting and material management of SC, PHC, CHC</li> <li>▪ Sources of Vital statistics- Components of Health services- vital statistics</li> </ul>		
		<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Urban:</b> Organization, staffing, functions of urban health services provided by government at: <ul style="list-style-type: none"> <li>▪ Slums</li> <li>▪ Dispensaries</li> <li>▪ Material and child health centers</li> <li>▪ Special Clinics</li> <li>▪ Hospitals</li> <li>▪ Corporation/Municipality/ Board</li> </ul> </li> <li><input type="checkbox"/> Components of health services <ul style="list-style-type: none"> <li>▪ Environmental sanitation</li> <li>▪ Health education</li> <li>▪ Vital statistics</li> <li>▪ M.C.H. antenatal, natal, postnatal,</li> <li>▪ MTP Act, female feticide act, child adoption act</li> <li>▪ Family welfare</li> <li>▪ National health programmes</li> <li>▪ School health services</li> <li>▪ Occupational health</li> <li>▪ Defense service</li> <li>▪ Institutional services</li> </ul> </li> <li><input type="checkbox"/> Systems of medicine and health care <ul style="list-style-type: none"> <li>▪ Allopathy</li> <li>▪ Indian system of medicine and Homeopathy</li> <li>▪ Alternative health care systems like yoga, meditation, social and Spiritual healing etc.</li> </ul> </li> <li><input type="checkbox"/> Referral system.</li> <li><input type="checkbox"/> Ayushman Bharat</li> <li><input type="checkbox"/> Mother and Child Tracking system</li> <li><input type="checkbox"/> Postpartum visit by health workers</li> </ul>		<p>Collect and calculate vital health statistics</p> <p>Document and maintain</p> <ul style="list-style-type: none"> <li>- Individual, family and administrative records</li> <li>- Write reports center, disease, and national health programme/ projects</li> </ul>
IV	25	<p><b>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Approaches</li> </ul>		<p>Community health survey</p> <p>Community diagnosis</p>



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	<ul style="list-style-type: none"> <li>▪ Nursing theories and nursing process</li> <li>▪ Epidemiological approach</li> <li>▪ Problem solving approach</li> <li>▪ Evidence based approach empowering people to care for themselves</li> <li>□ Concepts of primary Health Care:             <ul style="list-style-type: none"> <li>▪ Equitable distribution</li> <li>▪ Community participation</li> <li>▪ Focus on prevention</li> <li>▪ Use of appropriate technology</li> <li>▪ Multi sectoral approach</li> </ul> </li> <li>□ Roles and responsibilities of Community health nursing personnel in</li> <li>□ Role and responsibility of MLHP</li> <li>□ Investigation of an outbreak</li> <li>□ Behaviour change Communication and Soft Skills</li> <li>□ Organisation of Labour room</li> <li>□ Safe Child Birth Checklist</li> <li>□ Programme Management including Supervision and monitoring</li> <li>□ Diagnosing and treatment skills essential at Sub Centre level using Standard treatment protocol</li> <li>□ Electronic Medical Records (EMR)</li> <li>□ Health Management Information System (HMIS)</li> <li>□ Micro Birth Planning</li> <li>□ Time trends in disease occurrence in epidemiology</li> <li>□ Throat problems and febrile seizure in children</li> <li>□ Update Bio-medical waste Management by specifying biomedical waste management rules 2016</li> <li>□ Suturing of superficial wounds- Episiotomy and suturing</li> <li>□ Postpartum Intra uterine Contraceptive Device (PPIUCD)- insertion and removal of IUCD</li> </ul>		<p>Family care: Home adaptation of common procedures</p> <p>Screen manage and referrals for: □ High risk mothers and neonate</p>
	<ul style="list-style-type: none"> <li>▪ Family health services</li> <li>▪ Information Education</li> <li>▪ Communication (IEC)</li> <li>▪ Management information System (MIS): maintenance of Records &amp; Reports</li> <li>▪ Training and supervision of various categories of health workers</li> </ul>		<p>Accidents and emergencies</p> <p>Illness: Physical and mental Disabilities</p> <p>Provide family</p>



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		<ul style="list-style-type: none"> <li>▪ National Health Programmes</li> <li>▪ Environmental sanitation</li> <li>▪ Maternal and child health and Family Welfare.</li> <li>▪ Treatment of minor ailments</li> <li>▪ School health services</li> <li>▪ Occupational health</li> <li>□ Organization of clinics, camps: types, preparation, planning, conduct and evaluation</li> <li>□ Waste management in the center, clinics etc.</li> <li>□ Home visit: Concept, Principles, Process, techniques: Bag Technique home visit</li> <li>□ Qualities of Community Health Nurse</li> <li>□ Job description of Community health nursing personnel</li> <li>□ Guidelines for home Quarantine of Covid-19</li> <li>□</li> </ul>		<p>welfare services insertion of IUD</p> <p>Conduct delivery at center / home: Episiotomy and suturing, resuscitate newborn</p> <p>School Health programme Screen, Manage refer children</p> <p>Organize and conduct clinics antenatal, postnatal, well baby clinic, camps etc.</p> <p>Home visit: Bag technique</p> <p>Collaborate with health and allied agencies Train and supervise health workers</p>
V	15	<p><b>Assisting individuals and groups to promote and maintain their health</b> Empowerment for self care of individuals, families and groups in</p> <ul style="list-style-type: none"> <li>□ <b>Assessment of Self and family</b> <ul style="list-style-type: none"> <li>▪ Monitoring growth and development <ul style="list-style-type: none"> <li>- Mile stones</li> <li>- Weight measurement</li> <li>- Social development</li> </ul> </li> <li>▪ Temperature and BP monitoring</li> <li>▪ Social Mobilization skills</li> <li>▪ Drug Dispensing</li> <li>▪ Integrated Disease Surveillance Project</li> <li>▪ Food Borne Diseases</li> </ul> </li> </ul>		<p>Monitoring growth and development of family.</p>
		<ul style="list-style-type: none"> <li>▪ Menstrual cycle</li> <li>▪ Breast self examination and testicles</li> <li>▪ Warning signs of various diseases</li> </ul>		<p>Counsel and teach individual,</p>



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		<ul style="list-style-type: none"> <li>▪ Test - Urine sugar &amp; albumin, - blood sugar test</li> <li>□ <b>Seek health services for</b> <ul style="list-style-type: none"> <li>▪ Routine checkup</li> <li>▪ Immunization</li> <li>▪ Counselling diagnosis</li> <li>▪ Treatment</li> <li>▪ Follow up</li> </ul> </li> <li>□ Maintenance of health records for self and family</li> <li>□ Continue medical care and follow up in community for various diseases and disabilities</li> <li>□ Carryout therapeutic procedures as prescribed/ required for self and family</li> <li>□ Waste Management: Collection and disposal of waste at home and community</li> <li>□ <b>Sensitize and handle social issues affecting health and development for self and family</b> <ul style="list-style-type: none"> <li>▪ Women Empowerment</li> <li>▪ Women and child abuse</li> <li>▪ Abuse of elders</li> <li>▪ Female feticide</li> <li>▪ Commercial sex workers</li> <li>▪ Food adulteration</li> <li>▪ Substance abuse</li> </ul> </li> <li>□ <b>Utilize community resources for self &amp; family</b> <ul style="list-style-type: none"> <li>▪ Trauma services</li> <li>▪ Old age homes</li> <li>▪ Orphanage</li> <li>▪ Homes for physically and mentally challenged individuals</li> <li>▪ Homes for destitute</li> </ul> </li> </ul> <p>Infant and young child feeding and counselling Use of equipment Counseling – GATHER approach Adolescent Counseling</p>		<p>family and community about: HIV, TB, Diabetes, Hypertension, Mental Health, Adolescents, elderly's health, physically and mentally challenged individuals etc.</p>
VI	15	<p><b>National health and family welfare programmes and the role of a nurse</b></p> <ul style="list-style-type: none"> <li>□ National API programme</li> <li>□ Revised National tuberculosis control programme (RNTCP)</li> <li>□ National Anti- Malaria programme</li> <li>□ National Filaria control programme</li> </ul>		



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	<input type="checkbox"/> National Guinea worm eradication programme <input type="checkbox"/> New National Health Programme <input type="checkbox"/> Introduction of RBSK Chikengunya <input type="checkbox"/> National Family Planning Programme		
	<input type="checkbox"/> National Leprosy eradication programme <input type="checkbox"/> National AIDS control programme <input type="checkbox"/> STD control programme <input type="checkbox"/> National Programme for Control of blindness <input type="checkbox"/> Iodine deficiency disorder programme <input type="checkbox"/> Expanded programme on immunization <input type="checkbox"/> National Family welfare programme – RCH programme - historical development, organization, administration, research, constraints. <input type="checkbox"/> National water supply and sanitation programme <input type="checkbox"/> Minimum Need programme <input type="checkbox"/> National diabetics control programme <input type="checkbox"/> Polio eradication: pulse polio programme <input type="checkbox"/> National cancer control programme <input type="checkbox"/> Yaws eradication programme <input type="checkbox"/> National Nutritional Anemia Prophylaxis programme <input type="checkbox"/> Twenty point programme <input type="checkbox"/> ICDS programme <input type="checkbox"/> Mid day meal applied nutritional programme <input type="checkbox"/> National mental health programme <input type="checkbox"/> Health Schemes: ESI, CGHS, Health insurance Drug De-addiction Programme <input type="checkbox"/> National Mental Health Programme <input type="checkbox"/> Nutrition across life cycle and updates on National Nutrition programmes All the National Health Programmes on communicable and <input type="checkbox"/> non communicable Diseases		



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VII	4	<p><b>Health Agencies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>International:</b> <ul style="list-style-type: none"> <li>▪ WHO,</li> <li>▪ UNFPA,</li> <li>▪ UNDP,</li> <li>▪ World Bank,</li> <li>▪ FAO,</li> <li>▪ UNICERF,</li> <li>▪ DANIDA,</li> <li>▪ European Commission (EC)</li> <li>▪ Red Cross</li> <li>▪ USAID,</li> <li>▪ UNESCO,</li> <li>▪ Colombo plan,</li> <li>▪ ILO,</li> <li>▪ CARE etc.</li> </ul> </li> <li><input type="checkbox"/> <b>National</b> <ul style="list-style-type: none"> <li>▪ Indian Red Cross,</li> <li>▪ Indian Council for child welfare</li> <li>▪ Family planning Association of India etc.</li> </ul> </li> </ul>		
VIII	3	<p><b>Biodiversity and its conservation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Biogeographical classification of Indian.</li> <li><input type="checkbox"/> Value of Biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.</li> <li><input type="checkbox"/> Biodiversity at global, national and local levels.</li> <li><input type="checkbox"/> India as a mega –diversity nation.</li> <li><input type="checkbox"/> Hot- spots of biodiversity</li> <li><input type="checkbox"/> Threats to biodiversity: habitat loss, poaching of wildlife, man –wildlife conflicts</li> <li><input type="checkbox"/> Endangered and endemic species of India.</li> <li><input type="checkbox"/> Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> </ul>		
IX	4	<p><b>Social Issues and the Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> From unsustainable to sustainable development</li> <li><input type="checkbox"/> Urban problems related to energy</li> <li><input type="checkbox"/> Water conservation, rain water harvesting, watershed management</li> <li><input type="checkbox"/> Resettlement and rehabilitation of people, its problems and concerns. Case studies</li> <li><input type="checkbox"/> Environmental ethics: issues and possible solutions.</li> <li><input type="checkbox"/> Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.</li> <li><input type="checkbox"/> Water, land reclamation</li> </ul>		



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	<input type="checkbox"/> Consumerism and waste products. <input type="checkbox"/> Environment protection act. <input type="checkbox"/> Air ( prevention and control of pollution) Act <input type="checkbox"/> Water(prevention and control of pollution) Act. <input type="checkbox"/> Wildlife protection Act. <input type="checkbox"/> Forest conservation Act. <input type="checkbox"/> Issues involved in enforcement of environmental legislation. <input type="checkbox"/> Public awareness		
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## METHOD OF TEACHING:

Lecture/ discussion  
Panel discussion  
Demonstration  
Participation in camps  
Visits to various health delivery systems  
Supervised field practice

## Assignments

Group Project  
Individual/ group/family/community health education

## Bibliography

1. B.T Basavanhappa, Community Health Nursing; Jaypee Brothers, New Delhi
2. Elizabeth T Anderson: Community as partner: Theory and practice in nursing; Lippincott, Philadelphia
3. Keshav Swarnkar: Community Health Nursing; N.R Brothers, Indore
4. K.Park: Essentials of Community Health Nursing; Bhanot publishers, Jabalpur
5. Dr.A.P Kulkarni: Textbook of Community Medicine; Vora Medical publishers, Mumbai
6. Bhalariao: Synopsis in preventive and Social medicine; The National Book Depot, Mumbai
7. P.V.Sathe: Epidemiology and Management for health care for all; Vora Medical publishers, Mumbai
8. Judith Ann Allender: Community Health Nursing; Lippincott Williams, Philadelphia
9. TNAI: A Community Health Nursing Manual; TNAI, India
10. Rao Kasturi: Community Health Nursing; B.I.Publications, Mumbai
11. R.K.Manekar: A Textbook of Community Health for Nurses; Vora Medical publishers, Mumbai
12. B.Sridhar Rao: Community Health Nursing; A.I.T.B.S, India
13. Stanhope & Lancaster: Public Health Nursing; Mosby, Missouri
14. Donald J Breckon: Community Health Education; Aspen publications, Maryland
15. Elizabeth Diem: Community Health Nursing projects; Lippincott Williams, Philadelphia
16. Neelam Kumari: A Textbook of Community Health Nursing; S.Vikas & Co, Jalander
17. Brunner R.C., Hazardous waste incineration, McGraw Hill Inc, 480p.
18. Trivedi R. R., Handbook of environmental laws, Rules guidelines, compliances and standards, vol. 1 & 2.
19. Trivedi R. K. and P.K. Goel, Introduction to Air Pollution, Techno-Science Publication (TB).
20. Wanger K. D, Environmental management, W. B. Saunders Co. Philadelphia, USA.
21. Rao M. N and Datta A. K. Waste Water Treatment, Oxford and IBH Publ. Co. Pvt. Ltd. 345p.





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## COMMUNITY HEALTH NURSING- II

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**Placement:** Fourth Year

**Time:** Practical – 135 Hours

**Specific Objectives:** At completion of the course the students are able to:

1. Identify community profile
2. Identify prevalent communicable and non communicable diseases
3. Diagnose health needs of individual, families and community and plan, provide and evaluate care
4. Participate in school health programme and national health programmes.
5. Organize group for self help and involve clients in their own health activities.
6. Provide family welfare services.
7. Counsel and educate individual, family and community.
8. Collect vital health statistics.
9. Maintain records & reports.

**Areas for field experience:**

Urban Community - 1 week

Rural Community - 4 weeks

**Assignments:**

Each student should have 5 families and should prepare their folders.

Community survey report	1
Family care study	1
Health talk	1
Case book recording	1

**Educational Visits**

1. Trauma center
2. Orphanage
3. Mahila Mandal
4. Food & Adulteration Lab
5. NARI
6. Family Welfare Bureau
7. Industrial Visit
8. IEC Bureau
9. B.D.O.
10. Gram Panchayat
11. Zilla Parishad
12. Panchayat Samiti
13. Sub Center
14. Rural Hospital
15. Community Health Center



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## INTERNAL ASSESSMENT

### Theory (25 Marks)

Sr. No.	Item	Out of Marks	Weightage	Marks
1	First Term	50	20%	5.0
2.	Pre-Final	75	30%	7.5
3.	Assignment	85	50%	12.5
	3.1 Field Visit	10		
	3.2 Seminar	50		
	3.3 Group Project	25		
	<b>Total</b>	<b>210</b>	<b>100 %</b>	<b>25</b>

### Practical (50 Marks)

Sr. No	Item	Out of Marks	Weightage	Marks
1.	First Term	100	20%	10
2.	Pre-Final	100	30%	15
3.	Assignments	600	50%	25
	3.1. Family Care Study	50		
	3.2. Health Talk	50		
	3.3 Procedure Evaluation	50		
	3.4 Family Folder ( 5x10)	50		
	3.5 Field Evaluation – Urban	100		
	3.6 Field Evaluation – Rural	100		
	3.7 Procedure Book	100		
	3.8 Community Survey project	100		
	<b>Total</b>	<b>800</b>		<b>50</b>



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## UNIVERSITY EXAMINATIONS:

### Theory

University Exam	= 75marks
Internal Assessment	= 25 marks
<b>Total</b>	<b>= 100 marks</b>

### Practical

University Exam	= 50 marks
Internal Assessment	= 50 marks
<b>Total</b>	<b>= 100 marks</b>

### Division of marks for internal and external examiners

Item	Internal	External	Total Marks
Nursing Process	15	15	30
Procedure evaluation	15	15	30
Viva	20	20	40
<b>Total Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>

**Final marks of University Practical examination to be assessed out of 100 marks and converted to 50 marks.**



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## COMMUNITY HEALTH NURSING - II

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### Question Paper Format

(University exam)

**Grand Total = 75 marks**

#### **Section A:**

**Total = 10 marks**

Q 1) Multiple choice question (20 MCQ x ½ mark each)

#### **Section B:**

**Total = 35 marks**

Q 2) Short Answer Question: 2 marks each (Any Five)

(5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: 5 marks each (Any Five)

(5 x 5 = 25 marks)

- a)
- b)
- c)
- d)
- e)
- f)

#### **Section C:**

**Total = 30 marks**

Q 4) Long Answer Question: 15 marks (Any Two)

(2x 15 = 30 marks)

- a) i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b) i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c) i. 2 marks  
ii. 5 marks  
iii. 8 marks



# MGM INSTITUTE OF HEALTH SCIENCES

KAMOTHE, NAVI MUMBAI

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## COMMUNITY HEALTH NURSING - II

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### Question Paper Format

(First term)

**Grand Total = 50 marks**

#### **Section A:**

**Total = 5 marks**

Q 1) Multiple choice question (10 MCQ x ½ mark each)

#### **Section B:**

**Total = 30 marks**

Q 2) Short Answer Question: 2 marks each (Any Five)

(5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: 5 marks each (Any Four)

(4 x 5 = 20 marks)

- a)
- b)
- c)
- d)
- e)

#### **Section C:**

**Total = 15 marks**

Q 4) Long Answer Question: 15 marks (Any One)

(1x 15 = 15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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**COMMUNITY HEALTH NURSING II**

**EVALUATION FORMS AND FORMATS**

(Fourth B.Sc. Nursing)



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## **FOURTH YEAR B.Sc. NURSING**

### **COMMUNITY HEALTH NURSING- II**

#### **ASSIGNMENT FORMAT FOR SEMINAR**

1. Introduction to the topic
2. Concept, Definition
3. History
4. Subject matter
5. Application in nursing field
6. Summary
7. Conclusion



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## FOURTH YEAR B.Sc. NURSING COMMUNITY HEALTH NURSING- II

### EVALUATION CRITERIA FOR SEMINAR PRESENTATION

Name of the student: \_\_\_\_\_

Topic: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Group: \_\_\_\_\_

Total Marks: 100

Sr. No	Criteria	1	2	3	4	5
<b>I</b>	<b>Subject Matter</b>					
	• Introduction					
	• Organization of Content					
	• Presentation of topic					
	• Relevant examples					
	• Relevant statistical data					
	• Group participation					
	• Control of group					
<b>II</b>	<b>A V Aids</b>					
	• Appropriate to Topic					
	• Self Explanatory					
	• Useful					
	• Attractive					
	• Planning and preparation					
	• Use of appropriate technology					
<b>III</b>	<b>Physical Arrangement</b>					
	• Environment					
	• Classroom preparation					
<b>IV</b>	<b>Personal Qualities</b>					
	• Voice and clarity					
	• Mannerism					
<b>V</b>	<b>References</b>					
	• Adequate					
	• Relevant and recent information					
	Marks					
	<b>Total Marks Out of 100 =</b>	<b>Out of 25=</b>				

Remarks

Signature of Student with date

Signature of Supervisor with date





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## **FOURTH YEAR B.Sc. NURSING**

### **COMMUNITY HEALTH NURSING- II**

#### **FORMAT FOR WRITING VISIT REPORT**

1. Objectives of the visit
2. Introduction of the area
3. Route map of the area, Address, contact number and person.
4. Physical set up of the area.
5. Organizational pattern of the area.
6. Functions or services provided by the area,
7. Application in nursing field.
8. Conclusion
9. References



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING- II

#### EVALUATION CRITERIA FOR VISIT REPORT

Name of the student: \_\_\_\_\_

Area of Visit: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Total Marks: 10**

Sr .No	Criteria	Marks Allotted	Marks Given
1	<b>Introduction</b>	1	
2	<b>Content</b>		
	• Route Map	1	
	• Organizational set up	1	
	• Content relevant to the objectives	4	
	• Adequacy of Content	1	
3	<b>Neat and organized writing</b>	1	
4	<b>Punctuality</b>	1	
	<b>TOTAL</b>	<b>10</b>	

**Remarks**

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Signature of Student with date

Signature of Supervisor with date



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING II

#### Evaluation Criteria for Group Work

Topic: \_\_\_\_\_

Group: \_\_\_\_\_

Total marks: 25

Date: \_\_\_\_\_

Sr. No.	Criteria	Marks allotted	Marks obtained
1	Adequacy of the content	5	
2	Organization	5	
3	Relevance	5	
4	Neatness in presentation	5	
5	Innovative Ideas	5	
	<b>TOTAL</b>	<b>25</b>	

Remarks:

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Signature of Student with date

Signature of Supervisor with date



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**FOURTH YEAR B.Sc. NURSING**  
**COMMUNITY HEALTH NURSING- II**  
**FAMILY CARE STUDY (FORMAT)**

**I Initial Data**

1. Name of head of family:
2. Address :
3. Date of visit commenced:
4. Date of visit conducted:

**II Demographic data**

Name of Family Member	Relation With Head of Family	Socio Economic Health								
		Age	Sex	Edu.	Occupation	Income	Marital Status	Health Status	Nutritional Status	Family Planning

Immunization										Remark
BCG	DPT			POLIO			Measles	Booster	Any other	
	1	2	3	1	2	3				

**III Resources**

**A. Community Resource used by family members**

- a. Regular
- b. In emergencies

**B. Financial**

- a. Monthly family income
- b. Possessions
- c. Cattle & pets
- d. Numbers of dependents
- e. Monthly pattern of family expenditure
  - i. Food
  - ii. Education
  - iii. Medical
  - iv. Electricity bill
  - v. Clothing & entertainment



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## IV Environment

### A. Community

- a. Socio economic Status
- b. Cleanliness
- c. Water Facility
- d. Toilet
- e. Location of Slum area

### B. Family

- a. Environmental hygiene
- b. Toilets
- c. Sewage Disposal
- d. Water disposal

### C. Physical Environment

1. Housing location
2. Type of floor
3. Lighting
4. Ventilation
5. Water supply
6. Attitude towards drinking
7. Waste disposal
  - a. Garbage
  - b. Latrines
  - c. Liquid Waste
  - d. Mosquitoes & fly breeds

## V Social Environment

1. Type of community
2. Socio economic background
3. Relationship among family members
4. Relationship with neighbors
5. Relationship with others
6. Common Health Habits
  - a. In community
  - b. In family
7. Family concept about health
8. Family concept about disease
  - a. In community
  - b. In Family
9. Festivals celebration



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- a. In community
- b. In family
10. Number of working mothers
  - a. In community
  - b. In family
11. Care during pregnancy
  - a. In community
  - b. In family
12. Care of infant
  - a. In community
  - b. In family
13. Concept about education
  - a. In community
  - b. In family
14. Concept about girl's education
  - a. In community
  - b. In family
15. Knowledge & attitudes of people towards health
  - a. In community
  - b. In family

## **VI Family Health**

1. Health of family – past & present
2. Gynaec & Obst. history of female adults

## **VII. Nutrition**

## **VIII. Family life style**

- a. Basic life style of family
- b. Family decision-making pattern
- c. Family relationship & communication
- d. Family response in crisis situation
- e. Family attitude towards health

## **Nursing Care Plan**

**Summary:**

**Conclusion:**



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING- II

#### EVALUATION CRITERIA FOR FAMILY CARE STUDY

Name of the student: \_\_\_\_\_

Name of the family: \_\_\_\_\_

Address of the family: \_\_\_\_\_

**Total Marks: 50**

Sr. No	Particular	Maximum Marks	Marks Obtained
<b>I</b>	<b>Identification of family</b>	10 Marks	
	1. Type of family	1	
	2. Initial data	1	
	3. Basic information	1	
	4. Resources used	1	
	5. Environment	6	
<b>II</b>	<b>Family Health</b>	16 Marks	
	1. Health of each member	2	
	2. Gynaec & Obstetric health	2	
	3. Nutritional data	2	
	4. Rest & sleep	2	
	5. Use of health resources	2	
	6. Family planning status	2	
	7. Health practices for each member	2	
	8. Family life style	2	
<b>III</b>	<b>Nursing Care</b>	19 Marks	
	1. Identification of needs & problems	2	
	2. Aims & Objectives	2	
	3. Nursing interventions	8	
	4. Evaluation of care given	4	
	5. Self Assessment	3	
<b>IV</b>	<b>Personal and professional qualities</b>	5 Marks	
	1. Grooming	1	
	2. Mannerism	1	
	3. Language	1	
	4. Voice	1	
	5. Confidence	1	
	<b>TOTAL MARKS OBTAINED</b>		

Remarks

Signature of Student with date

Signature of Evaluator with date



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## FOURTH YEAR B.Sc. NURSING COMMUNITY HEALTH NURSING- II HEALTH TALK FORMAT

Name of the student:

Topic:

Group to be taught:

A.V. aids:

Area:

Date & Time:

Method of teaching:

Language:

Aim:

Specific objectives:

Introduction:

Sr. No	Time	Specific objectives	Subject matter	Teaching Learning activity	A.V aids	Evaluation

Summary

Bibliography





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## FOURTH YEAR B.Sc. NURSING COMMUNITY HEALTH NURSING- II EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_

Topic : \_\_\_\_\_

Area of Experience: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Total 100 Marks**

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair

Sl. No	Particular	1	2	3	4	5
I	<b>Planning and organization</b>					
	a) Formulation of attainable objectives					
	b) Adequacy of content					
	c) Organization of subject matter					
	d) Current knowledge related to subject Matter					
	e) Suitable A.V. Aids					
II	<b>Presentation:</b>					
	a) Interesting					
	b) Clear Audible					
	c) Adequate explanation					
	d) Effective use of A.V. Aids					
	e) Group Involvement					
	f) Time Limit					
III	<b>Personal qualities:</b>					
	a) Self confidence					
	b) Personal appearance					
	c) Language					
	d) Mannerism					
	e) Self awareness of strong & weak points					
IV	<b>Feed back:</b>					
	a) Recapitulation					
	b) Effectiveness					
	c) Group response					
V	<b>Submits assignment on time</b>					
	<b>Marks</b>					
	<b>Total Marks Out of 100 =</b>	Out of 50				

**REMARKS:**

Student's signature with date

Supervisor's Signature with date



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING- II

#### EVALUATION CRITERIA - PROCEDURE EVALUATION USING BAG TECHNIQUE

Name of the student: \_\_\_\_\_

Title of Procedure: \_\_\_\_\_

Area of Experience: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Total – 50 Marks**

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No	Particular	1	2	3	4	5
1	Approach to the family					
2	Selection of procedures based on family needs					
3	Preparation of the bag for the procedure					
4	Caring out all the steps of procedure correctly					
5	Scientific principles followed while doing procedure					
6	Involvement of family while doing procedure					
7	Post care of bag and equipment					
8	Health education while during and the procedure					
9	Disposal of waste					
10	Recording and reporting					
	Marks					
	<b>Marks obtained</b>					

Remarks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Student:

Date:

Signature of Evaluator:

Date:



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING- II

#### FAMILY FOLDER FORMAT

Students Name:

Family Name:

Address:

Date of Family visit:

#### 1. BASIC INFORMATION

Sr. No	Name	Age	Sex	Position In Family	Occupation	Income	Education	Nutritional Status	Health Status	Health Problems

#### 2. RESOURCES (COMMUNITY RESOURCES IN EMERGENCY)

Resources Provided	Location	Member Using	Reason	Frequency

#### 3. PHYSICAL & SOCIAL ENVIRONMENT

- a) Community
- b) Family

#### 4. FAMILY HEALTH

Name	Age	Height	Weight	Immunizations	Habits/ Addictions	Developmental Stage	Summary of Health History	Current Status including Medications

#### 5. Family Health Practice

- a. Nutritional status – diet, meal pattern, shopping habits, knowledge of good nutrition.
- b. Recreation & exercise



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- c. Sleeping pattern.
- d. Family use of health resource, person responsible for health care decision-making
- e. Any other attitudes, which significantly relate to health status.
- f. Family strengths & limitations related to their health practice

## **6. Family life style**

- a. Basic life style
- b. Inter family relationship & communication pattern
- c. Family decision-making
- d. Family response in crisis
- e. Dominant values of family
- f. Family attitude towards health care & health care providers

## **7. Nursing Care Plan**

## **8. Student remarks**

- a. How did family perceive overall experience of your visit (give supportive data)
- b. Discuss achievement of goals & nursing interventions
- c. In what aspect of nursing practice did your experience most growth & in what area would you like to improve?



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## FOURTH YEAR B.Sc. NURSING COMMUNITY HEALTH NURSING- II EVALUATION CRITERIA OF FAMILY FOLDER

Name of the Student: \_\_\_\_\_

Village: \_\_\_\_\_

Duration of posting: \_\_\_\_\_

Sr. No.	Topic	Marks Allotted	Marks Obtained
1.	Selection of family	1	
2.	Family Health Care		
	a) History collection of each family member	2	
	b) Assessment of each individual	2	
	c) Planning of care as per family need	3	
	d) Implementation and nursing action taken		
	i) Number of home visits	2	
	ii) Planned / incidental health education	3	
	iii) Nursing care given to the family	4	
3	Setting future goals	2	
4	Interest, Promptness in planning care	2	
5	Outcome after giving health care	2	
6	Neatness in writing and maintaining family folder	2	
	<b>Total</b>	<b>25</b>	
	<b>Out of</b>	<b>10</b>	

Remarks:

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Signature of the Evaluator  
Date

Signature of the Student  
Date



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## FOURTH YEAR B.Sc. NURSING

### COMMUNITY HEALTH NURSING- II

#### FIELD EVALUATION

Name of the Student: \_\_\_\_\_

Area of experience: \_\_\_\_\_

Period of posting: \_\_\_\_\_

Total 100 Marks

Scores: 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No	Particular	1	2	3	4
I	<b>Assessment In Home and Clinic:</b>				
	a) History taking				
	b) Physical assessment				
	c) Assisting & guiding for investigation				
	d) Home / clinic observation of signs & symptoms				
	e) Identification of needs & problems				
II	<b>Planning</b>				
	a) Selection of priority needs / problems				
	b) Setting objectives				
	c) Planning appropriate interventions				
	d) Resource allocation				
III	<b>Implementation:</b>				
	a) Approach to family & manner of greeting				
	b) Explaining the purpose of visit to family				
	c) Providing home care				
	d) Doing simple procedure at home/Clinic				
	e) Assisting in clinical services				
	f) Giving health education in home/clinic				
	g) Recording and reporting				
IV	<b>Evaluation :</b>				
	a) Health teaching				
	b) Family care				
	c) Self assessment				
	d) Submitting assignment on time				
V	<b>Personal and Professional Qualities</b>				
	a) Leadership				
	b) Punctuality				
	c) Grooming				
	d) Relationship with others				
	e) Attitude Towards suggestions				
	<b>TOTAL</b>				

Remarks:

Signature of Student with date

Signature of Supervisor with date



# **MGM INSTITUTE OF HEALTH SCIENCES**

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## **FOURTH YEAR B.Sc. NURSING**

### **COMMUNITY HEALTH NURSING- II**

#### **COMMUNITY SURVEY**

#### **Objectives:**

1. To assess the area & identify health problems of people
2. To understand the socioeconomic status of the community
3. To identify the sources of health services available in community
4. To identify various health practices prevailing in the community

#### **COMMUNITY SURVEY REPORT FORMAT**

##### **I. Introduction**

##### **II. Community as a place – boundaries, environment, housing**

##### **III. Community as a social system –**

Recreational facilities, transportation, stores & shops, official health agencies, communication media, education, socioeconomic status, occupational status, social activities related to health.

##### **IV. Health problems and needs in the area**

##### **V. Conclusion**



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## FOURTH YEAR B.Sc. NURSING COMMUNITY HEALTH NURSING- II

### SURVEY REPORT

Total Marks: 100

Sr. No	Particular	Maximum Marks	Marks Obtained
1	Introduction	05	
2	Community as a place	10	
	▪ Boundary		
	▪ Environment		
3	Housing		
	Social system	15	
	▪ Recreational facilities		
	▪ Transportation		
	▪ Stores & Shops		
	▪ Official health Agencies		
	▪ Communication media		
	▪ Education		
4	Socioeconomic status		
	Occupational Status		
	Social activities related to health		
	Planning and organization	10	
	▪ Formulation of objectives	10	
	▪ Selection of method of presentation	15	
5	▪ Adequacy of content	15	
	▪ Organization of Subject matter	10	
6	▪ Presentation		
5	Individual participation	05	
6	Submission on time	05	

Remarks:

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Signature of Student:  
Date

Signature of the Evaluator  
Date





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## MANAGEMENT OF NURSING SERVICE & EDUCATION

**Placement:** Fourth Year

**Total hours:** Theory: 90 Hrs

(Class 60 + Lab 30 hrs)

**Course Description:** This course is designed to enable students to acquire in-depth understanding of management of clinical and community health nursing services and nursing educational programmes. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

**Specific Objectives:** At the end of the course the students are able to:

1. Explain the principles and functions of management.
2. Describe the elements and process of management.
3. Describe the management of nursing services in the hospital and Community.
4. Describe the concepts, the theories and techniques of organizational behavior and human relations.
5. Participate in planning and organizing in service education program.
6. Describe management of nursing educational institutions.
7. Describe ethical and legal responsibilities of a professional nurse and explain the nursing practice standards.
8. Explain the various opportunities for professional advancement.

Unit	Hrs	Theory	Hrs	Practical
I	4	<b>Introduction to Management in Nursing</b> <ul style="list-style-type: none"><li><input type="checkbox"/> History, Definition, concepts and theories</li><li><input type="checkbox"/> Functions of management</li><li><input type="checkbox"/> Principles of management</li><li><input type="checkbox"/> Role of nurse as a manager and her qualities</li></ul>		
II	5	<b>Management Process</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Planning, mission, philosophy, objectives, operational plan</li><li><input type="checkbox"/> Staffing: Philosophy, staffing study, norms, activities, patient classification system, scheduling</li><li><input type="checkbox"/> Human resource management, recruiting, selecting, deployment, retaining, promoting, superannuation</li><li><input type="checkbox"/> Budgeting: Concept, principles, types, cost benefit analysis audit</li><li><input type="checkbox"/> Material management equipment and supplies</li><li><input type="checkbox"/> Directing process (Leading)</li><li><input type="checkbox"/> Controlling: Quality management</li><li><input type="checkbox"/> Program Evaluation</li><li><input type="checkbox"/> Review Technique (PERT),</li><li><input type="checkbox"/> Bench marking, Activity Plan (Gantt Chart)</li></ul>		
III	8	<b>Hospital Organization</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Definition, types and functions of hospital</li><li><input type="checkbox"/> Governing body- Hospital administration Control &amp; line of authority</li></ul>	2	Preparation of organization chart of hospital



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Hospital statistics including hospital utilization indices</li> <li><input type="checkbox"/> Role of hospital in comprehensive health care</li> <li><input type="checkbox"/> Development of new management practices: Marketing of Hospitals, Specialty Hospitals</li> </ul>		
IV	8	<p><b>Management of nursing services in the hospital and community Planning</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hospital &amp; patient care units including ward management</li> <li><input type="checkbox"/> Emergency and disaster management</li> </ul> <p><b>Human resource management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruiting, selecting, deployment, retaining, promoting, superannuation</li> <li><input type="checkbox"/> Categories of nursing personnel including job description of all levels</li> <li><input type="checkbox"/> Patients/ population classification system</li> <li><input type="checkbox"/> Patients/ population assignment and nursing care responsibilities</li> <li><input type="checkbox"/> Staff development and welfare.</li> </ul> <p><b>Budgeting:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Proposal, projecting requirements for staff, equipments and supplies for Hospital and patient care units, Emergency &amp; disaster management</li> </ul> <p><b>Material management:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Procurement, inventory control, auditing and maintenance in               <ul style="list-style-type: none"> <li>○ Hospital and patient care units</li> <li>○ Emergency and disaster management.</li> </ul> </li> </ul> <p><b>Directing &amp; Leading:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delegation, participatory management</li> <li><input type="checkbox"/> Assignments, rotations, delegations</li> <li><input type="checkbox"/> Supervision &amp; guidance</li> <li><input type="checkbox"/> Implement standards, policies, procedures and practices</li> <li><input type="checkbox"/> Staff development &amp; welfare</li> <li><input type="checkbox"/> Maintenance of discipline</li> </ul> <p><b>Controlling/ Evaluation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing rounds/ visits,</li> <li><input type="checkbox"/> Nursing protocols, Manuals</li> <li><input type="checkbox"/> Quality assurance model,</li> <li><input type="checkbox"/> documentation</li> <li><input type="checkbox"/> Records and reports</li> <li><input type="checkbox"/> Performance appraisal</li> </ul>	23	<p><b>Supervised practice in ward:</b></p> <ul style="list-style-type: none"> <li>- Writing indent report</li> <li>- Preparing duty roaster, ward supervision</li> </ul> <p><b>Assignment on</b></p> <ul style="list-style-type: none"> <li>○ Duties and responsibilities of ward sister</li> <li>○ Writing reports</li> <li>○ Preparing diet sheets</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
V	5	<b>Organizational behaviour and human relations</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts and theories of organizational behaviours</li> <li><input type="checkbox"/> Review of channels of communication</li> <li><input type="checkbox"/> Leadership styles, Power, types</li> <li><input type="checkbox"/> Review of motivation: concepts and theories</li> <li><input type="checkbox"/> Group dynamics</li> <li><input type="checkbox"/> Techniques of: <ul style="list-style-type: none"> <li>▪ Communication and</li> <li>▪ Interpersonal relationships</li> <li>▪ Human relations</li> </ul> </li> <li><input type="checkbox"/> Public relations in context of Nursing</li> <li><input type="checkbox"/> Relations with professional associations, employee union and Collective bargaining</li> </ul>		Self Assessment
VI	5	<b>In-service education</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature &amp; scope of in-service education program</li> <li><input type="checkbox"/> Organization of in-service education</li> <li><input type="checkbox"/> Principles of adult learning</li> <li><input type="checkbox"/> Planning for in-service education, program, techniques, methods, and evaluation of staff education program</li> <li><input type="checkbox"/> Preparation of report</li> </ul>	5	Plan and conduct an educational session for in service nursing personnel.
VII	10	<b>Management of Nursing educational institutions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishment of nursing educational institution – INC norms and guidelines.</li> <li><input type="checkbox"/> Co-ordination with Regulatory bodies</li> <li><input type="checkbox"/> Accreditation</li> <li><input type="checkbox"/> Affiliation – Philosophy/ Objectives, Organization</li> <li><input type="checkbox"/> Structure</li> <li><input type="checkbox"/> Committees</li> <li><b>Physical facilities - College / School Hostel</b></li> <li><input type="checkbox"/> <b>Students</b> <ul style="list-style-type: none"> <li>▪ Selection</li> <li>▪ Admission procedures</li> <li>▪ Guidance and counseling</li> <li>▪ Maintaining discipline-</li> </ul> </li> <li><input type="checkbox"/> <b>Faculty and staff</b> <ul style="list-style-type: none"> <li>▪ Selection</li> <li>▪ Recruitment</li> <li>▪ Job description</li> <li>▪ Placement</li> <li>▪ Performance appraisal</li> </ul> </li> <li><input type="checkbox"/> Development and welfare</li> <li><input type="checkbox"/> Budgeting</li> <li><input type="checkbox"/> Equipments and supplies: audio visual</li> <li><input type="checkbox"/></li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
		<p>equipments, laboratory equipments, books, journals etc.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum: Planning, Implementation and Evaluation</li> <li><input type="checkbox"/> Clinical facilities</li> <li><input type="checkbox"/> Transport facilities</li> <li><input type="checkbox"/> Institutional Records, and reports – Administrative, Faculty, Staff and Students.</li> </ul>		
VIII	10	<p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing as a Profession <ul style="list-style-type: none"> <li>▪ Philosophy; nursing practice</li> <li>▪ Aims and Objectives</li> <li>▪ Characteristics of a professional nurse</li> <li>▪ Regulatory bodies; INC, SNC</li> <li>▪ Acts:- Constitution, functions</li> <li>▪ Current trends and issues in Nursing</li> </ul> </li> <li><input type="checkbox"/> Professional ethics <ul style="list-style-type: none"> <li>▪ Code of ethics; INC, ICN</li> <li>▪ Code of professional conduct;</li> </ul> </li> <li><input type="checkbox"/> Practice standards for nursing; INC</li> <li><input type="checkbox"/> Consumer Protection Act</li> <li><input type="checkbox"/> Legal aspects in Nursing <ul style="list-style-type: none"> <li>▪ Legal terms related to practice;</li> <li>▪ Registration and licensing</li> <li>▪ Legal terms related to Nursing practice; Breach and penalties</li> <li>▪ Malpractice and Negligence</li> </ul> </li> </ul>		Visit to INC/ SNRCs
IX	5	<p><b>Professional Advancement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continuing education</li> <li><input type="checkbox"/> Career opportunities</li> <li><input type="checkbox"/> Collective bargaining</li> <li><input type="checkbox"/> Membership with Professional</li> <li><input type="checkbox"/> Organizations; National and International</li> <li><input type="checkbox"/> Participation in research activities</li> <li><input type="checkbox"/> Publications; Journals, newspapers etc.</li> </ul>		Review/ Presentation of published articles. Group work on maintenance of bulletin board.

## Methods of Teaching

1. Lecture Discussion
2. Simulated Exercises
3. Case studies
4. Demonstration
5. Group games/ exercises
6. Practice sessions
7. Panel discussions
8. Role plays



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## **BIBLIOGRAPHY**

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2. Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers.
3. Pai, Pragna. Effective Hospital Management, The National Book Depot: Mumbai,
4. Srinivasan, A V. Managing a Modern Hospital, Sage Publications: New Delhi,
5. Basavanthappa, B T. Nursing Administration, J P Brothers Medical Publishers.
6. Goel & Kumar, R. Hospital Administration and Management, Deep and Deep Publications: New Delhi,
7. Park K. Park's Textbook of Preventive and Social Medicine, M/S Banarsidas Bhanot Publishers: Jabalpur,
8. Russels, C S. Management & Leadership for Nurse Managers, Jones Bartlett Publishers.
9. Francis, E M & Desouza, Mario. Hospital Administration, Jaypee Brothers Medical Publishers: New Delhi,
10. Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva,
11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi.
12. Barret, Jean. Ward Management and Teaching, English Book Society: New Delhi,



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**Internal Assessment: (Theory)**

**(25 marks)**

Sr. No	Item	Marks	Weightage	Marks out of 25
1	First Term Exam	50	20%	5.0
2	Pre-Final Exam	75	30 %	7.5
3	<b>Assignments</b>	350	50 %	12.5
	<b>3.1 Ward Management</b>			
	1. Preparation of Duty Roaster	25		
	2. Preparation of diet sheet	25		
	3. Ward reports	100		
	4. Ward supervision and evaluation			
	<b>3.2 Group Work</b>			
	1. Maintenance of bulletin board.	25		
	<b>3.3 Conduct three educational session</b>			
	1. MOT ( Clinical Demonstration)	50		
		50		
	2. Health Education	50		
	3. Panel Discussion			
	<b>Total</b>	<b>475</b>	<b>100%</b>	<b>25</b>

**University Examinations:**

**Theory Exam**

Internal Assessment = 25 Marks

University Exam (Theory) = 75 Marks

**Total = 100 Marks**



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## MANAGEMENT OF NURSING SERVICE & EDUCATION

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### *Question Paper Format*

*(University Exam)*

**Grand Total = 75 marks**

#### **Section A:**

Q 1) Multiple choice question (20 MCQ x ½ mark each)

**Total = 10 marks**

#### **Section B:**

**Total = 35 marks**

Q 2) Short Answer Question: 2 marks each (Any Five)

(5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: 5 marks each (Any Five)

(5 x 5 = 25 marks)

- a)
- b)
- c)
- d)
- e)
- f)

#### **Section C:**

**Total = 30 marks**

Q 4) Long Answer Question: 15 marks (Any Two)

(2x15 = 30 marks)

- A)
  - i. 2 marks
  - ii. 5 marks
  - iii. 8 marks
- B)
  - i. 2 marks
  - ii. 5 marks
  - iii. 8 marks
- C)
  - i. 2 marks
  - ii. 5 marks
  - iii. 8 marks



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## MANAGEMENT OF NURSING SERVICE & EDUCATION

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### Question Paper Format

(First Term)

Grand Total = 50 marks

#### Section A:

Total = 5 marks

Q 1) Multiple choice question (10 MCQ x ½ mark each)

#### Section B:

Total = 30 marks

Q 2) Short Answer Question: 2 marks each (Any Five)

(5 x 2 = 10 marks)

- a)
- b)
- c)
- d)
- e)
- f)

Q 3) Short Notes: 5 marks each (Any Four)

(4 x 5 = 20 marks)

- a)
- b)
- c)
- d)
- e)

#### Section C:

Total = 15 marks

Q 4) Long Answer Question: 15 marks (Any One) (15x 1 = 15 marks)

- c. i. 2 marks
- ii. 5 marks
- iii. 8 marks

- d. i. 2 marks
- ii. 5 marks
- iii. 8 marks





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## FOURTH YEAR B.Sc. NURSING

### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### Evaluation Criteria for Duty Roster

Name of the student: \_\_\_\_\_

Name of the Ward: \_\_\_\_\_

Date: \_\_\_\_\_

Sr. No.	Criteria	Marks allotted	Marks obtained
1	Adequacy-Requirements	10	
2	Organization	3	
3	Accuracy (Following guidelines)	5	
4	Neatness	2	
5	Self-Explanatory	5	
	<b>TOTAL</b>	<b>25</b>	

Remarks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of the student & Date

Signature of the Supervisor & Date



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**FOURTH YEAR B.Sc. NURSING**  
**MANAGEMENT OF NURSING SERVICE & EDUCATION**

**GUIDELINES FOR ASSIGNMENTS: DIET SHEET**

**Diet sheet**

a) Daily basis

- Study the different types of hospital diets & their dietary allowances and write a brief report
- Note the prescribed diet for each patient
- Records in diet sheet

b) Give references and illustrations (Figure, graph and picture)

c) Conclusion (Highlight learning achieved).

**GUIDELINES FOR PRACTICAL EXPERIENCE**

1. Admission and discharge and transfer of patients
2. Assignment of duties in ward
3. Preparation of duty roaster
4. Supervision of nursing care
5. Indenting of drugs, stores and supplies
6. Maintenance of dangerous drugs – Indenting, Storing, Accounting, Recording
7. Diet – Maintenance of diet sheet
8. Inventories - Expendable and non-expendable
9. Repair and replacements
10. Ward report – Written and Oral reports
11. Supervision and guidance of paramedical staff and domestic staff



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## FOURTH YEAR B.Sc. NURSING

### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### Evaluation Criteria for Diet Sheet

Name of the student: \_\_\_\_\_

Area/Dept: \_\_\_\_\_

Duration of posting: \_\_\_\_\_

Date: \_\_\_\_\_

Sl. No	Criteria	Marks allotted	Marks obtained
1	Clear and Comprehensive	5	
2	Accuracy of Diet Sheet	5	
3	Preparation of Diet Sheet	5	
4	Neatness	5	
5	Reference and Illustration	5	
	<b>TOTAL</b>	<b>25</b>	

Remarks:

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Signature of Student with date

Signature of Supervisor with date



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## **MANAGEMENT OF NURSING SERVICE & EDUCATION**

### **GUIDELINES FOR WARD MANAGEMENT REPORT**

#### **1. Introduction**

- Name of the ward
- Duration of experience with dates
- Objective of ward administration experience

#### **2. Organization chart of the ward**

- Draw the organization chart of the ward and hospital depicting staff position along with communication channels and hierarchical lines

#### **3. Ward lay out and physical facilities of the ward**

- Describe the ward lay out and physical facilities available and compare it with the standards of an ideal ward

#### **4. Reports and Records**

- Describe the various reports and records maintained in the ward
- Study these documents critically for completeness, accuracy and relevance and give your suggestions and recommendations.

#### **5. Procedures & Policies**

- Study the policies and procedures and critically evaluate them
- Indenting drugs, stores, supplies & describe them briefly
- Admission & discharge and transfer
- Visitors
- Out pass, absconding
- Critically ill patient, Death
- Treatments
- Emergency care
- SOP for Anaphylaxis, HIV infections, Needle stick injuries, Hospital waste management
- Security of the ward
- Fire drills
- Preparation of diet sheet

#### **6. Classify the various types of drugs, stores, supplies and equipments in the ward. Study the procedure for maintenance, store and supplies**

#### **7. Enlist the suggestions and recommendations**

#### **8. Conclusion**



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## FOURTH YEAR B.Sc. NURSING

### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### Evaluation Format for Ward Management Report

Name of the Student: \_\_\_\_\_

Area/Dept: \_\_\_\_\_

Duration of Posting: \_\_\_\_\_

Sr. No.	Criteria	Maximum Marks	Marks Allotted
1	Comprehensive	5	
2	Clear And Relevant content	5	
3	Critical Analysis	5	
4	Suggestions And Recommendations	5	
5	Conclusion	5	
	<b>Total</b>	<b>25</b>	

Remarks:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Student with date

Signature of Supervisor with date



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### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### GUIDELINES FOR EVALUATING PRACTICAL EXPERIENCE

Name of the Student: \_\_\_\_\_

Area/Dept: \_\_\_\_\_ Duration of Posting: \_\_\_\_\_

Sr. No	Criteria	5	4	3	2	1
<b>I</b>	<b>Knowledge</b>					
1	Has knowledge regarding nursing responsibilities in					
	a. Organization & planning in days work					
	b. Meeting emergency needs					
	c. Providing comprehensive patient care					
2	Has knowledge of					
	a. Indenting, maintaining & dispensing of drugs.					
	b. Holding of inventories and care of equipments					
3	Has knowledge of various records related to patient care.					
4	Has knowledge of communication process					
<b>II</b>	<b>Practice</b>					
5	Is able to communicate effectively with health team members					
6	Is able to coordinate with health team member					
7	Is able to plan & conduct clinical teaching programmes					
8	Is able to conduct incidental teaching at the bed side					
9	Is able to render nursing according to identified nursing needs & problems					
<b>III</b>	<b>Leadership</b>					
10	Is able to inspire confidence & has patience in dealing at all times					
11	Is enthusiastic and approachable					
12	Is willing to accept consequences of decision and action					
13	Is able to accept leadership roles voluntarily					
14	Co-operative and maintains good IPR					
15	Avails opportunities for personal & professional growth					
16	Practices democratic approach in all dealings					
<b>IV</b>	<b>Recording Reporting and Evaluating</b>					
17	Able to record & report all relevant facts accurately					
18	Evaluate objectively					
<b>V</b>	<b>Professional Appearance</b>					
19	Is well groomed & neat uniform					
20	Is able to maintain good poise					
	Marks					
	Total Marks					

Signature of the Student with date

Signature of the Teacher with date



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## FOURTH YEAR B.Sc. NURSING

### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### Evaluation Criteria for Group Work

Topic: \_\_\_\_\_

Group: \_\_\_\_\_

Total marks: 25

Date: \_\_\_\_\_

Sr. No.	Criteria	Marks allotted	Marks obtained
1	Adequacy of the content	5	
2	Organization	5	
3	Relevance	5	
4	Neatness in presentation	5	
5	Innovative Ideas	5	
	<b>TOTAL</b>	<b>25</b>	

Remarks:

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Signature of the student & Date

Signature of the Supervisor & Date



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## FOURTH YEAR B.Sc. NURSING

### MANAGEMENT OF NURSING SERVICE & EDUCATION

#### Evaluation Criteria for Panel Discussion

Topic: \_\_\_\_\_

Group: \_\_\_\_\_

Date: \_\_\_\_\_

Sr. No.	Criteria	1	2	3	4	5
I	Subject Matter					
	• Introduction					
	• Organization of content					
	• Sequence of topic					
	• Control of group					
	• Relevant references					
II	Presentation of topics					
	• Group participation					
	• Relevant examples and recent data					
	• Voice and clarity					
III	Physical arrangement					
	• Environment and classroom preparation					
IV	Speaker's qualities					
	• Grooming, mannerism and gestures					

Remarks:

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Signature of the student & Date

Signature of the Supervisor & Date





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## MIDWIFERY AND OBSTETRICAL NURSING

**Placement: Fourth year**

**Time: Theory - 90 hours**

**Clinical - 180 Hours**

**Internship - 240 Hours**

### **Course Description:**

This course is designed for students to appreciate the concepts and principles of Midwifery and obstetrical nursing. It helps them to acquire knowledge and skills in rendering nursing care to normal and high risk pregnant woman during antenatal, natal and post natal periods in hospitals and community settings. It also helps to develop skills in managing normal and high-risk neonates and participate in family welfare programme.

**Specific objectives:** At the end of the course student will be able to:

1. Recognize the trends and issues in midwifery and obstetrical Nursing.
2. Describe the anatomy and physiology of female reproductive system.
3. Describe the diagnosis and management of women during antenatal period.
4. Describe the physiology and stages of labour and management during intranatal period.
5. Describe the physiology of puerperium and the management during postnatal period.
6. Describe the assessment and management of normal neonate.
7. Describe the identification and management of women with high risk pregnancy.
8. Describe management of abnormal labour and Obstetrical emergencies.
9. Describe management of postnatal complications.
10. Identify the high risk neonates and their nursing management.
11. Describe indication, dosage, action, side effects & nurse's responsibilities in the administration of drugs used for mothers.
12. Appreciate the importance of family welfare programme and describe the methods of contraception & role of nurse in family welfare programme.



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## MIDWIFERY AND OBSTETRICAL NURSING

Unit	Hrs	Theory	Hrs	Practical
I	5	<b>Introduction to midwifery and obstetrical Nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to concepts of midwifery and obstetrical nursing.</li> <li><input type="checkbox"/> Trends in Midwifery and obstetrical nursing.</li> <li><input type="checkbox"/> Historical perspectives and currents trends.</li> <li><input type="checkbox"/> Legal and ethical aspects</li> <li><input type="checkbox"/> Pre-conception care and preparing for parenthood</li> <li><input type="checkbox"/> Role of nurse in midwifery and obstetrical care.</li> <li><input type="checkbox"/> National policy and legislation in relation to maternal health &amp; welfare</li> <li><input type="checkbox"/> Maternal, morbidity, mortality rates, Perinatal, morbidity &amp; mortality rates</li> </ul>		
II	8	<b>Review of anatomy and physiology of female reproductive system and foetal development</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Female pelvis-general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis important landmarks, variations in pelvis shape.</li> <li><input type="checkbox"/> Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature blood supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum.</li> <li><input type="checkbox"/> Physiology of menstrual cycle</li> <li><input type="checkbox"/> Human sexuality</li> <li><input type="checkbox"/> 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-function, abnormalities, the fetal sac, amniotic fluid, the umbilical chord,</li> <li>▪ Foetal circulation, foetal skull, bones, sutures and measurements.</li> <li>▪ Review of Genetics.</li> </ul> </li> </ul>		
III	6	<b>Assessment and management of pregnancy (antenatal)</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal pregnancy</li> <li><input type="checkbox"/> 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> </ul> </li> </ul>	2	<ul style="list-style-type: none"> <li>• Antenatal history taking</li> <li>• Physical Examination</li> <li>• Recording of weight &amp; B.P</li> </ul>



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <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> <li>□ Diagnosis of pregnancy               <ul style="list-style-type: none"> <li>▪ Signs</li> <li>▪ Differential diagnosis</li> <li>▪ Confirmatory tests</li> </ul> </li> <li>□ Ante-natal care               <ul style="list-style-type: none"> <li>▪ Objectives</li> <li>▪ Assessment- History and physical examination, Antenatal Examination</li> <li>▪ Signs of previous child-birth</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> <li>□ Risk approach</li> <li>□ History and Physical Examination</li> <li>□ Modalities of diagnosis; Invasive &amp; Non- Invasive &amp; 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>		<p>Hb &amp; Urine testing for sugar and albumin</p> <p>Antenatal Examination , abdomen &amp; breast</p> <p>Immunization</p> <p>Assessment of risk status</p> <p>Teaching antenatal mothers</p> <p>Maintenance of Antenatal records</p>
IV	11	<p><b>Assessment and management of intranatal period.</b></p> <ul style="list-style-type: none"> <li>□ Physiology of labour, mechanism of labour.</li> <li>□ Management of labour</li> </ul> <p><b>First stage</b></p> <ul style="list-style-type: none"> <li>▪ Signs &amp; symptoms of onset of Labour.</li> <li>▪ Duration</li> <li>▪ Preparation of Labour room</li> </ul>	1	<p>Assessment of women in labour.</p> <p>Per vaginal examination and interpretation.</p>



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>▪ Preparation of Women</li> </ul>		
		<ul style="list-style-type: none"> <li>▪ Assessment and observation of women in labour; partogram (maternal &amp; foetal monitoring)</li> <li>▪ Active management of labour, induction of labour</li> <li>▪ Pain relief &amp; comfort in Labor</li> </ul> <p><b>Second stage</b></p> <ul style="list-style-type: none"> <li>▪ Signs and symptoms; normal &amp; abnormal</li> <li>▪ Duration</li> <li>▪ Conduct of delivery; Principles &amp; techniques</li> <li>▪ Episiotomy (only if required)</li> <li>▪ Receiving the new born               <ul style="list-style-type: none"> <li>- Neonatal resuscitation initial steps &amp; subsequent resuscitation</li> <li>- Care of umbilical cord</li> <li>- Immediate assessment</li> <li>- Screening for congenital anomalies</li> <li>- Identification</li> <li>- Bonding</li> <li>- Initiate feeding</li> <li>- Screening and transportation of the neonate</li> </ul> </li> </ul> <p><b>Third Stage</b></p> <ul style="list-style-type: none"> <li>▪ Signs and symptoms; normal and abnormal</li> <li>▪ Duration</li> <li>▪ Method of placenta expulsion</li> <li>▪ Management; Principles and techniques</li> <li>▪ Examination of the placenta</li> <li>▪ Examination of perineum</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining records &amp; reports</li> <li><input type="checkbox"/> Fourth Stage</li> </ul>		<p>Monitoring and caring of women in labour.</p> <p>Maintenance of partogram.</p> <p>Conduct normal Deliveries.</p> <p>Newborn assessment and immediate care.</p> <p>Resuscitation of newborn.</p> <p>Assessment of risk status of newborn.</p> <p>Episiotomy and suturing.</p> <p>Maintenance of labour and birth record.</p> <p>Arrange for and assist with Caesarean section and care of women and baby during caesarean section.</p> <p>Arrange for and assist with MTP and other surgical procedures.</p>



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Unit	Hrs	Theory	Hrs	Practical
V	4	<b>Assessment and management of women during post natal period</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal puerperium; Physiology, Duration</li> <li><input type="checkbox"/> Postnatal assessment and management               <ul style="list-style-type: none"> <li>• Promoting physical &amp; emotional well being</li> <li>• Lactation management</li> <li>• Immunization</li> <li>• Family dynamics after child-birth.</li> <li>• Family welfare services; methods, counseling</li> <li>• Follow – up</li> <li>• Records and reports</li> </ul> </li> </ul>	1	<b>Examination &amp; assessment of mother &amp; baby</b> Identification of deviations Care of postnatal mother & baby Perineal care Lactation management Breast feeding Baby bath Immunization Teaching postnatal mother: Mother craft, postnatal care Exercises, Immunization
VI	6	<b>Assessment and management of normal neonates.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal neonates;               <ul style="list-style-type: none"> <li>▪ Physiological adaptation,</li> <li>▪ Initial &amp; Daily assessment</li> <li>▪ Essential newborn care ;Thermal control,</li> <li>▪ Breast feeding, prevention of infections</li> </ul> </li> <li><input type="checkbox"/> Immunization</li> <li><input type="checkbox"/> Minor disorders of newborn and its management</li> <li><input type="checkbox"/> Levels of neonatal care (level I,II&amp; III)</li> <li><input type="checkbox"/> At primary, secondary and tertiary levels</li> <li><input type="checkbox"/> Maintenance of Reports &amp;Records</li> </ul>	1	
VII	12	<b>High risk pregnancy assessment &amp; management</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Screening &amp; assessment               <ul style="list-style-type: none"> <li>▪ Ultrasonics, cardio tomography, NST,CST, non-invasive &amp; invasive,</li> <li>▪ Newer modalities of diagnosis</li> </ul> </li> <li><input type="checkbox"/> High – risk approach</li> <li><input type="checkbox"/> Levels of care ; primary, secondary &amp; tertiary levels</li> <li><input type="checkbox"/> Disorders of pregnancy</li> <li><input type="checkbox"/> Hyper- emesis gravidarum, bleeding in early</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
		<ul style="list-style-type: none"> <li>▪ pregnancy, abortion, ectopic.</li> <li>▪ pregnancy, vesicular mole,</li> <li>▪ Ante-partum haemorrhage</li> <li><input type="checkbox"/> Uterine abnormality and displacement.</li> <li><input type="checkbox"/> Diseases complicating pregnancy               <ul style="list-style-type: none"> <li>▪ Medical &amp; surgical conditions</li> <li>▪ Infections, RTI (STD),UTI, HIV, TORCH</li> <li>▪ Gynecological diseases complicating pregnancy</li> <li>▪ Pregnancy induced hypertension &amp; diabetes</li> <li>▪ Toxemia of pregnancy, Hydramnios,</li> <li>▪ Rh incompatibility</li> <li>▪ Mental disorders</li> </ul> </li> <li><input type="checkbox"/> Adolescent pregnancy, Elderly primi and grand multipara.</li> <li><input type="checkbox"/> Multiple Pregnancy</li> <li><input type="checkbox"/> Abnormalities of placenta &amp; cord</li> <li><input type="checkbox"/> Intra – uterine growth –retardation</li> <li><input type="checkbox"/> Nursing management of mothers with high- risk pregnancy</li> <li><input type="checkbox"/> Covid - 19</li> </ul> <p>Maintenance of Records &amp; Report</p>		
VIII	10	<p><b>Abnormal Labour- Assessment and management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disorders in labour               <ul style="list-style-type: none"> <li>▪ CPD &amp; contracted pelvis</li> <li>▪ Malpositions and malpresentations</li> <li>▪ Premature labour, disorders of uterine contraction –precipitate labour prolonged labour</li> <li>▪ Complications of third stage: injuries to birth canal</li> </ul> </li> <li><input type="checkbox"/> Obstetrical emergencies and their management;               <ul style="list-style-type: none"> <li>▪ Presentation &amp; prolapse of cord,</li> <li>▪ Vasa praevia,</li> <li>▪ amniotic fluid embolism,</li> <li>▪ rupture of uterus,</li> <li>▪ shoulder dystocia,</li> <li>▪ obstetrical shock</li> </ul> </li> <li><input type="checkbox"/> Obstetrical procedures &amp; operations;               <ul style="list-style-type: none"> <li>▪ Induction of labour,</li> <li>▪ forceps,</li> <li>▪ vacuum version,</li> <li>▪ manual removal of placenta,</li> <li>▪ caesarean section,</li> <li>▪ destructive operations</li> </ul> </li> <li><input type="checkbox"/> Nursing management of women undergoing obstetrical operation and procedure.</li> </ul>		



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Unit	Hrs	Theory	Hrs	Practical
IX	4	<p><b>Abnormalities during postnatal periods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment and management of woman with postnatal complications <ul style="list-style-type: none"> <li>▪ Puerperial infections,</li> <li>▪ breast engorgement &amp; infections,</li> <li>▪ UTI,</li> <li>▪ thrombi-Embolic disorders,</li> <li>▪ Postpartum haemorrhage,</li> </ul> </li> <li><input type="checkbox"/> Eclampsia and sub involution,</li> <li><input type="checkbox"/> Psychological complications: <ul style="list-style-type: none"> <li>▪ Post partum Blues</li> <li>▪ Post partum Depression</li> <li>▪ Post partum Psychosis</li> </ul> </li> </ul>		
X	8	<p><b>Assessment and Management High risk newborn.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Admission of neonates in the neonatal intensive care units protocols</li> <li><input type="checkbox"/> Nursing management of : <ul style="list-style-type: none"> <li>▪ Low birth weight babies</li> <li>▪ Infections</li> <li>▪ Respiratory problems</li> <li>▪ Haemolytic disorders</li> <li>▪ Birth injuries</li> <li>▪ Malformations</li> </ul> </li> <li><input type="checkbox"/> Monitoring of high risk neonates</li> <li><input type="checkbox"/> Feeding of high risk neonates</li> <li><input type="checkbox"/> Organization &amp; Management of neonatal intensive care units</li> <li><input type="checkbox"/> Maintenance of reports and records</li> </ul>	1	<p>Newborn assessment</p> <p>Admission of neonates</p> <p>Feeding of at risk neonates</p> <p>Katori, spoon, paladi, tube feeding, total parenteral nutrition</p> <p>Thermal management of neonates</p> <p>kangaroo mother care, care of baby in incubator</p> <p>Monitoring and care of neonates</p> <p>Administering medications</p> <p>Intravenous therapy</p> <p>Assisting with Diagnostic procedure</p> <p>Assisting with Exchange Transfusion</p>



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Unit	Hrs	Theory	Hrs	Practical
				Care of baby on ventilator Phototherapy Infection control protocols in the nursery Teaching & counseling of parents Maintenance of neonatal records
XI	4	<b>Pharmaco- therapeutics in obstetrics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indication, dosage, action, contra indication &amp; side effects of drugs</li> <li><input type="checkbox"/> Effect of drugs on pregnancy, labour &amp; puerperium,</li> <li><input type="checkbox"/> Nursing responsibilities in the administration of drug in Obstetrics –Oxytocins, antihypertensive, diuretics, tocolytic agents, anti-convulsants;</li> <li><input type="checkbox"/> Analgesics and anesthetics in obstetrics.</li> <li><input type="checkbox"/> Effects of maternal medication on foetus &amp; neonate</li> </ul>		
XII	7	<b>Family welfare programme</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Population trends and problems in India</li> <li><input type="checkbox"/> Concepts, aims, importance and history of family welfare programme</li> <li><input type="checkbox"/> National Population: dynamics, policy &amp; education</li> <li><input type="checkbox"/> National family welfare programme; RCH, ICDS, MCH. Safe motherhood</li> <li><input type="checkbox"/> Organization and administration; at national state, district, block and village levels.</li> <li><input type="checkbox"/> Methods of contraception; spacing, temporary&amp; permanent, Emergency contraception</li> <li><input type="checkbox"/> Infertility &amp; its management</li> <li><input type="checkbox"/> Counseling for family welfare programme</li> <li><input type="checkbox"/> Latest research in contraception</li> <li><input type="checkbox"/> Maintenance of vital statistics</li> <li><input type="checkbox"/> Role of national, international and voluntary organizations</li> <li><input type="checkbox"/> Role of a nurse in family welfare programme</li> <li><input type="checkbox"/> Training / Supervision/ Collaboration with other functionaries in community like ANMs. LHVs, Anganwadi workers, TBAs (Traditional birth attendant-Dai)</li> <li><input type="checkbox"/> Family planning service for women with suspected or confirmed Covid-19 infection</li> </ul>		Counseling technique  Insertion of IUD  Teaching on use of family planning methods  Arrange for & Assist with family Planning operations  Maintenance of records and reports





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## METHOD OF TEACHING

- Lecture discussion
- Demonstration
- Case discussion/ Presentation
- Health talk
- Projects

## A.V.AID

- Charts
- Graphs
- Models
- Video film

## BIBLIOGRAPHY:

1. Dutta -Text book of Obstetrics. Text book of Gynecology.
2. C.S.Dawn- Textbook of Gynecology Contraception and Demography.
3. Campbell-Gynecology by ten teachers
4. Myles - Text book of Midwives .
5. D.C Dutta .Textbook of Gynaecology. New Central book agency, Kolkata
6. D.C Dutta . Texrbook of obstetrics. New Central Book Agency, Calcutta
7. C S Dawn. "Textbook of Gynecology, contraception and Demography. Dawn Books, Kolkata
8. Ash Monga. Gynaecology by ten Teachers. Book power, London
9. Diane.M.Fraser. Myles Textbook for Midwives, Chruchill Livingstone, US



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## MIDWIFERY AND OBSTETRICAL NURSING PRACTICAL

Fourth year : 180 Hrs

Internship : 240 hrs

**Specific objective: At completion of the course the student is able to:**

1. Able to assessment of antenatal women.
2. Provide nursing care to post natal mother & baby
3. Counsel & teach mother & family for parenthood.
4. Provide nursing care to Newborn at risk.
5. Counsel for responsible Planned Parenthood & provide Family welfare services.

### AREAS FOR CLINICAL EXPERIENCE:

- |                                    |           |
|------------------------------------|-----------|
| 1. Antenatal Clinic / OPD          | - 2 weeks |
| 2. Labour room / Operation theatre | - 4 weeks |
| 3. Post Natal Ward                 | - 4 weeks |
| 4. Newborn Nursery (NICU)          | - 2 weeks |
| 5. Family Planning Clinic          | - 1 week  |

(On rotation from Post Natal Ward)

### ASSIGNMENTS

Plan and give care to 3-4 assigned patients in the assigned clinical areas.

Antenatal Clinic / OPD	Labour room / Operation theatre	Post Natal Ward	Newborn Nursery	Family Planning Clinic
Conduct Antenatal Examinations - 30	Conduct normal deliveries- 20	Give care to post natal mothers-20	Case study-1	IUD insertion-5
Health talk-1	Pervaginal Examination-5	Health talks-1	Observation study-1	Observation Study-1
Case book recordings	Perform and suture the Episiotomies-5	Case study- Case presentation-1		Counselling-2
	Resuscitate newborn-5	Case book recordings		Simulation exercise on recording and reporting-1
	Assist with cesarean section -2			
	Witness abnormal deliveries- 5			
	Assist with MTP and other Surgical procedures-1			
	Case book recordings			



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## MIDWIFERY AND OBSTETRICAL NURSING PRACTICAL

### THEORY (25 marks)

Sr. No	Item	Marks	Weightage	Marks
1	First Term Exam	50	20%	5.0
2	Pre-Final Exam	75	30 %	7.5
3	Seminar	100	50%	12.5
	<b>Total</b>	<b>225</b>	<b>100%</b>	<b>25</b>

### PRACTICAL (50 Marks)

Sr. No	Item	Marks	Weightage	Marks
1	First Term Exam	50	20%	10
2	Pre-Final Exam	100	30 %	15
3	Assignments	850	50%	25
	Health Talk – ANC	25		
	Health Talk – PNC	25		
	Case Presentation-ANC	50		
	Case study – ANC	50		
	Case study –PNC	50		
	Observation Study- New Born	50		
	Observation Study-FPC	50		
	Clinical Evaluation- ANC	100		
	Clinical Evaluation- PNC	100		
	Clinical Evaluation – Labour ward	100		
	Clinical Evaluation – Nursery	100		
	Drug Study	50		
	Case Book	100		
	<b>Total</b>	<b>1000</b>	<b>100%</b>	<b>50</b>



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## MIDWIFERY AND OBSTETRICAL NURSING

*Question Paper Format (University Exam)*

**Grand Total= 75 Marks**

**Section A:**

**Total = 10 Marks**

Q1) Multiple choice question (20 MCQ x ½ mark each)

**Section B:**

**Total = 35 Marks**

Q2) Short Answer Question: 2 Marks Each ( Any Five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( Any five )

( 5 x 5 = 25 marks)

- a.
- b.
- c.
- d.
- e.
- f.

**Section C:**

**Total = 30 Marks**

Q4 ) Long Answer Question: 15marks(Any Two)

(2 x15 = 30 marks)

- a. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- b. i. 2 marks  
ii. 5 marks  
iii. 8 marks
- c. i. 2 marks  
ii. 5 marks  
iii. 8 marks



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## MIDWIFERY AND OBSTETRICAL NURSING

*Question Paper Format (first term)*

**Grand Total= 50 Marks**

**Section A:**

**Total = 05 Marks**

Q1) Multiple choice question (10 MCQ x ½ mark each)

**Section B:**

**Total = 30 Marks**

Q2) Short Answer Question: 2 Marks Each ( Any Five)

(5 x 2 = 10 marks)

- a.
- b.
- c.
- d.
- e.
- f.

Q3 ) Short Notes : 5 Marks each ( Any four )

( 4 x 5 = 20 marks)

- a.
- b.
- c.
- d.
- e.

**Section C:**

**Total = 15 Marks**

Q4 ) Long Answer Question: 15marks(Any One)

(1 x 15 = 15 marks)

- a. i. 2 marks
- ii. 5 marks
- iii. 8 marks
  
- b. i. 2 marks
- ii. 5 marks
- iii. 8 marks



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**MIDWIFERY AND OBSTETRICAL NURSING**

**EVALUATION FORMS AND FORMATS**

(Fourth B.Sc. Nursing)



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## MIDWIFERY AND OBSTETRICAL NURSING

### SEMINAR EVALUATION CRITERIA

Name of the student: \_\_\_\_\_

Topic : \_\_\_\_\_

Audience: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Sr. No.	Factors/ Elements	Rating				
		1	2	3	4	5
I	<b>Subject Matter</b>					
	1) Introduction					
	2) Organization of Content					
	3) Presentation of Topic					
	4) Relevant Examples					
	5) Relevant Statistical data					
	6) Group participation					
	7) Control of group					
II	<b>Physical Arrangement</b>					
	1) Environment					
	2) Classroom Preparation					
III	<b>A.V. AIDS</b>					
	1) Appropriate to subject					
	2) Planning & Preparation					
	3) Proper use of A.V.Aids					
	4) Self – Explanatory					
	5) Attractive					
IV	<b>Presentation Skills</b>					
	1) Voice and Clarity					
	2) Mannerism					
V	<b>Personal Appearance</b>					
VI	<b>References( Books, Journals &amp; Resource Person)</b>					
	<b>Marks</b>					
	<b>Total Marks</b>					

Overall Observation

\_\_\_\_\_

Signature of the Student & Date

Signature of Supervisor & Date



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## FOURTH YEAR B.Sc. NURSING

MIDWIFERY AND OBSTETRICAL NURSING

### EVALUATION FORMAT FOR HEALTH TALK

Name of the student: \_\_\_\_\_

Topic : \_\_\_\_\_

Area of Experience: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Total 100 Marks**

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair

Sl. No	Particular	1	2	3	4	5
I	<b>Planning and organization</b>					
	a) Formulation of attainable objectives					
	b) Adequacy of content					
	c) Organization of subject matter					
	d) Current knowledge related to subject Matter					
	e) Suitable A.V. Aids					
II	<b>Presentation:</b>					
	a) Interesting					
	b) Clear Audible					
	c) Adequate explanation					
	d) Effective use of A.V. Aids					
	e) Group Involvement					
f) Time Limit						
III	<b>Personal qualities:</b>					
	a) Self confidence					
	b) Personal appearance					
	c) Language					
	d) Mannerism					
IV	<b>Feed back:</b>					
	a) Recapitulation					
	b) Effectiveness					
	c) Group response					
	V	<b>Submits assignment on time</b>				
	<b>Marks</b>					
	<b>Total Marks (out of 100) =</b>	<b>Out of 25 =</b>				

**REMARKS:**

Signature of Student with date

Signature of Supervisor with date





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## MIDWIFERY AND OBSTETRICAL NURSING

### ANC CASE STUDY / PRESENTATION FORMAT

1. Demographic data:
  - a) Patient's Name, Age in years, Dr's unit, reg.no, education, occupation, income, religion, marital status, duration of marriage Gravida, para Abortion living, blood group
  - b) Husband: Name, Age, education, occupation, income
2. Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints
3. Contraceptive history:
4. Family history:
5. Diet history:
6. Socioeconomic status
7. Personal habit
8. Psychosocial status
9. Present Complains:
10. History of Illness:
11. Present pregnancy: Date of booking, number of ANC visits, H/O minor ailments
12. Antenatal attendance: Date, weight, pallor, edema, BP, Wt. Ht, presentation/position, FHS, Hb, Urine albumin/sugar, treatment
13. Obstetric history: H/O Previous pregnancy / deliveries, Period of pregnancy, type of labour/delivery, birth weight, PNC condition, remarks.
14. Past medical, surgical history:
15. Physical assessment: General examination: head to foot Obstetric palpation, Auscultation
16. Investigation
17. Treatment
18. Description of disease
19. Therapeutic diet plan
20. Nursing care plan including antenatal advice and discharge planning
21. Nurse's notes
22. Evaluation of care
23. Conclusion
24. References



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## MIDWIFERY AND OBSTETRICAL NURSING PNC CASE STUDY / PRESENTATION FORMAT

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1. Identification data
  - a) Patient: Name, Age in years, Dr's unit, reg.no, education, occupation, income, religion, marital status, duration of marriage, gravida, para, abortion, living, blood group
  - b) Husband: Name, Age, education, occupation, income
2. Present complaints
3. History of illness
4. Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle in days, regularity, amount of flow, LMP, EDD, associated complaints
5. Contraceptive history:
6. Antenatal attendance: Date, weight, pallor, edema, BP, Ut. Ht, presentation/position, FHS, Hb,Urine albumin/sugar, treatment
7. Obstetric history: H/O Previous pregnancy / deliveries, Period of pregnancy, type of labour/delivery, birth weight, PNC condition, Condition of new born, remarks
8. Present pregnancy: Date of booking, number of ANC visits, H/O minor ailments
9. Past medical, surgical history:
10. Family history:
11. Diet history:
12. Socioeconomic status
13. Personal habits
14. Psychosocial status
15. Physical assessment: Mother: General examination: head to foot  
Baby: new born assessment
16. Investigation and Ultrasonography reports
17. Treatment
18. Description of disease
19. Therapeutic diet plan
20. Nursing care plan
21. Nurse's notes
22. Discharge planning and postnatal advice
23. Evaluation of care
24. References



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**KAMOTHE, NAVI MUMBAI**

(Deemed University u/s of UGC Act, 1956)

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## **MIDWIFERY AND OBSTETRICAL NURSING**

### **NEW BORN CASE STUDY FORMAT**

1. Name
2. Date of birth / discharge
3. Reg.no
4. Dr's unit
5. Mother's previous obstetric history
6. Present pregnancy
7. Labour history
8. Baby's birth history
9. General examination: head to foot
10. Daily observation chart
11. Nursing care plan



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## MIDWIFERY AND OBSTETRICAL NURSING

### EVALUATION CRITERIA CASE STUDY

Name of the student: \_\_\_\_\_

Patient Name : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Date: \_\_\_\_\_ Area: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Assessment / Introduction	05	
2	Knowledge & understanding of disease / condition	10	
3	Nursing Process including discharge plan	10	
5	Summary & evaluation	02	
	<b>TOTAL</b>	<b>50</b>	

#### REMARKS:

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Signature of Student with date

Signature of Supervisor with date



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## MIDWIFERY AND OBSTETRICAL NURSING

### EVALUATION CRITERIA CASE PRESENTATION

Name of the student: \_\_\_\_\_

Patient Name : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Date: \_\_\_\_\_ Area: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Assessment / Introduction	05	
2	Knowledge & understanding of disease / condition	10	
3	Presentation skill	10	
4.	Nursing Process	15	
5.	A.V aids	05	
6.	Summary & evaluation	03	
7.	Bibliography	02	
	<b>TOTAL</b>	<b>50</b>	

#### REMARKS:

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Signature of Student with date

Signature of Supervisor with date



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## FOURTH YEAR B.Sc. NURSING

### MIDWIFERY AND OBSTETRICAL NURSING

### Evaluation Criteria for Observation Report

Name of The Student: \_\_\_\_\_

Area: \_\_\_\_\_

Total marks: 50

Date: \_\_\_\_\_

Sr. No.	Criteria	Marks allotted	Marks obtained
1	Introduction	5	
2	Formulation of attainable objectives	5	
3	Adequacy of content	10	
4	Organization of subject matter	15	
5	Recording and reporting of current modalities	10	
6	Overall summary and conclusion	3	
7	Comparison with prescribed norms	2	
	<b>TOTAL</b>	<b>50</b>	

### REMARKS:

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Signature of Student with date

Signature of Supervisor with date



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## MIDWIFERY AND OBSTETRICAL NURSING

### CLINICAL EVALUATION PROFORMA

Name of the student: \_\_\_\_\_

Area of Experience: \_\_\_\_\_

Duration of Experience: \_\_\_\_\_

**Total Marks: - 100**

Scores: - 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor

Sr. No	EVALUATION CRITERIA	Grades			
		4	3	2	1
<b>1</b>	<b>Quality of clinical skill</b>				
1	Able to elicit health history of mother accurately.				
2	Skillful in carrying out physical examination, developmental screening and detecting deviations from normal				
3	Identifies problems & sets priorities and grasps essentials while performing duties				
4	Able to plan and implement care both preoperatively and post operatively.				
5	Applies principles in carrying out procedures & carries out duties promptly.				
6	Has technical competence in performing nursing procedures.				
7	Able to calculate and administer medicines accurately				
8	Resourceful and practices economy of time material and energy.				
9	Recognizes the role of play in children and facilitates play therapy in hospitalized children				
10	Observes carefully, reports & records signs & symptoms & other relevant information				
11	Uses opportunities to give health education to patients & relatives				
<b>II</b>	<b>Application of knowledge</b>				
12	Possess sound knowledge of obstetric conditions.				
13	Has sound knowledge of scientific principles				
14	Has knowledge of normal and abnormal labour.				
15	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.				
16	Takes interest in new learning from current literature & seeks help from resourceful people.				
<b>III</b>	<b>Attitude to Co-workers and patients</b>				
17	Works well as member of nursing team				



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Sr. No	EVALUATION CRITERIA	Grades			
		4	3	2	1
18	Gives assistance to other in clinical situations				
19	Understands the patient as an individual				
20	Shows skills in gaining the confidence & cooperation of mother and relatives, tactful and considerate				
<b>IV</b>	<b>Personal &amp; Professional Behaviour</b>				
21	Wears clean and neat uniform and well groomed				
22	Arrives and leaves punctually.				
23	Demonstrates understanding of the need for quietness in speech and manner				
24					
25	Is notably poised and effective even in situations of stress.				
	<b>Marks</b>				
	<b>Total Marks</b>				

Grade

Very good	=	70 % and above
Good	=	60 – 69 %
Satisfactory	=	50- 59 %
Poor	=	Below 50 %

**REMARKS:**

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**Signature of Student with date**

**Signature of Supervisor with date**





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## **MIDWIFERY AND OBSTETRICAL NURSING**

### **FORMAT FOR DRUG STUDY**

1. Index of drug
2. Introduction
3. Classification of drugs
4. Factors affecting action of drugs
5. Name of the drug (Trade & Pharmaceutical name)
6. Preparation, strength, dose and route
7. Indications and contraindications
8. Actions
9. Adverse effects and drug interactions
10. Nursing responsibility
11. Conclusion
12. References



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## MIDWIFERY AND OBSTETRICAL NURSING

### EVALUATION CRITERIA – DRUG STUDY

Name of the student: \_\_\_\_\_

Patient Name : \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Date: \_\_\_\_\_ Area: \_\_\_\_\_

Sl. No	TOPIC	Max. Marks	Marks obtained
1	Planning and organization	05	
2	Content	15	
4	Conclusion & References	05	
	TOTAL	25	

#### REMARKS:

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Signature of Student with date

Signature of Supervisor with date



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## MIDWIFERY AND OBSTETRICAL NURSING

### CASE BOOK

Sr. No	Case Book Contents	No. Of cases
1	Antenatal examinations	30
2	Conducted normal deliveries	20
3	PV examinations	05
4	Episiotomy & suturing	05
5	Neonatal resuscitations	05
6	Assist with caesarean section	02
7	Witness / assist abnormal deliveries	05
8	Post natal cases nursed in hospital / health centre / home	20
9	Insertion of IUCD	05

All cases should be certified by teacher on completion of essential requirements.

## INTERNSHIP

### MDWIFERY AND OBSTETRICAL NURSING- PRACTICAL

**Placement:** Internship

**Total hours:** Practical-240 hrs

Objective: At the end of the course the students are able to provide comprehensive care to mothers and neonates.

Area	Duration in wks	Assignment
Labour Ward	2 wks	Completion of case book
NICU	1 wk	Completion of assignment
Antenatal OPD	1 wk	Completion of case book
Antenatal ward	1 wk	Completion of case book



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## **B.Sc. NURSING PROGRAMME**

**GUIDELINES FOR PRACTICAL EXAMINATION**





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**Signature of Examiner with date**



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B.Sc. NURSING CURRICULUM

## PRACTICAL EXAMINATION MARKSHEET

### FISRT B.Sc. NURSING

Exam Centre: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Seat No.	Internal Examiner				External Examiner				Total Marks
	Procedure Assessment	Viva	OSPE	Total	Procedure Assessment	Viva	OSPE	Total	
	20	20	10	50	20	20	10	50	

Signature of Internal Examiner:

Signature of External Examiner:



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**Date:**

**Date:**







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B.Sc. NURSING CURRICULUM

## PRACTICAL EXAMINATION MARKSHEET

### SECOND B.Sc. NURSING

Exam Centre: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Seat No.	Internal Examiner				External Examiner				Total	Total
	Procedure Assessment	Viva	Nursing Process	OSPE	Procedure Assessment	Viva	Nursing Process	OSPE		
	15	20	5	10	15	20	15	10		

Signature of Internal Examiner: \_\_\_\_\_

Signature of External Examiner: \_\_\_\_\_



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**Date:**

**Date:**





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**Signature of Examiner with date**



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B.Sc. NURSING CURRICULUM

## PRACTICAL EXAMINATION MARKSHEET

### THIRD B.Sc. NURSING

Exam Centre: \_\_\_\_\_

Subject: \_\_\_\_\_ Date: \_\_\_\_\_

Seat No.	Internal Examiner				External Examiner				Total	Total
	Procedure Assessment	Viva	Nursing Process	OSPE	Procedure Assessment	Viva	Nursing Process	OSPE		
	15	20	5	10	15	20	5	10	100	50

Signature of Internal Examiner:

Signature of External Examiner:

Date:

Date:







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**Signature of Internal Examiner:**

**Signature of External Examiner:**

**Date:**

**Date:**



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Annexure-18 of AC-41-2021

**FOURTH YEAR B.Sc. NURSING**  
**INTEGRATED INTERNSHIP**  
**CLINICAL EVALUATION PROFORMA**

Name of the student: \_\_\_\_\_

Name of the hospital: \_\_\_\_\_

Ward / Dept: \_\_\_\_\_ Duration of Experience: \_\_\_\_\_

TOTAL:- 100 Marks

**Annex-3**

Scores:- 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely, 1 = Never

Sr. No.	EVALUATION CRITERIA	Grades				
		5	4	3	2	1
<b>I</b>	<b>Application of knowledge</b>					
1	Possess sound knowledge of patient conditions and treatment					
2	Has sound knowledge of scientific principles					
3	Prioritizes patient care					
4	Has knowledge of current treatment modalities inclusive of medicine, surgery, pharmacology and dietetics.					
5	Takes interest in new learning from current literature & seeks help from resourceful people.					
<b>II</b>	<b>Quality of clinical skill</b>					
6	Provides care based on priority needs					
7	Follows infection control Protocols while performing procedures					
8	Has technical competence in performing nursing procedures.					
9	Resourceful and practices economy of time material and energy.					
10	Observes carefully, reports & records signs / symptoms & other relevant information.					
11	Uses opportunities to give health education to patients & relatives					
<b>III</b>	<b>Attitude to Co-workers and Patients</b>					
12	Works well as member of health team					
13	Accepts criticism Positively					
14	Maintains confidentiality and privacy.					
15	Shows skill in gaining confidence & cooperation of patients and relatives tactfully and is considerate.					
<b>IV</b>	<b>Personal &amp; Professional Behaviour</b>					
16	Wears clean , neat uniform and well groomed					
17	Arrives and leaves punctually.					
18	Accepts responsibilities to undertake new tasks					
19	Is notably poised and effective even in situations of stress					
20	Influential & Displays persuasive, assertive leadership behaviour.					

Remarks:

Signature of Ward Incharge  
Date :

Signature of Faculty  
Date :

Signature of Student  
Date:

Signature of Nursing Superintendent  
Date:



# MGM INSTITUTE OF HEALTH SCIENCES

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