ELECTIVE MODULES

BSc Nursing Program

(Modular content outline)
LIST OF ELECTIVE MODULES

III & IV Semesters: To complete any one elective by end of 4th semester across 1st to 4th semesters
1. Human values
2. Diabetes care
3. Soft skills

V & VI Semesters: To complete any one of the following before end of 6th semester
4. CBT
5. Personality development
6. Addiction psychiatry
7. Adolescent health
8. Sports health
9. Accreditation and practice standards
10. Developmental psychology
11. Menopausal health
12. Health Economics

VII & VIII Semesters: To complete any one of the following before end of 8th semester
13. Scientific writing skills
14. Lactation management
15. Sexuality & Health
16. Stress management
17. Job readiness and employability in health care setting

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)
HUMAN VALUES

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge and attitude towards inculcating human values.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Understand the concept and importance of human values.
2. Analyze the impact of human values in family, society and profession.
3. Apply human values in education and clinical practice.

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| I    | 4            | Explain the concept of human values, nature and types | **Introduction**  
  - Introduction to human values - Definition and nature of human values  
  - Types of human values - Different categorization  
  - Instrumental and extrinsic values  
  - Personal and professional values  
  - Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence |  
  - Lecture cum discussion  
  - Discuss some of the human values having universal relevance  
  - Value clarification exercise  
  - Role play | Quiz |
| II   | 4            | Understand the significance of human values and in nursing  
Identify the difference between human, ethical and moral values | **Importance of human values**  
  - Need and importance of human values  
  - Functions of values  
  - Reflection on individual values  
  - Human values, ethical values and moral values - differences and similarities |  
  - Reflective exercises and report  
  - Sharing in groups  
  - Discuss lessons from the lives and teachings of great leaders, reformers and administrators | Evaluation of reflective report/group work report |
| III  | 2            | Explore the role of human values in family and society | **Role of human values in family and society**  
  - Family values  
  - Social standards  
  - Influence of family and society |  
  - Lecture cum discussion | Short answers |
| IV   | 4            | Discuss the role of educational institutions in inculcating human values | **Role of education and human values**  
  - Teachers as role model  
  - Development of accountability, appreciation and helping nature  
  - Discipline as a human value  
  - Value education strategies |  
  - Lecture cum discussion  
  - Case scenario and discussion | MCQ  
  - Short answers |
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| V    | 4           | Explain the core values at workplace and apply in clinical settings | **Professional Values**  
• Professional values - examples  
• Professional values and Value development in nursing  
• Core values at workplace, application in clinical settings and implications | • Case scenario and discussion  
• Application in clinical practice - Refection | • Evaluation of assignment |
| VI   | 2           | Explain the influence of culture on values | **Values and cross cultural influence**  
• Cultural values  
• Universal application  
• Universal declaration of human values and human rights | • Lecture cum discussion  
• Case scenario and discussion | • Short answers |

**ASSESSMENT METHODS:**
- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
DIABETES CARE

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Understand the concept of NCDs and relevant national programs.
2. Review the pathophysiology and clinical diagnostic criteria for diabetes.
3. Analyze the diabetes treatment options such as medication, diet, exercise and life style modifications.
4. Apply the principles and demonstrate self-management skills to achieve diabetes control.
5. Identify onset of complications and provide means of seeking appropriate and timely help.
6. Demonstrate understanding of recent updates in diabetes.

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<tr>
<td>I</td>
<td>2</td>
<td>Explain the concept of NCDs and national NCD programs</td>
<td><strong>Introduction</strong>&lt;br&gt;- Introduction to Diabetes as Non communicable disease burden - global &amp; national - Review&lt;br&gt;- Diabetes risk factors, preventive measures &amp; risk reduction measures&lt;br&gt;- Role of nurse in national programs relevant to Diabetes prevention, control and care</td>
<td>• Lecture cum discussion&lt;br&gt;• Directed reading and assignments</td>
<td>• Quiz</td>
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<tr>
<td>II</td>
<td>4</td>
<td>Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria</td>
<td><strong>Pathophysiology and diagnosis of Diabetes</strong>&lt;br&gt;- Review - structure &amp; functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue &amp; kidney)&lt;br&gt;- Relationship between blood glucose and insulin&lt;br&gt;- Prediabetes condition&lt;br&gt;- Types of Diabetes - Type I &amp; II&lt;br&gt;- Screening&lt;br&gt;- Symptoms&lt;br&gt;- Diagnostic Criteria</td>
<td>• Review&lt;br&gt;• Case scenario and discussion&lt;br&gt;• Sharing in groups</td>
<td>• Evaluation of group work report</td>
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<tr>
<td>III</td>
<td>4</td>
<td>Discuss the available treatment options</td>
<td><strong>Diabetes treatment options</strong>&lt;br&gt;- <em>Life style modifications</em>&lt;br&gt;- <em>Diet therapy</em>&lt;br&gt;- <em>Exercise</em>&lt;br&gt;- <em>Medical therapy</em>&lt;br&gt;○ Oral antidiabetic agents used to treat diabetes&lt;br&gt;○ types, actions, side effects and contraindications</td>
<td>• Drug study&lt;br&gt;• Written assignments</td>
<td>• Quiz&lt;br&gt;• Test paper&lt;br&gt;• Evaluation of written assignments</td>
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<td>IV</td>
<td>3</td>
<td>Identify complications and provide timely support in management of complications</td>
<td><strong>Complications of diabetes</strong>&lt;br&gt;Diagnosis and management of:&lt;br&gt;- Hypoglycemia&lt;br&gt;- Hyperglycemia&lt;br&gt;- Diabetic ketoacidosis&lt;br&gt;- Macrovascular complications&lt;br&gt;- Diabetic retinopathy&lt;br&gt;- Diabetic nephropathy&lt;br&gt;- Neuropathy&lt;br&gt;- Gestational diabetes in pregnancy</td>
<td>Lecture cum discussion&lt;br&gt;Case study</td>
<td>Short answers&lt;br&gt;Essay&lt;br&gt;Case study reports</td>
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<td>V</td>
<td>5</td>
<td>Identify the challenges of living with diabetes&lt;br&gt;Achieve effective self-management skills</td>
<td><strong>Self-Management</strong>&lt;br&gt;- Challenges of living with diabetes&lt;br&gt;- Role of self-care in diabetes management&lt;br&gt;- Effective self-management skills to attain and maintain diabetes control&lt;br&gt;- Monitoring blood glucose levels -methods to monitor diabetes control and analysis of blood glucose patterns&lt;br&gt;&lt;br&gt;<strong>Nutrition therapy</strong>&lt;br&gt;- Nutritional needs of patients with diabetes&lt;br&gt;- Nutritional assessment&lt;br&gt;- Determination of body mass index (BMI), waist-to-hip ratio&lt;br&gt;- Meal planning methods&lt;br&gt;- Problems associated with diet therapy&lt;br&gt;&lt;br&gt;<strong>Physical activity</strong>&lt;br&gt;- Role of exercise in diabetes management&lt;br&gt;- Components of exercise prescription&lt;br&gt;- Exercise needs assessment&lt;br&gt;- Types of exercises&lt;br&gt;- Benefits of yoga for people with diabetes&lt;br&gt;- Strategies to prevent hypoglycemia during or after exercise&lt;br&gt;&lt;br&gt;<strong>Medication therapy</strong>&lt;br&gt;- Lecture cum discussion&lt;br&gt;- Demonstration&lt;br&gt;- Practice&lt;br&gt;- Meal planning&lt;br&gt;- Role play</td>
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<td>Short answers&lt;br&gt;OSCE&lt;br&gt;Assessment of meal plan</td>
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<td>VI</td>
<td>2</td>
<td>Update the knowledge on diabetes, its management and care</td>
<td>Recent updates in diabetes - Oral health and diabetes, Managing diabetes during disasters, Recent update on treatment and care modalities</td>
<td>Lecture cum discussion, Directed reading</td>
<td>MCQ, Short answers</td>
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<td>Discuss the role of diabetes educator</td>
<td>Role of diabetes educator in diabetes care, education, counseling and management</td>
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<td>Identify the role of complementary therapies</td>
<td>Complementary therapies</td>
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**ASSESSMENT METHODS:**
- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Meal planning) - 10 marks

**LEARNING RESOURCES:**
- Facilitator manual for training nursing staff on “Prevention and Management of Non-Communicable Diseases” developed by People to People Health Foundation (PPHF), 2019
SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

DESCRIPTION: This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and team work.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

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| I    | 4            | Identify & perform personal, professional & Social Etiquette | Personal Etiquette:  
• Grooming and personal hygiene  
• Body language-Postures & facial expressions  
• Punctuality and respectfulness  
• Manners  
Professional Etiquette:  
• Meeting etiquette  
• Workplace etiquette  
• communication etiquette-Oral & written  
Social Etiquette:  
• What is Social Etiquette?  
• Why are social skills important?  
• Types of social skills  
• Conversational skills - Greetings, listening, interacting  
• Common courtesies - Thank you, No thank you, Excuse me, May I  
• Social skill defects  
Other types:  
• Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class  
• Virtual classroom etiquette  
• Social media etiquette | • Demonstration return demonstration | • Feedback from faculty and co-students |
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| II   | 2            | Illustrate Telephone Etiquette | Telephone etiquette:  
- Introduce yourself first  
- Clarity of speech  
- Active listening and take notes  
- Use appropriate language  
- Remain cheerful | Demonstration return  
- Demonstration | Anonymous Assessment |
| III  | 3            | Learn & apply Presentation skills. | Presentation Skills:  
- Introduction  
- Types of Presentation Skills  
- Structure  
- Importance of Presentation skills  
- Making a Presentation  
- Delivering a Presentation | Lecture with discussion | Sample presentations |
| IV   | 2            | Empowered in Public Speaking | Public Speaking:  
- Elements of Public Speaking  
- Types of Public Speaking  
- How do you begin a speech  
- How do you make your speech good  
- Factors of Public Speaking | Lecture & Demonstration return  
- Demonstration | Health talk |
| V    | 2            | Practice appropriate time management and use planning tools | Time management:  
- Know how to spend time  
- Set priorities  
- Using a Planning Tool  
- Getting Organised/Schedule time appropriately | Roleplay | Adherence to Timeline |
| VI   | 2            | Incorporate Motivational skills in practice | Motivational skills:  
- Forming and Changing Habit  
- Gratitude  
- Positivity  
- Mindfulness | Lecture with discussion | 360 degree Feedback |
| VII  | 2            | Develop Decision making skills | Decision making skills:  
- What is Decision making skills  
- The 5 Decision making skills  
- Styles of Decision making  
- How to develop decision making | Role play | Critical thinking Competencies |
| VIII | 2            | Demonstrate Teamwork in workplace | Team work:  
- Differentiate team/teamwork  
- Examples of team work skills  
- Working with different teams  
- Build a team in your workplace environment | Lecture with discussion | Feedback from colleagues |

**ASSESSMENT METHODS:**
- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Time management/presentation/etiquette) - 10 marks
COGNITIVE BEHAVIOURAL THERAPY (CBT)

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.

LEARNING OUTCOMES:
On completion of the module, the student will be able to:
1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

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| I    | 6            | Explain the concept and techniques of CBT | Concepts and Techniques of CBT  
- Concept - Definition  
- Techniques and applications of CBT  
- Factors influencing effective delivery of CBT  
- CBT Model  
- The therapeutic relationship and setting goals with clients | Lecture and Discussion  
Role play  
Demonstration | Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals |
| II   | 4            | Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model | The Cognitive Model  
- Three levels of thoughts  
- Automatic thoughts - development and tracking  
- Designing and implementing experiments to test automatic thoughts  
- Biofeedback in CBT | Lecture cum discussion  
Assignment on automatic thoughts and its testing | Evaluation of assignment |
| III  | 5            | Describe strategies to identify and respond to cognitions including dysfunctional cognitions | Identifying, Evaluating and Responding to Cognitions  
- Socratic questioning - Technique of questioning  
- Behaviour experiments - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc. | Lecture cum discussion  
Role play  
Assignment on identifying and responding to dysfunctional cognitions | Evaluation of assignment |
| IV   | 5            | Formulate thought records and action plans | Designing Effective Action Plans and Thought Records  
- Thought records components  
- Action plan components  
- Identifying underlying and new core beliefs and assumptions  
- Facilitating completion of the action plan and reviewing the action plan at the next session | Lecture cum discussion  
Role play | Skills check: Formulate thought records and action plans and prepare worksheets |
ASSESSMENT METHODS:
- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Establishment of therapeutic relationship with client on CBT/Formulating thought records or action plans) - 10 marks

LEARNING RESOURCES:

Websites:
http://focus.psychiatryonline.org/cgi/content/full/4/2/173
http://www.learncognitivetherapy.com/cognitive_therapy.htm

NB:
- Brief notes on the content is attached below.

CORSE CONTENT (Brief notes below)

UNIT I (6 Hours): CONCEPTS AND TECHNIQUES OF CBT

Concept: CBT is based on the concept that mental disorders are associated with characteristic alterations in cognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focused techniques, interaction of thoughts, feelings and behaviour.

Techniques and Applications of CBT
CBT is a cognitive technique and behavioural technique.

Application – wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, pain etc.)

Factors influencing effective delivery of CBT
Collaboration, formulation, homework etc.

The CBT model

Basic Cognitive Behaviour Model
The therapeutic relationship and setting goals with clients

- Assessment, person education, goal setting, practice of strategies, homework
- Collaborative therapy relationship

Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals (Role play)

UNIT II (4 Hours): THE COGNITIVE MODEL

Three levels of thoughts: automatic thoughts, underlying assumptions and schemas

Understanding interplay between levels of thought and moods, behaviour, physical functions and practice

Automatic thoughts - development and tracking

- Moment to moment unplanned thoughts
- Explain and clarify identification of automatic thoughts with examples from thought records/worksheets
  
  E.g: questions that include
  
  a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
  b. Circle hot thought

Designing and implementing experiments to test automatic thoughts

- Using scale or rating for automatic thoughts

Biofeedback in CBT

- Role and significance of Biofeedback in CBT

Skills Check: Assignment on automatic thoughts and its testing

UNIT III (5 Hours): IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS

- Gathering evidence that supports and do not support the hot thoughts
- Actively search for information that contradicts the hot thoughts
- Writing all evidence for supporting that hot thoughts are not 100% true
- Identifying alternative or balanced thinking

Socratic questioning

- Technique of questioning

Behaviour experiments

Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.

Skills check: Assignment on identifying and responding to dysfunctional cognitions

UNIT IV (5 Hours): DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS

Thought records components: situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now

Action plan components: Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress

Identifying a problem in life that a person would like to change and writing an action plan

Identifying underlying and new core beliefs and assumptions

- Identify core beliefs by looking for themes in thought record
- Test by looking for evidence
- Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence

Facilitating completion of the action plan and reviewing the action plan at the next session

- Motivating the clients to complete the plans

Skills check: Assignment on Formulate thought records and action plans
PERSONALITY DEVELOPMENT

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one’s own personality, understand others in their surroundings and bring positive change in life.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Describe how personality develops
2. Define various stages of personality development
3. Describe basic personality traits and personality types
4. Analyze how personality affects career choices
5. Describe methods for changing personality
6. Enumerate personality disorders
7. Demonstrate skills in identifying personality disorders
8. Utilize knowledge in knowing self and others and improve relationship with others
9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs

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<td>I</td>
<td>2</td>
<td>Describe how personality develops Explain factors contributing to personality development</td>
<td>Introduction to personality development • Definitions • Components of personality • Importance of personality in achieving goals and success in life • Factors influencing personality development o Biological factors o Environmental factors • Nature vs Nurture concept in personality development</td>
<td>• Lecture and Discussion method • Guest lecture</td>
<td>• Test paper • Quiz</td>
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<tr>
<td>II</td>
<td>5</td>
<td>Enumerate stages of personality development from infancy to late adulthood Explain various theories of personality development</td>
<td>Stages and theories of personality development • Development of personality from infancy to late adulthood • Theories of personality development o Psychoanalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality</td>
<td>• Lecture and Discussion method</td>
<td>• Test paper</td>
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<tr>
<td>III</td>
<td>3</td>
<td>List various types of personalities</td>
<td>Assessment of personality • Types of personalities</td>
<td>• Lecture and Discussion method</td>
<td>• Visit report • Written exam</td>
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<td>Describe effects of illness on personality change</td>
<td>● Personality changes due to illness ● Personality assessment</td>
<td>• Visit to clinical psychology department • Guest lecture</td>
<td>● Case discussion</td>
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<td>Describe various personality assessments</td>
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<td>IV</td>
<td>5</td>
<td>Discuss personality and career success</td>
<td><strong>Personality and career success</strong> ● Role of personality and career success ● Methods of changing personality traits ○ Personal growth and self-efficacy ● Personality characteristics required for a nurse ● Nursing implications of personality</td>
<td>• Lecture and Discussion method</td>
<td>• Written exam</td>
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<td>Explain various methods of changing personality traits</td>
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<td>Explain nursing implications of personality</td>
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<td>V</td>
<td>5</td>
<td>Explain various personality disorders</td>
<td><strong>Personality disorders</strong> ● Definition ● Types ● Signs and symptoms ● Medical management ● Nursing management ● Psycho-social therapies</td>
<td>• Lecture and Discussion method</td>
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**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
ADDITION PSYCHIATRY

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 Credit (20 hours)

THEORY: 06 hours

CLINICAL: 14 hours

DESCRIPTION: This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc.
2. Describe the classification of Psychoactive Substances
3. Describe various etiological factors of substance related disorders
4. Identify the psycho social issues of the individuals with substance use disorders.
5. Identify treatment related adverse effects and emergencies and manage them effectively
6. Demonstrate skill in managing patients with substance use disorders.
7. Apply nursing process in caring for patients with substance related disorders.
8. Utilize available support to rehabilitate needy individuals.

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<tr>
<td>I</td>
<td>6 (T) 14 (P)</td>
<td>Explain and demonstrate skill in assessment of individuals with substance use disorders: Substance use disorders, assessment and management • Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. • Classification of Psychoactive Substances • Factors associated with substance related disorders • Psychosocial problems associated with substance use • Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach • Treatment related adverse effects and emergencies • Introduction to technology addiction and its management • Nursing Management of patients with substance use disorders • Rehabilitation issues</td>
<td>• Lecture cum discussion • Counseling Techniques • Disease model of addiction - Assignment • 2 day posting/visit to a de-addiction centre</td>
<td>• Perform assessment of individuals in in-patient or out-patient and write assessment report • Assessment of assignment • Performing health education at schools, colleges and other selected working areas - evaluation of education</td>
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CLINICAL: 14 hours

Clinical Practice Competencies:

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

1. Assess individuals with substance use disorders
2. Identify risk factors of an individual and plan measures of management and relapse prevention
3. Inform, teach, and guide patients and their families

ASSESSMENT METHODS:

• Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
• Assignments - 10 marks
• Assessment of skills (Assessment of individuals with substance use disorders/health education) - 10 marks
ADOLESCENT HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)
THEORY: 10 hours
LAB: 2 hours
CLINICAL: 8 hours

DESCRIPTION: This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Describe the normal growth and development during adolescence
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promoting the development of life skills among adolescents
4. Identify the developmental needs of adolescents
5. Demonstrate skills in Identifying the developmental and Psychosocial issues and challenges during adolescence
6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
7. Demonstrate skills in communicating with adolescents
8. Develop competency in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders
10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

CONTENT OUTLINE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hours)</th>
<th>Learning Outcomes</th>
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<th>Teaching/Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>I</td>
<td>2 (T) 2 (CL)</td>
<td>Describe the normal growth and development during adolescence. Assess the physical, reproductive and sexual changes during adolescence. Promoting the development of life skills among adolescents.</td>
<td><strong>Growth and development of adolescents</strong>&lt;br&gt;• Review of Principles of Growth and Development&lt;br&gt;• Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes&lt;br&gt;• Promoting Growth and Development of Adolescents&lt;br&gt;• Development of life skills among adolescents</td>
<td>• Discussion &amp; Demonstration&lt;br&gt;• Visit to the School or Family with Adolescent&lt;br&gt;• Perform assessment of Adolescent in School or Family and write assessment report</td>
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<td>II</td>
<td>1 (T) 1 (Lab)</td>
<td>Discuss the nutritional requirements of adolescents, food habits and food.</td>
<td><strong>Nutritional needs of adolescents</strong>&lt;br&gt;• Nutritional requirements of adolescents&lt;br&gt;• Food habits and food fads prevalent in the adolescent.</td>
<td>• Discussion&lt;br&gt;• Demonstration&lt;br&gt;• Plan a One day Menu for an adolescent</td>
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<td>Unit</td>
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</table>
| III  | 2 (T) 2 (CL) | Identify the developmental needs of adolescents  
Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence | **Developmental needs of Adolescents**  
- Developmental needs of Adolescents  
- Developmental issues during Adolescence  
- Psychosocial issues during Adolescence  
- Challenges during Adolescence  
- Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges | • Discussion  
• Demonstration  
• Visit to the Family with Adolescent | • Visit report |
| IV   | 1 (T) 1 (Lab) 2 (CL) | Demonstrate skills in communicating with adolescents  
Develop competency in providing the Guidance and Counselling to adolescents | **Communication, guidance and counseling**  
- Communicating with adolescents  
- Guidance and Counselling  
- Role of Parents | • Discussion  
• Demonstration  
• Role Play | • Assessment of role play |
| V    | 2 (T) 2 (CL) | Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders | **Common health problems including mental health problems**  
- Common health problems among adolescents  
- Adjustment & conduct disorders  
- Mental disorders  
- Eating disorders  
- Substance use disorders | • Lecture cum discussion  
• Visit to the Adolescent Clinic | • Visit report |
| VI   | 2 (T) | Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS | **Reproductive and sexual health issues**  
- Reproductive and sexual health issues during adolescence  
- Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception  
- Sexually transmitted disorders, HIV/AIDS | • Lecture cum discussion | • Short answers |
CLINICAL: 8 hours

Clinical Practice Competencies:
On completion of the module, the students will be able to:
1. Assesses the growth and development of adolescent
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promote the development of life skills among adolescents
4. Identify and guide the parents to meet the developmental needs of adolescents
5. Demonstrate skills in communicating with adolescents
6. Identify the developmental and Psychosocial issues and challenges during adolescence
7. Identify the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
8. Demonstrate skills in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents
10. Identify selected reproductive and sexual health issues of adolescents

ASSESSMENT METHODS:
- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of adolescent/One day menu planning for adolescent) - 10 marks
SPORTS HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours
PRACTICAL: 5 hours

DESCRIPTION: This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Demonstrate understanding of sports health.
2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.
3. Participate effectively as a member of sports health team.
4. Understanding the importance of conditioning and sports injuries Rehabilitation.

CONTENT OUTLINE

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<td>II</td>
<td>5 (P)</td>
<td>To assess the sports injury and provide emergency care</td>
<td>• Field work</td>
<td>• Evaluation of written field work</td>
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</table>

ASSESSMENT METHODS:
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
ACCREDITATION AND PRACTICE STANDARDS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

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<tr>
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</thead>
</table>
| I    | 5            | Describe the Quality assurance mechanism in nursing | Quality assurance in Nursing  
- Review the current trends and practices of quality assurance in nursing  
- Definition and significance of quality assurance  
- Process of quality assurance  
- Components of quality assurance model  
- Methods of quality assurance evaluation  
- Quality assurance models of nursing in India  
- Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance | Lecture cum discussion | MCQ  
Short answers  
Essay |
| II   | 5            | Explain the process of accreditation | Accreditation  
- Definition of accreditation  
- The concepts of accreditation  
- Objectives of accreditation  
- Significance of accreditation  
- Types of accreditation  
- Accreditation process  
- Criteria for accreditations/Principal areas to be assessed  
- National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IEEA, JCI, NABH etc. | Lecture cum discussion | MCQ  
Short answers  
Essay |
| III  | 5            | Describe the accreditation standards for nursing institutions | Accreditation Standards for nursing institutions  
- Definition of standards | Lecture cum discussion | MCQ  
Short answers  
Essay |
<table>
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<th>Unit</th>
<th>Time (Hours)</th>
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</table>
| IV   | 5           | Explain about the nursing practice standards and their rationale | Nursing Practice standards  
- Code of ethics and professional conduct for nurses in India  
- ICN - Code of ethics  
- Definition of practice standards  
- National and international standards for nursing practice  
  - INC standards for practice  
  - National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed))  
  - ICM standards for professional Midwifery Practice  
  - ICN global standards for practice  
- International nursing excellence - Magnet Recognition program, JCI standards  
- India - NABH nursing excellence standards | Lecture cum discussion | MCQ  
- Short answers  
- Essay  
- Visit to NAAC or NABH accredited nursing institutions and health care facility  
- Visit report |

**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks  
- Assessment of assignments/skills - 20 marks  

**LEARNING RESOURCES:**
- UGC guidelines  
- NACC guidelines  
- NABH manual  
- JCI manual  
- INC, ICN, ICM & WHO websites - For education and practice standards
DEVELOPMENTAL PSYCHOLOGY

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviours of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

LEARNING OUTCOMES:
On completion of the module, the student will be able to
1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

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<tr>
<td>I</td>
<td>2</td>
<td>Describe growth and development</td>
<td>Introduction&lt;br&gt;• Definition - Growth and development&lt;br&gt;• Definition - Developmental psychology&lt;br&gt;• Difference between growth and development&lt;br&gt;• Dimensions of growth and development&lt;br&gt;• Stages of development&lt;br&gt;• Principles of development&lt;br&gt;• Characteristics of development&lt;br&gt;• Factors influencing the growth and development&lt;br&gt;• Scope of developmental psychology</td>
<td>• Review&lt;br&gt;• Lecture cum discussion</td>
<td>• Long Essay&lt;br&gt;• Short Essay</td>
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<td>II</td>
<td>2</td>
<td>Explain the theories related to the development of an individual</td>
<td>Theories related to development&lt;br&gt;• Sigmund Freud Psychosexual development&lt;br&gt;• Erik Erikson Psychosocial development&lt;br&gt;• Piaget theory of cognitive development&lt;br&gt;• Kohlberg’s theory of moral development</td>
<td>• Lecture cum discussion</td>
<td>• Long Essay&lt;br&gt;• Short Essay</td>
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<td>III</td>
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<td>Describe prenatal development and special concerns related to the prenatal development</td>
<td>Prenatal development&lt;br&gt;• Term: Prenatal development&lt;br&gt;• Stages of prenatal development&lt;br&gt;• Principles of hereditary and twins mechanism</td>
<td>• Lecture cum discussion</td>
<td>• Long Essay&lt;br&gt;• Short Essay</td>
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<td>IV</td>
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<td>Explain the</td>
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<td>Factors affecting the prenatal development</td>
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<td>Process of labour</td>
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<td>Complications during labour that affects the transition period</td>
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<td>Postnatal period</td>
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<td>Complications in postnatal period that affects the transition period</td>
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<td>Measures to reduce the risk during prenatal development, process of labour and postnatal period</td>
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<td>Genetic counselling</td>
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<td>Explain the</td>
<td>Early childhood</td>
<td>Lecture cum discussion</td>
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<td>Special concerns in infancy</td>
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<td>Remedial measures: Prevention and management</td>
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<td>Newborn care and its significance</td>
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<td>Parenthood</td>
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<td>Low birth weight and its developmental consequences</td>
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<td>Early infant stimulating programme</td>
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|      |              |                    | • Lower order basic needs according to Maslow and its significance  
|      |              |                    | • Parent child bonding and its significance  
|      |              |                    | • Toilet training and its significance  
| VI   | 2            | Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood | **Middle and late childhood**  
|      |              |                    | • Definition - School going children  
|      |              |                    | • Normal characteristics of School going children  
|      |              |                    | • *Dimensions of growth and development in middle and late childhood*:  
|      |              |                    | o Physical and motor development  
|      |              |                    | o Cognitive development or intellectual development  
|      |              |                    | o Emotional development  
|      |              |                    | o Social development  
|      |              |                    | o Language development  
|      |              |                    | o Moral or character development  
|      |              |                    | • Special concerns in school going children  
|      |              |                    | • Remedial measure: Prevention and management  
|      |              |                    | • Role of discipline in moral development  
|      |              |                    | • Role of play in the process of development  
|      |              |                    | • Effect of parental employment in the process of development  
|      |              |                    | • Effect of mass media in the process of development  
|      |              |                    | • Role of peer group in the process of development  
|      |              |                    | • Role of behavioural technique in the process of development  
|      |              |                    | • Parenting style and its significance  
|      |              |                    | • School based mental health programme and services  
|      |              |                    | • Teacher student relationship and its significance  
|      |              |                    | • Lecture cum discussion  
|      |              |                    | • Role play  
|      |              |                    | • Long Essay  
|      |              |                    | • Short Essay  
| VII  | 3            | Discuss the characteristics, dimensions of development and special concerns related to adolescence | **Adolescence**  
|      |              |                    | • Definition - Adolescence and puberty  
|      |              |                    | • *Review*:  
|      |              |                    | o Physiological and hormonal changes  
|      |              |                    | o Sexual maturation: primary and secondary characteristics  
|      |              |                    | o Psychological impact of puberty  
|      |              |                    | • Need for understanding the adolescence  
|      |              |                    | • Normal characteristics of adolescence  
|      |              |                    | • Misunderstanding about adolescence  
|      |              |                    | • Lecture cum discussion  
|      |              |                    | • Debate  
|      |              |                    | • Long Essay  
|      |              |                    | • Short Essay  

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<th>Teaching/Learning Activities</th>
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|      |              |                   | • Adjustment and adolescence  
  |              |                   | • *Dimensions of development in adolescence*:  
  |              |                   |   o Cognitive development or intellectual and mental development  
  |              |                   |   o Personality development  
  |              |                   |   o Emotional development  
  |              |                   |   o Social development  
  |              |                   |   o Moral development  
  |              |                   | • Special concerns in adolescence  
  |              |                   | • Remedial measure: Prevention and management  
  |              |                   | • Role of peer group or gang in the process of development  
  |              |                   | • Role of parent, family and its relationship in the process of development  | Lecture cum discussion  
  | VIII | 2              | Explain the characteristics, dimensions of development and special concerns related to adulthood | Adulthood  
  |      |              |                   | • Definition - Early adulthood and middle adulthood  
  |      |              |                   | • Physical changes in adulthood  
  |      |              |                   | • Cognitive changes in adulthood  
  |      |              |                   | • Personality development in adulthood  
  |      |              |                   | • Emotional development in adulthood  
  |      |              |                   | • Social development in adulthood  
  |      |              |                   | • Unique issues in adulthood: career, marriage, parenthood  
  |      |              |                   | • Special concerns in adulthood  
  |      |              |                   | • Remedial measure: Prevention and management  | Panel discussion  
  |      |              |                   | • Short Essay  |
| IX   | 2            | Describe the dimensions of development and special concerns related to elderly | Elderly  
  |      |              |                   | • Definition - Geriatric, Elderly  
  |      |              |                   | • Theories of elderly  
  |      |              |                   | • Physiological changes in elderly  
  |      |              |                   | • Psychosocial changes in elderly  
  |      |              |                   | • Special concerns in elderly  
  |      |              |                   | • Remedial measure: Prevention and management  
  |      |              |                   | • Terminal illness and elderly  
  |      |              |                   | • Death and dying: Grief, palliative and hospice care  | Lecture cum discussion  
  |      |              |                   | • Panel discussion  
  |      |              |                   | • Case study  
  |      |              |                   | • Visit to the old age home  | Essay  
  |      |              |                   | • Short answers  
  |      |              |                   | • Evaluation of Visit report/case study report  |

**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
MENOPAUSAL HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 credit (20 hours)
THEORY: 10 hours
CLINICAL: 10 hours

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to
1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

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<th>Teaching/Learning Activities</th>
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</table>
| I    | 1 (T)        | Understand the concept and types of menopause | Introduction  
  - Definition - menopausal health  
  - Concept and types of menopause | Lecture | Objective test |
| II   | 2 (T)        | Analyze the endocrinal changes during menopause | Role of hormones in menopause  
  - Effect of hormones such as estrogen, androgen  
  - Progesterone and gonadotrophin | Lecture | Short answers  
  Objective test |
| III  | 2 (T)        | Describe Organ changes  
  Organ changes during menopause  
  - Changes in the organs  
  - Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra  
  - Loss of muscle tone | Lecture  
  Written assignment | Short answers |
| IV   | 2 (T) 4 (CL) | Assess women to identify menopausal signs and symptoms | Assessment of menopausal women  
  - History and physical examination  
  - Diagnostic tests  
  - Documentation | Lecture  
  Assessment of women | Short answers  
  Evaluation of assessment |
| V    | 3 (T) 6 (CL) | Describe management | Management of menopause  
  - Identification of menopause  
  - Management of the symptoms  
  - Education and counseling of women and families  
  - Hormone replacement therapy | Lecture cum discussion  
  Case presentation | Short answers  
  Evaluation of Case report |
CLINICAL: 10 hours

**Clinical Practice Competencies:**
On completion of the course, the students will be able to
1. Counsel the women and her families
2. Understand the endocrinology of menopause
3. Perform the assessment and diagnose the women and plan proper nursing care
4. Educate the women about self care
5. Prepare the women for hormone replacement therapy

**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
HEALTH ECONOMICS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.

LEARNING OUTCOMES: On completion of the module, the student will be able to
1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyze the concept of cost in health care.
6. Discuss financing system of health care services in India.

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</table>
| I    | 2            | Understand the meaning and purpose of Economics and Health Economics | Introduction to Economics  
- Definition and meaning  
- Dimensions of economics  
- Micro and Macro-economics  
- Positive and Normative economics | Lecture cum discussion | MCQ  
Short answers |
| II   | 4            | Explain the basic concepts, focus and areas of health economics  
Discuss the Implications of economic development to the health care services  
Describe the factors that contribute to health problems in India and their solution | Introduction to Health Economics  
- Concept of health economics  
- Scope of Health economics  
- Focus of health economics  
- Areas of health economics  
- The economics of health and health care service, health and economic development.  
- Implications of economic development to the health care services  
- Mechanism and sources of health financing in the country.  
- Causes of health problems in India.  
- Solutions to health problems | Lecture cum discussion  
Case study | MCQ  
Short answers  
Essay |
| III  | 4            | Explain the concept and types of cost  
Describe Cost benefit analysis and Cost-effectiveness analysis in health care | Cost of Health Care  
- Concept of cost, types of costs  
- Opportunity cost, total fixed and variable cost, average marginal and sunk cost  
- cost benefit analysis and cost effectiveness analysis | Lecture cum discussion  
Case study | Short answers |
<table>
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</thead>
</table>
| IV   | 4            | Understand the basic concept of financial management | Demand and Supply in Health Care  
- Concept of demand, need, supply, input, output, production function, industry and market  
- Structure of health care industry  
- Characteristics of health care services market  
- Demand side and supply side  
- Factors affecting demand  
- Factors influencing demand for medical care  
- Factors affecting supply |  
- Lecture cum discussion  
- Assignment on Demand for medical care |  
- MCQ  
- Evaluation of Assignment |
| V    | 6            | Describe the sources of financing of health care services  
Discuss various health insurance schemes  
Explain the role of state and central government on financing of health care services. | Financing of Health Care in India  
- Financing system and allocation  
- Sources of financing of health care services  
- Health plans and outlays, the relative role of state and central government on financing of health care services  
- Factors influencing the state’s ability to finance health care services  
- Role of voluntary organizations in health care  
- Public Private Partnership in providing services in health care |  
- Lecture cum discussion  
- Assignment - role of voluntary organizations in health care |  
- Short answers  
- Evaluation of assignment |

**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
SCIENTIFIC WRITING SKILLS

PLACEMENT: VII & VIII SEMESTER

Credit & Hours: 1 Credit (20 hours)
THEORY: 12 hours
PRACTICAL/LAB: 8 hours

DESCRIPTION: This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

LEARNING OUTCOMES: On completion of this module, the student will be able to
1. Get inspiration and motivation to write effectively, concisely and clearly.
2. Understand the process and basics of scientific writing and publishing.
3. Equip them with skills to cite and manage references.
4. Write scientific manuscript for publication in indexed national/international journals.
5. Apply the principles in grant writing.

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<tbody>
<tr>
<td>I</td>
<td>2 (T)</td>
<td>Get motivated to write</td>
<td>Basics of good writing</td>
<td>• Discussion</td>
<td>• Quiz</td>
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<tr>
<td></td>
<td>2 (L)</td>
<td></td>
<td>• What makes good writing - choice of words, components of sentences and sentence structure, using tenses</td>
<td>• Review of news article</td>
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<td>• Clarity, brevity and fitness - punctuation, paragraphs, logic and organization</td>
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<td>• Motivation for writing</td>
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<td>II</td>
<td>2 (T)</td>
<td>Explain the basics and principles writing a scientific manuscript</td>
<td>Basics of writing a scientific manuscript</td>
<td>• Lecture cum discussion</td>
<td>• Quiz</td>
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<td></td>
<td>2 (L)</td>
<td></td>
<td>• Definition and types</td>
<td>• Reading scientific literature-Exercise</td>
<td>• Test paper</td>
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<td>• Characteristics - clear, simple and impartial</td>
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<td>• Reading scientific literature</td>
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<td>• General Principles:</td>
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<td>o Ask right questions</td>
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<td>o Avoid jargon where possible</td>
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<td>o Focus on your reader</td>
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<td>o Don’t show off</td>
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<td>o Create a compelling opening paragraph</td>
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<td>o Be confident</td>
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<td>o Learn how to KISS (Keep it short and simple)</td>
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<td>o Get active - Use the active voice rather than the passive one.</td>
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<td>o Check for errors</td>
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<td>o Use a style guide - writing style, referencing style</td>
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<td>o Tools for reference management</td>
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<td>III</td>
<td>2 (T)</td>
<td>Develop skills in preparing conference</td>
<td>Writing for conferences and publications</td>
<td>• Discussion</td>
<td>• Test paper</td>
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<td>• Conferences</td>
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<td>I</td>
<td>4 (T) 4 (L)</td>
<td>Develop skills in</td>
<td>Writing a research paper</td>
<td>Lecture cum discussion/ Workshop on writing</td>
<td>• Assessment of the written manuscript for publication</td>
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<td>writing a research paper</td>
<td>• General principles</td>
<td>Exercise on writing an abstract</td>
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<td>• Writing an Abstract</td>
<td>Exercise on writing an effective discussion</td>
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<td>• IMRAD format -</td>
<td>Writing exercise for preparation of research paper for publication</td>
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<td>o Discussion</td>
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| IV   | 2 (T) 2 (L) | Develop beginning skills of preparing a grant proposal with basic understanding | Overview of grant writing | Exercise: Identify grant opportunities | Evaluation of the exercise |
|      |              |                    | • Purposes  | Exercise: write a grant proposal |                     |
|      |              |                    | • Funding opportunities |                            |                     |
|      |              |                    | • Principles |                            |                     |
|      |              |                    | • Writing a grant proposal |                            |                     |

**ASSESSMENT METHODS:**

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
LACTATION MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in lactation management. It also helps students to develop competency in providing quality care to the lactating women and their families.

LEARNING OUTCOMES: On completion of the module, the student will be able to:
1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breast feeding.
5. Discuss the advantages of breast feeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

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</table>
| I    | 2 (T)        | Review the anatomy of breast | Anatomy of breast-Review  
• Concept and anatomy of breast | • Use of models  
• Discussion | • Objective test  
• Short answers |
| II   | 2 (T)        | Explain the Physiology of lactation | Physiology of lactation  
• Physiology of lactation  
• Benefits of breast feeding | • Discussion | • Short answers  
• Objective test |
| III  | 4 (T) 8 (CL) | Provide quality nursing care | Management of lactation  
• Quality nursing care to patient for lactating women  
• Well balanced diet  
• Technique of breast feeding  
• Prevention of breast engorgement | • Demonstration  
• Discussion  
• Case presentation | • Short answers  
• Objective test  
• Case report |
| IV   | 2 (T) 2 (L)  | Provide health education | Health education on  
• Diet during lactation  
• Breast care  
• Clothing  
• Personal hygiene etc. | • Case method  
• Demonstration | • Case report |

CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:
1. Provide quality nursing care to lactating women
2. Develop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
SEXUALITY AND HEALTH

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)
THEORY: 16 hours
PRACTICAL: 4 hours

DESCRIPTION: Sexuality and Health is an elective module for nursing students who wish to make a future in sexual Health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/blood borne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

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</table>
| I    | 3            | Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs. Describe the changes that occur during puberty; secondary sexual characteristics. | Introduction to Sexuality -  
   - Anatomy of the human reproductive system and the basic functions; fertilization, conception.  
   - Changes during puberty (physical, emotional and social)  
   - Secondary sexual characteristics | Lecture cum discussion | Short answers  
   Objective test |
| II   | 3            | Examine and evaluate the risk factors associated with exposure to blood-borne diseases. | Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis  
   - Sharing needles  
   - Body piercing  
   - Tattooing  
   - Helping someone who is bleeding etc. | Lecture cum discussion  
   Role play  
   Group Discussion | Short answers  
   Objective test |
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</table>
| III  | 3            | Determine ‘safer’ sex practices | ‘Safer’ sex practices:  
- Communicate with partner  
- Maintain abstinence  
- Limit partners  
- Access/use condoms/ contraceptives properly  

Strategies to reduce sexual risk:  
- Abstain from drugs and alcohol, date in groups, use assertive behavior  
- Expectations & commitments in a relationship  
- Role of trust and ways to establish trust in a relationship  | • Lecture cum discussion | • Short answers  
• Objective test |
|       |              | Develop strategies to reduce sexual risk |  |  |  |
|       |              | Explain the role of trust and ways to establish trust in a relationship |  |  |  |
| IV   | 5            | Analyze the implications and consequences of sexual assault on a victim | Sexual assault/abuse  
Implications and consequences of sexual assault on a victim  
- Child sexual abuse  
- Sexual assault of boys  
- Incest  
- Intimate partner sexual abuse  
- Rapes  
Legislation related to sexual assault in India  
- Criminal Law amendment Act -2013  
- Sexual Harassment at workplace  
- Protection of children against sexual offences  | • Lecture cum discussion  
• Case discussion | • Short answers  
• Objective test  
• Guest lecture  
• Reading/written assignments |
|       |              | Explain the legislations related to sexual assaults in India |  |  |  |
| V    | 2            | Develop understanding and skills on sexual health education | Sexual Health Education  
- Health education - principles and application  
- Health education on safer sex practices  
- Counselling the sexually assaulted/abused child/adolescent/adults  | • Observe/practice at the education/ counseling clinic/centre | • Evaluation of the report |
| VI   | 4 (P)        | Develop skills in assessment of sexually abused victim and provide sexual health education | • Sexual health education - adolescents and young adults  
• Assessment of sexually abused victim - child/adolescent/adult  | • Clinical field  
• Assessment of sexually abused victim  
• Sexual health education |  |

**ASSESSMENT METHODS:**  
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks  
- Assessment of assignments/skills - 20 marks
STRESS MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)
Theory: 15 hours
Practical: 5 hours

DESCRIPTION: This module is designed to enhance the understanding of students about stress and its effects on human behavior and physiology. Further, it discusses techniques and implementation of stress management in personal and professional life.

LEARNING OUTCOMES:
On completion of the module, the student will be able to:
1. Describe stress and stressors.
2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affecting the personal and professional life.
5. Utilize effective stress reduction techniques.

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</table>
| I    | 3 (T) 1 (P)| Describe stress and stressors. | Introduction  
• Concept of stress, definition  
• Types of stress: positive, negative  
• Various sources of stress: environmental, social, physiological, psychological  
• Types of stressors: internal and external | • Lecture cum discussion  
• Practice session on identifying own stressors | • Short answers  
• Objective test  
• Assessment of practice sessions |
|      |            | Identify the causes of unwanted stress. |                                                                       |                                                                                           |                                                                                   |
| II   | 5 (T) 1 (P)| Understand how stress works and its effects on human behavior and physiology | Stress and its effect on human physiology and behaviour  
• Body’s response to stress: Hans Selye’s General Adaptation Syndrome  
• Stress Cycles: distress and wellness cycle  
• Cognitive appraisal of stressors  
• Stress symptoms: emotional, behavioural, physical  
• Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis  
• Assessing stress levels Holmes - Rahe - life change index | • Lecture cum discussion  
• Practice session assessment of stress level of self and peer group, scoring & classifying the risk. | • Short answers  
• Essay types  
• Preparing stress assessment scale |
| III  | 5 (T) 1 (P)| Develop techniques to avoid stress affecting the personal and professional life. | Stress avoidance techniques  
• Individual difference in resistance to stress: optimism & pessimism  
• Strategies of stress prevention | • Lecture cum discussion  
• Practice session  
• Role play on Conflict | • Assessment of the skills based on the check list  
• Short answers |
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</table>
| IV   | 2 (T) 2 (P) | Utilize effective stress reduction techniques | **Stress reduction strategies**  
- Utilizing stress reduction techniques  
- Relaxation techniques: abdominal breathing, progressive relaxation, massage  
- Biofeedback  
- Autogenic training-self hypnosis  
- Visualization and mental imagery  
- Enhance self esteem  
- Support groups | Management/Use of problem-solving approach for professional problem | Essay types |

**ASSESSMENT METHODS:**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks
JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

LEARNING OUTCOMES: On completion of the module, the student will be able to
1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

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</table>
| I    | 2            | Explain about the Nursing career and various roles in nursing | **Introduction**  
- Nursing - A Career in Life  
- Roles and responsibilities of an employee  
- Adaptation towards working environment  
- Career Guidance - Employment opportunities in Nursing | • Lecture cum discussion | • Essay on career opportunities |
| II   | 5            | Describe the characteristics and values that an individual must have before they can do a job effectively. | **Employability Skill**  
- Job-readiness attributes  
  - Communication skill  
  - Technological skill  
  - Teamwork skill  
  - Interpersonal skill  
  - Critical thinking and Problem-solving skill  
  - Planning and organizing skill  
  - Conceptual and analytical skill  
  - Self confidence  
  - Inter profession practice  
  - Work psychology-positivity workplace attitude  
  - Stress awareness and management  
- Soft skills | • Lecture cum discussion  
• Role playing | • Practical assessment |
| III  | 5            | Describe the safe care and skills required to manage the workforce environment | **Complexity of care**  
- Safe Practice  
- Practice within scope of practice  
- Management of workload  
- Ability work effectively within the health care team  
- Legal and ethical boundaries | • Lecture cum discussion  
• Written assignment on scope of practice | • Assessment of assignment |
| IV   | 3            | Explain the importance of employability towards meeting | **Autonomy and Supervision**  
- Autonomy - Accountability, Responsibility, Recognition of scope of practice  
- Supervision/Delegation | • Lecture cum discussion | • Quiz |
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</table>
| V    | 5            | Enumerate the subject knowledge required to provide quality care. | **Application of Knowledge**  
- Generalist Nursing Knowledge  
- Knowledge on Quality Care  
- Knowledge on Ethical aspects  
- Knowledge on Legal aspects  
- Critical Appraisal  
- Knowledge seeking behaviours | • Lecture cum discussion | • Self-discovery exercise |

**ASSESSMENT METHODS**
- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks