

"Every handicraft has to be taught not merely mechanically as is done today, but scientifically. This is to say, the child should learn the why and wherefore of every process." - Gandhi's Philosophy of Education

ABOUT THE COURSE

The Basic Nursing and Palliative Care Course is intended to offer training to students at the Higher Secondary level with the knowledge and skills in basic nursing procedures, first aid, geriatric care palliative care, and community health.

According to the World Health Organisation, the average life expectancy at birth of the global population is 71 years. In Kerala, the average life expectancy is more than 71 years and the greater longevity of life give rise to more complex health concerns. There is also a paradigm shift in disease pattern from communicable diseases to non communicable diseases and emergence and re-emergence of diseases. In the social scenario, breaking up of extended families into nuclear units, less number of children in each family, people going abroad in search of jobs, changes in food habits, changes in work culture, influence of westernisation in our culture, increase in population, increased incidence of accidents etc. had contributed to various physical and psychological health problems. The health scenario all over the world is changing rapidly and the health policies are being framed to reduce hospital stay and focus on promotive and preventive aspects of health. To tackle these challenges we need more human resources. Nowadays, the health care industry is facing severe shortage of skilled manpower. Insufficient knowledge and lack of skill leads to mistakes that adversely affect the health of the people.

Basic Nursing and Palliative Care course is designed in such a way that after the successful completion of the course, the students can provide quality promotive, preventive and curative health care at nursing homes, assisted living, hospice, homes, hospitals, schools, industries, community based long-term care, other long-term care settings and health projects to the needy population in and out of the country.

There is ample scope and opportunities for nursing professionals all over the world as it is described as one of the most dignified profession. This curriculum helps students to inculcate a positive attitude towards nursing profession and make them eligible to join higher studies in nursing. This course gives a sound foundation for those who aspire nursing as their profession.

FOR JOB ROLES (CAREER PATH)

After the completion of Basic Nursing and Palliative Care course, job roles are available in Government/ Semi government and Private sector

institutions. As the need for health care outside hospital is increasing, those who successfully complete Basic Nursing and Palliative Care course can also explore various self employment opportunities available in the society.

GOVT/SEMI GOVT SECTOR/PRIVATE SECTOR

1. First Aid/Emergency Medical Care Provider
2. Emergency Medical Technician - Ambulances, Rescue Team, Disaster Management Team, Emergency Care Department
3. General Duty Assistant /Skilled Nurse Assistant/Nursing Aide/Patient Care Assistant/ Clinical Nursing Care Assistant
4. Nursing Assistant in Defence Services
5. Home Health Aid/Home Healthcare Attendant/Home Based Health Care
6. School Health Assistant/Hygienist
7. Palliative Care Provider
8. Geriatric Care Provider
9. Community/Public Health Care Provider
10. Diabetic Educator
11. Anganawadi Worker
12. Anganawadi Helper
13. Basic Health Volunteer [Equivalent to Accredited Social Health Activist (ASHA)]
14. Care Giver in Well Baby Clinics
15. Centralised Sterile Services Department (CSSD) Assistant
16. Operation Theatre Assistant
17. Front Office Assistant in a Health Care Setting
18. Lab Technical Assistant in VHSE Department

SELF EMPLOYMENT

Entrepreneurship in

1. Day Hospital/ Centres (For Elderly, Mentally Ill Patients, Persons With Dementia)
2. Foster Homes (Voluntary Family)
3. Group Homes (For Mentally Ill Recovering Patients)
4. Half Way Homes (For Patients who No Longer Need the Full Services of a Hospital)
5. Respite Care
6. Self Help Groups (Eg: Alcoholic Anonymous)
7. Hospices

SUBJECT APPROACH

Health care is based on principles drawn from the biological, physical, social and behavioral sciences. Health is a state of complete physical, mental, social and spiritual well-being and not merely the absence of disease or infirmity. Nursing is a profession, which collaborates with other health professions in helping individuals, families and society to prevent illness, to maintain and promote optimum health, to recover and rehabilitate from illness or disability, adapt to unchangeable limitations and assist for a peaceful death in terminal illness.

With the rapid growth in the population coupled with the requirement for better health care facilities, there is an unending demand for health care professionals in India and abroad. This curriculum equips students to provide basic promotive, preventive, curative and rehabilitative in the health care both hospital and in the community.

Basic Nursing and Palliative Care course is a stepping stone to higher levels of nursing education. Therefore this curriculum informs students about the scope of nursing education. After the successful completion of the two year course they are eligible to join any professional programs in nursing.

This curriculum emphasises on the continued development of student as an individual, a citizen as well as a health care provider and contribute positively to the progress of the nation.

Objectives

- The aim of the course is to select students with potentials and aptitude in nursing and provide necessary knowledge, environment and experience.
- To develop knowledge in biological, physical, social and behavioural sciences and apply it in meeting the health needs of the individual and society.
- To acquire skill in care of sick, prevention of disease, promotion of health, rehabilitation and in meeting emergency situations in cooperation with others in hospital and community.
- To prepare students with a sound educational background to assist the professional nurses as care provider.
- To develop the ability to use communication skills effectively and to maintain good inter-personal relationship.
- To develop an appreciation and awareness of the need for further professional education in nursing and for self and professional development.

LEARNING APPROACH

1. The learning process has to be learner centred, activity oriented and enabling learners to acquire skills and efficiency.
2. It should help to acquire more operational skills based on previous knowledge and experience.
3. It should assimilate the up-to-date technological developments in the field of health care delivery system.
4. Learning approach shall enable the learner to develop multiple intelligence.

LEARNING ENVIRONMENT

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Students learn in a wide variety of settings such as classrooms, outside-of-school locations and outdoor environments. Learning environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging and personal safety.

A classroom or schoolroom is a room in which classes are held in educational institutions. The classroom should be designed to keeping in mind the interest and development of learner so as to ensure his/her participation in various learning activities. Every activity should be - learner oriented. A conducive environment should be created. The freedom to employ suitable learning strategies which are learner centred and activity - based taking into consideration the development and growth in the learning ambience rests with the teacher.

Nursing Learning Laboratory provides a hands-on learning environment for students. Students must learn nursing skills in Nursing Learning Laboratory using manikins and simulation models. Opportunities must be provided for students to practice with each other under close supervision by faculty. Equipment in the learning lab must be same as the equipment currently in use at healthcare facilities where students have clinical placements.

Clinical Learning Environment (CLE) is an important factor in clinical education of nursing students. The teaching and learning should focus on directly involving, patients and their problems. Students must be given as much clinical exposure as possible so that they will get hands-on learning opportunities to exercise clinical skills.

Community also provides hands - on learning opportunities for students. This includes providing promotive, preventive and curative healthcare at homes, elderly care homes, hospices, rehabilitation centres, schools, work places, public places like markets, shopping malls, etc.

Teaching - Learning Strategies

The Kerala School Curriculum 2013 focussed on child - centered, process-related, activity - oriented and value based approach. It laid stress on the learning outcomes at the cognitive, process, attitudinal and value domains. The teacher has the freedom to employ logical and variegated learning strategies during the transaction process. It gives importance to ensuring the learning outcomes to all learners. Based on these learning outcomes continuous and comprehensive evaluation is recommended. The curriculum also lays emphasis on the code of professional ethics for teachers.

With regard to learning process the following points are given importance.

1. The learners relate their previous knowledge to the knowledge they newly construct.
2. Knowledge construction has to be at individual and community levels.
3. The differential needs of the learners are to be addressed by selecting and adapting learning activities.
4. Learning and assessment are complimentary to each other.
5. Learning process should aim at the all round development of the learner.

With all the above ends in view, the learning strategies are so designed and to be implemented. The learning activities proposed are diversified in their nature but is ensured to engage all learners both the gifted as well as the slow pace learners.

In this view, the following are some of the learning strategies proposed for transacting the learning outcomes in a learner centered experiential manner in Basic Nursing and Palliative Care course.

DISCUSSION

Discussion is a natural part of the transaction between teacher and student. In the process approach it has a significant role. Discussions are essential for the student to share new findings, ideas and conclusions at each stage of learning with fellow students and teachers and to assess progress.

Group discussion is an ideal method to inculcate social consciousness, cooperation, democratic attitude, friendliness, open mindedness and compromising attitude which are the ultimate aims of education. It helps the development of communication skill, of hypotheses formulation designing of experiments and analytical skills.

General discussion is a method where discussion proceeds based on the thought provoking questions raised by the teacher addressing the whole class. Based on the random responses, teacher and students move ahead with the development of concepts. The teacher consolidates the concepts/ideas discussed in the class.

SEMINAR

Reporting is a core component of learning science. In a seminar, data relating to a specific topic is collected, analysed and presented as paper for the benefit of others. It helps the learner to improve his/her communication skills and provides opportunities for collection of secondary data and for drawing conclusions. It is useful in cultivating interests and attitude in topics related to Basic Nursing and Palliative Care and in personality development. Topics chosen for seminars may be contemporary and should have social relevance.

DEBATE

After presenting a controversial topic, arguments in favour and against are put forward and a detailed analysis of facts is done by both sides in a debate. The selection of the debate topic must be done very carefully. A controversial topic (one which can be viewed from two different standpoints) is suitable for debate. Both viewpoints must help in cultivating certain positive attitudes in students. For example "Joint family provides more protection to members than a nuclear family" can be selected as a topic for debate.

EXPERIMENTS

An experiment familiarizes the students with the method of science and develops the process skills. It serves the following aims.

- Development of process skills
- Ability to handle science equipments
- Development of interest in science, sense of responsibility, aptitude and attitude
- Providing direct experience

For an experiment 'Growth of microorganism'; student collects swabs from nose, mouth and desk. Culture them and visualize them under microscope and make notes in activity log.

BRAINSTORMING

Brainstorming is a large or small group activity that encourages students to focus on a topic and contribute to the free flow of ideas.

1. The teacher may begin a brainstorming session by posing a question or a problem, or by introducing a topic.
2. Students then express possible answers, relevant words and ideas.

- Contributions are accepted without criticism or judgment and usually summarised on a whiteboard by the teacher or a scribe as the ideas are called out.
- These ideas are then examined, usually in an open class discussion format.

DEMONSTRATION

This method of teaching is based on the simple, but sound principle that we learn by doing. Students learn physical or mental skills by actually performing those skills under supervision. An individual learns to write by writing, to weld by welding, and to fly an aircraft by actually performing flight maneuvers, to do a nursing procedure by doing it. Students also learn mental skills, such as speed reading, by this method. Skills requiring the use of tools, machines, and equipments in clinical area are particularly well suited to this instructional method

ASSIGNMENTS

Assignments are learning activities helping to achieve the curriculum objectives and also lead the pupil from the present level to a higher level of learning.

Assignments may be: writings, drawings, construction of models etc. In assignments involving construction of models, a note on methods used in construction may also be submitted. For example: The preparation of model of heart.

The discussion and planning may be carried out in classroom to complete the assignments in time. Clarifications may be given about the sources. Teacher may provide the sources if needed.

SURVEY

This strategy involves collection of data from the group under study (book, person, materials etc.). It develops the social interaction and communication ability of the learner. It also provides a scope for discovery learning. Steps involved in survey are:

- Objectives of the survey
- Selection of area for survey/sampling frame
- Selection of survey method
- Direct method
- With help of questionnaire/schedule
- Tabulation and analysis
- Consolidation and presentation

As part of Basic Nursing and Palliative Care curriculum, a survey can be conducted to find out the prevalence of life style diseases in a particular area.

OUTDOOR LEARNING

Field Trip

Field-trip is a visit especially planned for its possible contribution to the objectives of the curriculum, course, project, lesson or other unit of instructions. Field trip is one of the most concrete and most realistic educational procedures. It is one of the oldest methods used even by the early Greek teachers.

An educational trip is defined as 'an educational procedure by which the students obtain first hand information by observing places, objects, phenomena or activities and process in their natural setting, to further learning.

As part of Basic Nursing and Palliative Care curriculum field trips can be conducted to hospitals, water treatment plant, local self government offices, Milma plant, etc.

On-the-Job Training (OJT) is a unique programme of VHSE where students get industrial exposure in their respective fields. It provides hands-on experience and awareness about latest field level trends related to each vocational course which cannot be taught in classroom situations. OJT helps the students to understand the application of their vocational knowledge and skill in different field level situations properly. Also students can understand the nature of their job roles in different institutions and fields, interaction with different groups, job prospects etc. In Basic Nursing and Palliative Care course, On-the-job training can be given at various health care settings like hospitals, primary care centres, palliative care centres etc. where the students can practice their clinical skills.

ROLE PLAY

Role playing as a teaching methodology is the conscious acting out and discussion of the role in the group. In the classroom, a problem situation is briefly acted out so that the individual student can identify with the characters.

Purposes of Role-Play in Nursing

1. To convey information
2. To develop specific skills
3. To develop a situation for analysis
4. To prevent alternative courses of action

5. To prepare for meeting future situations
6. To develop understanding of points of view of others
7. Increasing their insight into typical ways of dealing with them

COLLECTION

Collection is a continuous learning activity, which ensures complete participation of students. The collected items may be specimens, pictures, charts, ideas, data, etc. Collection provides direct experiences in learning. An exhibition of collected materials will help to strengthen the concept.

PROJECT

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently. Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion that can help to solve the problem. Thereby learner learns the topic through his own effort. An other advantage of these learning activities is that it helps the learner to scientifically handle problematic situations. It helps in the development of scientific thinking and thereby builds up the students' aptitude for the subject.

SERVICE CUM TRAINING CENTRES (STC'S)/LEAD (LEARN EARN AND DEVELOPMENT) CENTRES

Service cum Training Centres/ Learn Earn and Development Centres are considered as a methodology of providing an educational experience which links the world of work with the teaching learning process, so that students not only gain relevant skills and attitudes but - also the necessary hands on experience to use skills in producing goods and services. This modality also promotes the capacity to earn through the use of skills. The services usually provided in a service cum training centre of Basic Nursing and Palliative care course are:

1. First aid for minor ailments
2. Blood Pressure monitoring
3. BMI monitoring
4. Development and dissemination of health education materials
5. Health education etc.

VOCATIONAL EXPO

Vocational expo is conducted mainly for the promotion and sale of the products and to provide various services by the students of vocational higher secondary courses. The products to be exhibited will be the direct outcome of the production/Service-cum-training centres of vocational higher secondary schools. Expos are usually conducted at school level, regional level and state level.

The teacher has the freedom to employ any suitable strategy to transact a particular content area, provided she/he should ensure that the prescribed learning outcome is achieved by all the learners. Each learning activity should be designed in such a way that there is provision for continuous assessment to promote better learning. There should be slots for assessment as learning and assessment for learning. The learning evidences or learning products should be clearly specified while framing the activities.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Today information and communication technology has an important role in the construction and dissemination of knowledge. This is made possible through gathering of information, analysis and varied presentations. Information communication technology (ICT) and learning will enable students of Basic Nursing and Palliative Care to progress and be equipped with the life-long learning skills required to provide safe evidence based care. Through this, it can also be ensured that learners acquire ICT skills.

Virtual labs are very useful in situations where real and complex practical activities become impractical. The teachers should adapt their current education methodologies and teaching strategies to incorporate e-learning and Information Communication Technology (ICT)

INCLUSIVE EDUCATION

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

There should be provision for catering the academic needs of all categories of children. Children of socially and economically marginalized people must be given scholarships, learning materials and hostel facilities or accommodation at subsidized rate or free of cost. The parents and society have a crucial role in promoting the level of learning of all children. For this, the teacher should explore all

possibilities for utilizing the resources of the community for enhancing better learning for all children.

ACTIVITY LOG

The student carries out a number of activities as part of learning. Observations, collections, data organisations in tables, analysis, consolidation and reports are some of activities. The activity log is a record of all activities that the student carries out in process based learning - problems faced, methods adopted to solve them and conclusions drawn. It is useful to the student as well as to others who want to evaluate the work and progress of the students.

The student must record all the information about activities. The activity log must help to record data systematically to analyse the collected data and to consolidate the ideas so as to share it with others.

In short, the activity log is expected to be a comprehensive record of learning of a year. It is a record of all the learning experiences in the subject that a student has undergone during a year.

HEALTH AND WELLNESS CLUB

Health and Wellness Clubs in schools can favourably influence the habits, attitude and knowledge relating to an individual and community. These clubs can modify our behaviour towards the attainment of optimum health.

Activities

1. Formulation of health policy for school
2. Selection of health leaders who make sure that students adopt healthy practices in and outside the classroom
3. Preparation of health calendar
4. Observe health related days as per health calendar. - World Disability Day, No Tobacco Day, Blood Donation Day, World AIDS Day is observed with multifarious activities like Poster-making, Slogan writing, Essay-writing, Debate and Declamation for students to spread awareness on these vital issues
5. Healthy recipe contest for staff members
6. Medical camp for students
7. Health talk by experts, Guidance and Counseling services for parents and students
8. Practice of yoga, aerobic exercise and other mental and physical fitness programmes

LIBRARY

Effective learning of nursing requires activities that need extensive time for collection of secondary sources, analysis and drawing of conclusions.

Materials that facilitate learning may be collected for the library. Library should contain latest edition of reference books in nursing and concerned subjects. Journal and CDs in the subject can also help the student in collecting advanced data. A library committee may be constituted under the leadership of the teacher in charge of the library and including teachers from all subjects.

SMART CLASSROOM

To provide appropriate learning experiences in the new curriculum, advances in science and technology may be made use of setting up a smart classroom in each school would help in this aim. The multimedia room may have the following equipments.

- Interactive whiteboards
- Projectors
- Workstations with Internet connections
- Sound systems
- Document cameras
- Wireless mike
- Media control systems
- Lecterns designed to house this type of equipment
- Video conferencing facility

Media like TV, VCD, DVD and sound recorders may also be utilised appropriately. Education programmes in channels is also important.

BULLETIN BOARD

Bulletin board is a device that displays news cuttings, pastels articles, leaflet etc. collected by the students that have relevance to nursing. Bulletin board is very suitable for pasting announcement and assignments. Students themselves can be given charge of bulletin board and the teacher should them guide. The skill of information gathering and dissemination can be achieved through this activity.

TEACHER TEXT

The teacher text should be one that helps the teacher in daily planning, provides instructions adequate to carry out the activities in the textbook, persuades the teacher to seek for more information and provides the additional information needed for the teacher. The relevance of the teacher text is that the teacher must be provided with deeper insight of

the activities in the textbook, additional activities, samples of assessment and transactional strategies.

ASSESSMENT

The course exclusively focus on assessment as learning, assessment for learning, assessment of learning as envisaged in the Kerla School Curriculum. Continuous Assessment is given due importance as it promotes learning and ensures the achievement of the prescribed learning outcomes by all the students.

1. Continuous assessment areas are as follows:
 - a) Process assessment
 - b) Portfolio assessment
 - c) Unit assessment
2. Practical evaluation includes:
 - Demonstration of procedures in labs
 - Field visit
 - Performance in production/service cum training centres or LEAD (Learn Earn and Development) centres
 - On the job training
 - Case studies
 - Observation reports

Practical record and vocational diary are considered as the records for practical evaluation.

3. Skill Evaluation

The vocational competence as well as the socio-emotional skills of the students is also to be evaluated and considered for certification.

4. Theory examination

Theory examination is also suggested as part of TE. It can be done through written examination with items of testing higher order mental processes as well as depth of conceptual understanding.

SYLLABUS

MODULE 1: INTRODUCTION TO BASIC NURSING AND FIRST AID (340 Periods)

1.1 INTRODUCTION TO NURSING (20 Periods)

Health, Illness and Health Care Delivery System

- Health
- Illness

- Health Care Delivery System - Hospitals, primary care centres, ambulatory care centres and clinics, home health care, long term care facilities, specialized care centres and settings

Hospital

- Hospital
- Types
- Roles and functions of hospital
- Major departments
- Health Team
- Patient

Introduction to Nursing

- Brief history
- Definition
- Qualities of a nurse
- Roles of a nurse
- Scope of nursing
- Etiquettes of a nurse
- Ethics
- Communication
 - Concept and types of communication
 - Importance of communication
 - Essentials of communication process
 - Essentials of good communication
 - Barriers of communication
 - Interpersonal relationship (IPR)
 - Concept of IPR
 - Principles of IPR

Introduction to Nursing Process

Overview of Nursing Process - Assessment, Planning, Implementation, Evaluation

Nursing Care Plan

1.2 ANATOMY AND PHYSIOLOGY (50 Periods)

Introduction to Anatomy and Physiology

- Definition of terms - Anatomy, Physiology
- Language of Anatomy - Anatomical position - Medial and Lateral,

Internal and External, Superficial and Deep, Anterior and Posterior, Proximal and Distal

- Cell - structure and function, Tissues - Type, location and function, Membranes - Types and functions, Glands - Types and functions
- Body cavities- boundaries and contents
- Blood
 - Composition of Blood
 - Functions of blood
 - Coagulation of blood
 - Blood groups
 - Blood Disorders(Haematologic Diseases) - Anaemia, Leukemias, Hemophilia, Thrombocytopenia, Erythroblastosis Faetalis

The Musculoskeletal System

- Bones
 - Functions
 - Classification
- Axial Skeleton - Skull, Vertebral column, Thoracic Cage
- Appendicular Skeleton - Pectoral Girdle and Pelvic Girdle
- Joints- classification and function
- Location of important muscles of the body -Deltoid, Biceps, Triceps, Quadriceps, Gluteal, VastusLateralis
- Disorders of Musculoskeletal System - Myasthenia gravis, muscular dystrophy, tetany, arthritis, osteoporosis and gout
- Body Mechanics
 - Definition
 - Purposes
 - Importance
 - Principles of body mechanics
 - Complications of improper body mechanics

The Cardiovascular System

- Heart
 - Position
 - Structure

Conducting System

Functions

Cardiac cycle

Electrocardiograph(ECG)

Heart sounds

Pulse

Blood Pressure

Blood supply to heart

Circulation of blood

Pulmonary circulation

Systemic Circulation

- Blood Vessels - Arteries, Arterioles, Vein, Venules
- Lymphatic System - Lymph, Lymphatic Circulation, Lymph nodes and Spleen
- Disorders of Cardiovascular system - Hypertension, Angina pectoris, Coronary artery disease, Heart failure

The Respiratory System

- Respiratory Organs - Nose, Pharynx, Trachea, Bronchi, Bronchioles, Alveoli, Lungs - Structure and functions
- Respiratory Muscles - Inter costal muscles, Diaphragm
- Mechanism of Respiration - Inspiration , Expiration, Pause
- Respiratory volume and capacities
- Disorders of respiratory system - Asthma, Emphysema, Occupational respiratory disorders

The Endocrine System

- Endocrine glands
- Pituitary gland- Parts, hormones and functions
- Thyroid gland - Structure, hormones and functions.
- Parathyroid glands - Hormones and functions
- Adrenal glands - Parts , hormones and functions
- Pancreas - Structure, hormones and functions
- Pineal body and Thymus glands hormones and function
- Ovaries and Testes - Hormones and function
- Disorders of Endocrine System- Gigantism, Dwarfism, Diabetes Insipidus, Hypothyroidism, Hyperthyroidism, Cushings Syndrome, Addison's Disease, Diabetes Mellitus

The Digestive System

- Alimentary Canal - Parts, Structure and Role
Mouth, Tongue, Teeth, Pharynx, Oesophagus, Stomach, Small Intestine, Large Intestine, Rectum, Anal Canal
- Digestive Glands - Structure and function - Salivary glands, Gastric glands, Liver, Pancreas and Intestinal glands
- Digestion of food
- Absorption of digested products
- Disorders of Digestive system - Anorexia, Nausea, Vomiting , Hiccups, Appendicitis, Constipation, Diarrhoea, Malena, Jaundice

The Nervous System

- Neuron
- Brain
- Meninges
- Cerebrospinal fluid (CSF)
- Cranial Nerves
- Spinal Cord
- Lumbar puncture
- Disorders of Nervous system- Hydrocephalus, Dementia, Meningitis, Stroke

The Sensory Organs

- Structure and functions of Eye
Disorders - Myopia, Hypermetropia, Cataract, Conjunctivitis, Styne
- Structure and functions of Ear
Disorders - Otitis media
- Structure and functions of Skin
Disorders - Acne Vulgaris, Dermatitis or Eczema, Albinism, Scabies, Vitiligo, Sebaceous cyst
- Structure and functions of Tongue
Disorders - Glossitis
- Structure and functions of Nose
Disorders - Epistaxis, Rhinorrhea,

The Urinary System

- Structure and functions - Kidney, Ureters, Urinary bladder and Urethra
- Structure and functions of nephron

- Urine Formation
- Micturition
- Terms - Anuria, Oliguria, Polyuria, Dysuria, Haematuria, Proteinuria, Glycosuria

The Reproductive System

- Male reproductive system
Structure and function of scrotum, testes, epididymis and vas deferens, spermatic cord, seminal vesicles, prostate glands and penis
- Female reproductive system
Structure and function of - vulva, vagina, uterus, uterine tubes and ovaries
Menstruation
- Terms - Menarche, Amenorrhea, Dysmenorrhea, Menorrhagia, Menopause, Infertility.

1.3 MICROBIOLOGY (40 Periods)

Microbiology

- Microbiology - Brief History and Definition
- Characteristics of Micro organisms
- Taxonomic groups - Bacteria, Virus, Fungi, Protozoa and Algae
- Factors influencing growth of micro organism
- Uses of micro organism
- Common diseases caused by pathogenic micro organisms

Infections

- Infections - definition, Incubation period, period of communicability, sources of infection, Cross infection, health care associated infection (HAI), prevention of health care associated infection
- Infection process cycle - Infectious agent, reservoir, portal of exit, mode of transmission, portal of entry, susceptible host

Disinfection and Sterilization

- Concept of disinfection and sterilization
- Methods
Disinfection: Boiling, chemical disinfectants, antiseptics and cleansing agents
Sterilization -
a) Physical Methods- dry heat, moist heat, filtration and radiation.

b) Chemical Methods - alcohols, aldehydes, dyes, halogens, phenols, gases

- Disinfection of wards
- Disinfection of operation theatre

Immunity

- Definition
- Types - Innate, active and passive
- Vaccines
- National Immunization schedule

Bio-Safety and Waste Management

- Introduction to biomedical waste
- Importance to biomedical waste management
- Generation and segregation of waste
- Collection and storage of waste
- Transportation of waste
- Treatment of Waste
- Disposal of Waste

1.4 MEDICAL AND SURGICAL ASEPSIS (40 Periods)

Medical and Surgical Asepsis

- Concept of Asepsis- Medical and Surgical Asepsis
- Medical aseptic practices
 - Medical hand hygiene
 - Donning of gown
 - Face masks
 - Wearing and removing clean gloves
 - Personal protective equipments
- Surgical aseptic practices
 - Principles of surgical asepsis
 - Surgical hand washing
 - Sterile gloving
 - Opening sterile package
 - Pouring of sterile solutions

Standard Precautions and Isolation Techniques

- Standard precaution
- Transmission based precaution

- Airborne precaution
- Droplet precaution
- Contact precaution
- Isolation technique - Barrier Nursing, Reverse Barrier Nursing

Cleaning of Instruments and Articles

- Cleaning of instruments including sharps
- Care of Rubber items
 - Mackintosh
 - Rubber tubes and catheters,
 - Hot water Bag, ice Caps and air cushion
 - Gloves
 - Rubber air/water mattress and pillows
 - Ambu bag with face mask
 - Aquathermia pads
- Care of Glass items
- Care of Medical Equipments
- Care of Stainless steel items
- Care of Plastic and Poly Vinyl Chloride Items
- Care of Enamel wares
- Care of Linen
- Care of Blankets

1.5 INTRODUCTION TO PSYCHOLOGY AND SOCIOLOGY (10 Periods)

Psychology

- Definition of Psychology
- Psychology - Importance in nursing
- Mental health-
- Definition
- Characteristics of a mentally healthy person
- Emotions
- Emotional reaction to diseases
- Defense mechanisms
- Personality

Sociology

- Definition of Sociology
- Sociology- Importance in nursing
- Influence of culture on health and disease.
- Family, marriage and their influence on health and health practices
- Effects of illness on family
- Social problems - Poverty, unemployment, illiteracy, housing, food, prostitution, substance abuse, child labor, child abuse, rights of Children, Problems of women, elderly and handicapped, Crime and juvenile delinquency, HIV/AIDS

1.6 PATIENT CARE UNIT (40 Periods)

Maintenance of Patient Unit

- Patient Unit - definition
- Common articles/equipments
- Purposes of maintenance of patient unit
- Patient safety
- Taking care of patient's unit
- Bed making
- Definition
- Purposes
- Types
- Procedure - Open bed, Closed bed and Occupied bed

Providing Comfort Devices and Positions

Comfort devices

- Bed cradle
- Bed blocks
- Back rest
- Air cushion
- Cotton rings
- Foot board
- Pillows
- Sponge rubber pad
- Doughnuts/heel and elbow rings
- Wedge pillow
- Trochanter roll

Sand bags

Cardiac table

- Positions
- Supine
- Dorsal recumbent
- Lateral or side- lying position
- Prone position
- Fowler's position
- Trendelenberg
- Lithotomy

1.7 FIRST AID AND EMERGENCY CARE (140 Periods)

First Aid and Emergency Care

- First Aid
- Aims and objectives of first aid
- Principles of first aid
- Qualities of a first aider
- Golden rules of first aid
- First aid box

Action at an Emergency

- First aid at an emergency
- Telephoning for help
- Multiple casualties
- Road accidents
- Fires
- Electrical injuries
- Rescue from drowning
- Stress

Basic Life Support (BLS)

- - Adult BLS
 - Chest compression
 - Airway
 - Breathing
 - Automated External Defibrillator (AED)
 - Demonstration of AED use
 - Child & infant BLS

- One rescuer CPR sequence
- Choking
 - Adult choking
 - Infant choking
- Two rescuer CPR sequence
- Recovery position

Wounds and Haemorrhage

- Wound
- Type of wounds
- Wound with foreign body
- First Aid for wounds
- Types of haemorrhage
- Epistaxis
- First aid for Haemorrhage and Epistaxis

Fractures

- Causes
- Types
- Classification
- Signs and symptoms
- First aid for Fracture

Poisoning

- Routes of taking poisons
- General Signs and symptoms
- First Aid for
- Acid poisoning
- Alkali poisoning
 - Common Indian plant poisons - Castor oil plant, Yellow oleander, Datura, Abrus seed (kunnikuru), Nux vomica, Cannabis, Atropa Belladonna, Tobacco, Opium, Poisonous mushroom, Cerbera odollam (Suicide tree)
 - Drugs - Phenobarbitone
 - Metal poisoning
 - Organic chemical poisons
 - Food poisoning

Medical Emergencies

- First aid in Medical emergencies

- Shock
- Stroke
- Drowning
- Asphyxia
- Heat and sun stroke
- Epilepsy
- Abdominal pain

Burns and Scalds

- Assessing a burn
- Minor burns and scalds
- Severe burns and scalds
- Special types of burns - burns to the airway, electrical burns, chemical burns, chemical burns to eye and sun burn
- First aid in burns and scalds

Bites and Stings

First Aid for

- Animal Bites
- Insect bites
- Snake bites

Foreign bodies

First Aid for

- Foreign bodies in skin
- Foreign bodies in eye
- Foreign bodies in ears
- Foreign bodies in nose
- Swallowed foreign bodies
- Foreign body aspiration
- Inhaled foreign bodies

Bandaging, Splints and Slings

- Bandaging
- Purposes
- Types - Roller and Triangular
- Principles of bandaging
- Techniques - Simple spiral, Reverse spiral, Figure of eight, Spica
- Splints and Slings

Handling and Transport

- Handling and transport of casualties
- Manual moves
- Moves using equipment
- Stretchers

MODULE. 2 BASIC NURSING PROCEDURES (340 Periods)

2.1 ADMISSION AND DISCHARGE PROCEDURES (10 Periods)

Admission and Discharge Procedures

- Admission of patient
- Discharge of patient
- Physical assessment
- Assisting in examination

2.2 DOCUMENTATION (10 Periods)

Documentation

- Purpose and Importance
- Principles of documentation
- 1 Types of documents

2.3 LIFTING, SHIFTING AND TRANSFERRING PATIENTS (20 periods)

Lifting, Shifting and Transferring Patients

- General guidelines and principles of lifting, shifting and transferring
- Moving the helpless patient up in bed (two nurses assist patient)
- Helping the patient to move from one side of bed to the other (one nurse assists)
- Helping the patient turn on his side (one nurse assists)
- Log rolling
- Lifting a semi-helpless patient up in bed (patient can help by pushing with his feet one nurse assists the patient)
- Moving an injured part
- Transferring the patient from bed to stretcher and stretcher to bed
- Transferring the patient from bed to wheel chair and wheel chair to bed

2.4 EXERCISE, REST AND SLEEP (15 Periods)

Exercise

- Importance of Exercises
- Active and passive exercises

- Range of motion exercises
- Breathing exercises

Rest and Sleep

- Beneficial effects of Rest and sleep
- Measures to promote rest and sleep

2.5 VITAL SIGNS (60 Periods)

Vital Signs

- Definition
- Importance
- Normal values of body temperature, pulse, respiration and blood pressure

Body Temperature

- Definition
- Factors influencing body temperature
- Thermometer & types
- Sites of taking body temperature
- Measuring body temperature
- Care of patients with fever
- Terms- hypothermia, hyperthermia

Pulse

- Definition
- Characteristics
- Factors influencing pulse
- Sites of taking pulse
- Assessment of pulse
- Terms - bradycardia, tachycardia, arrhythmia, weak/thready pulse

Respiration

- Definition
- Characteristics
- Factors influencing respiration
- Assessing Respiration
- Terms- Eupnoea, tachypnoea, bradypnoea, apnoea, orthopnoea, dyspnoea, cyanosis, anoxia, hypoxia hypoxemia,
- Care of patients with dyspnoea

Blood Pressure

- Definition
- Factors influencing blood pressure
- Instruments - sphygmomanometer and stethoscope (types and parts)
- Measurement of blood pressure
- Terms - systolic and diastolic pressure, hyper tension and hypotension

2.6 PERSONAL HYGIENE (80 Periods)

Oral Hygiene

- Problems of neglected mouth,
- Assisting a patient for oral hygiene,
- Mouth care for unconscious patient
- Care of dentures

Care of Skin

- Importance of skin care
- Instructions for skin care
- Helping with bathing
- Giving a bed bath
- Grooming and dressing

Pressure Sores

- Definition
- Causes
- Signs and symptoms
- Stages of pressure sores
- Areas prone to develop pressure sores in various positions
- Risk factors of pressure sores
- Prevention of pressure sores
- Back care/rub

Care of Eyes, Nails, Feet and Hair

- Care of eyes
- Care of nails
- Care of feet
- Care of hair -
- Combing and brushing
- Hair wash/shampooing,

- Pediculosis treatment

Care of Perineum

- Perineal care - male and female

2.7 MEETING THE NUTRITIONAL NEEDS (30 Periods)

Nutrition

- Importance of nutrition in health and illness
- Factors affecting nutritional status and appetite
- Therapeutic diet -
- Diet modification - modification in consistency, modification in nutrient content
- Diet in diabetes mellitus, hypertension, renal diseases, peptic ulcer

2.8 ASSISTING THE ELIMINATION NEEDS (35 Periods)

Assisting in Elimination Needs

- Care of patients with retention of urine
- Offering and removing of bed pan
- Intake output chart
- Indwelling Catheter care
- Applying a condom catheter
- Care of patients with Constipation
- Rectal Suppositories
- Enema
- Administering a Cleansing Enema - soap and water enema and commercially available enemas

2.9 HOT AND COLD APPLICATIONS (40 Periods)

Hot and Cold Applications

- Classification
- Effects of applying heat
- Effects of applying cold
- Principles
- General instructions
- Application of heat
 - Hot water bag
 - Hot fomentation
 - Sitz bath
 - Steam inhalation

- Application of cold
 - Ice cap
 - Tepid sponge

2.10 COLLECTION OF SPECIMEN (30 Periods)

- Specimen
- General instructions
- Collection of specimen - urine, sputum, stool
- Urinalysis - Sugar, albumin, acetone, bile salts, bile pigments (conventional and urine strip method)

LEARNING OUTCOMES

At the end of I VHSE (2 Modules) the learner will be able to;

MODULE 1: INTRODUCTION TO BASIC NURSING AND FIRST AID

UNIT NO: 1.1 INTRODUCTIONS TO BASIC NURSING

- 1.1.1 Define health and illness
- 1.1.2 Identify the health care delivery systems
- 1.1.3 Define Hospital
- 1.1.4 Differentiate types and functions of hospital
- 1.1.5 Identify major departments of a hospital
- 1.1.6 Explain the role of Health team members
- 1.1.7 Identify the patient as a person
- 1.1.8 Recollect brief history of nursing
- 1.1.9 Define nursing
- 1.1.10 Enlist the qualities of a nurse
- 1.1.11 Describe the roles of a nurse
- 1.1.12 Explain the scope of nursing
- 1.1.13 Identify the etiquettes and ethics of nursing
- 1.1.14 Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members
- 1.1.15 Recognize the importance of Nursing process approach while giving care to patients
- 1.1.16 Identify the concepts of nursing care plan

UNIT 1.2 ANATOMY AND PHYSIOLOGY

- 1.2.1 Narrate and spell anatomical terms
- 1.2.2 Explain the structure and functions of cell, tissues, membranes and glands

- 1.2.3 Identify the boundaries and contents of body cavities
- 1.2.4 Describe the composition of blood and its functions
- 1.2.5 Explain coagulation of blood and blood groups
- 1.2.6 Define and spell common blood disorders
- 1.2.7 Use the knowledge of anatomy and physiology in practice of basic nursing procedures and first aid
- 1.2.8 Illustrate the structure and functions of the skeletal system
- 1.2.9 Explain the types and functions of joints
- 1.2.10 Locate the muscles of the body
- 1.2.11 Define and spell common muscular and skeletal system disorders
- 1.2.12 Explain the importance of body mechanism
- 1.2.13 Maintain good body mechanics while giving nursing care
- 1.2.14 Identify the position of the heart
- 1.2.15 Prepare a chart and/or model of heart
- 1.2.16 Explain the functions of heart and cardiac cycle
- 1.2.17 Describe the blood supply to heart
- 1.2.18 Prepare a chart on systemic and pulmonary circulation
- 1.2.19 Differentiate the blood vessels
- 1.2.20 Describe the lymphatic system
- 1.2.21 Define and spell common disorders of Cardiovascular system
- 1.2.22 Describe the structure and functions of different organs of Respiratory System
- 1.2.23 Identify the respiratory muscles
- 1.2.24 Explain the mechanism of respiration
- 1.2.25 Recognizes various respiratory volumes and capacities
- 1.2.26 Define and spell common disorders of respiratory system
- 1.2.27 Enlist the endocrine glands
- 1.2.28 Describe the parts of endocrine glands
- 1.2.29 Identify the hormones produced by endocrine glands
- 1.2.30 Describe the functions of different endocrine glands
- 1.2.31 Define and spell common endocrine disorders
- 1.2.32 Describe the structure and functions of different organs of Digestive System
- 1.2.33 Explain process of digestion and absorption
- 1.2.34 Define and spell disorders of Digestive System

- 1.2.35 Describe the structure and functions of different organs of Nervous System
- 1.2.36 Enlist the cranial nerves
- 1.2.37 Define and spell disorders of nervous system
- 1.2.38 Describe the structure and functions of sensory organs
- 1.2.39 Define and spell common disorders of sensory organs
- 1.2.40 Describe the structure and functions of different organs of Urinary System
- 1.2.41 Explain the Structure and functions of nephron
- 1.2.42 Describe urine formation
- 1.2.43 Explain the process of micturition
- 1.2.44 Define and spell common disorders of Urinary system
- 1.2.45 Describe the structure and functions of different organs male and female of reproductive system
- 1.2.46 Explain Menstrual cycle
- 1.2.47 Define and spell common terminologies of reproductive system

UNIT 1.3 MICROBIOLOGY

- 1.3.1 Explain the concepts of microbiology
- 1.3.2 Classify different types of microorganism
- 1.3.3 Explain factors influencing growth of microorganism
- 1.3.4 Describe the uses of microorganisms
- 1.3.5 Enlist the common disease producing micro-organisms and diseases
- 1.3.6 Use the principles of microbiology in practice of basic nursing procedures and first aid
- 1.3.7 Explain the concept of infection and its types
- 1.3.8 Describe the infection process cycle
- 1.3.9 Explain prevention of health care associated infections
- 1.3.10 Differentiate between disinfection and sterilization
- 1.3.11 Explain the methods of disinfection and sterilization
- 1.3.12 Explain disinfection of ward and operation theatre
- 1.3.13 Define immunity
- 1.3.7 Differentiate between various types of immunity and immunizing agents
- 1.3.14 Describe national immunization schedule

- 1.3.11 Define biomedical waste
- 1.3.12 Identify the importance of biomedical waste management
- 1.3.13 Segregate biomedical waste
- 1.3.14 Describe the methods of collection and storage of waste
- 1.3.15 Explain the methods of transportation of waste, treatment of waste and disposal of waste

UNIT 1.4 MEDICAL AND SURGICAL ASEPSIS

- 1.4.1 Differentiate medical asepsis and surgical asepsis
- 1.4.2 Describe medical aseptic practices
- 1.4.3 Enlist the personal protective equipments
- 1.4.4 Explain the principles of surgical asepsis
- 1.4.5 Describe surgical aseptic practices
- 1.4.6 Demonstrate skill in - hand washing (medical and surgical), donning of gown and gloves (clean & sterile), opening sterile package, pouring of sterile solutions.
- 1.4.7 Explain the importance of Standard Precautions and Isolation techniques
- 1.4.8 Practice standard precautions and isolation techniques while caring patients in different settings
- 1.4.9 Explain cleaning of instruments and articles
- 1.4.10 Clean instruments and articles

UNIT 1.5 INTRODUCTION TO PSYCHOLOGY AND SOCIOLOGY

- 1.5.1 Define Psychology and Mental health
- 1.5.2 Explain the importance of psychology in nursing
- 1.5.3 Explain the characteristics of a mentally healthy person
- 1.5.4 Describe emotions and emotional reaction to diseases
- 1.5.5 Recognize the defense mechanisms
- 1.5.6 Explain personality
- 1.5.7 Define sociology
- 1.5.8 Describe the importance of sociology in nursing
- 1.5.9 Recognize the influence of culture on health and disease
- 1.5.10 Explain family marriage and their influence on health and health practices
- 1.5.11 Explain the effects of illness on family
- 1.5.12 Enlist the social problems
- 1.5.13 Apply the knowledge of psychology and sociology in practice

of basic nursing procedures and first aid

UNIT 1.6 PATIENT CARE UNIT

- 1.6.1 Describe a patient unit
- 1.6.2 Explain the importance of patient safety
- 1.6.3 Explain the concept of bed and purpose of bed making
- 1.6.4 Demonstrate skill in bed making
- 1.6.5 Identify the comfort devices and its uses
- 1.6.6 Demonstrate skill in providing comfort devices
- 1.6.7 Recognize the positions for comfort
- 1.6.8 Demonstrate the positions for comfort

UNIT 1.7 FIRST AID AND EMERGENCY CARE

- 1.7.1 Define first aid
- 1.7.2 Explain the aims and objectives of first aid
- 1.7.3 Enumerate the principles of first aid
- 1.7.4 Enlist the qualities of a first aid provider
- 1.7.5 Describe golden rules of first aid
- 1.7.6 Enumerate articles in first aid box
- 1.7.7 Prepare First aid box
- 1.7.8 Practice first aid at an emergency
- 1.7.9 Explain the steps of basic life support
- 1.7.10 Demonstrate the skill in providing Basic Life Support
- 1.7.11 Demonstrate the Heimlich maneuver
- 1.7.12 Describe wound and types of wound
- 1.7.13 Demonstrate skill in giving first aid in wounds
- 1.7.14 Differentiate the types of haemorrhage
- 1.7.15 Describe epistaxis
- 1.7.16 Demonstrate skill in giving first aid in haemorrhage and epistaxis
- 1.7.17 Describe fractures and types of fractures
- 1.7.18 Demonstrate skill in giving first aid in fractures
- 1.7.19 Enumerate the routes of taking poison
- 1.7.20 Explain the signs and symptoms of poisoning
- 1.7.21 Enlist the Indian plant poisons

- 1.7.22 Describe first aid for various poisons
- 1.7.23 Demonstrate skill in giving first aid in poisoning
- 1.7.24 Describe first aid in medical Emergencies
- 1.7.25 Demonstrate skill in giving first aid in medical emergencies
- 1.7.26 Demonstrate skill in assessing burns
- 1.7.27 Demonstrate skill in giving first aid for burns and scalds
- 1.7.28 Describe first aid for bites and stings
- 1.7.29 Demonstrate skill in giving first aid for bites and stings
- 1.7.30 Demonstrate skill in giving first aid for victims with foreign bodies in skin, eye, ears, nose
- 1.7.31 Demonstrate skill in giving first aid for victims with swallowed foreign bodies, foreign body aspiration and inhaled foreign bodies
- 1.7.32 Describe purposes, types and principles of bandaging
- 1.7.33 Demonstrate skills in bandaging, applying splints and slings
- 1.7.34 Demonstrate skills in transporting a casualty safely

MODULE 2: BASIC NURSING PROCEDURES

UNIT 2.1 ADMISSION AND DISCHARGE PROCEDURES

- 2.2.1 Describe the admission and discharge procedure
- 2.1.2 Demonstrate admission and discharge procedures
- 2.1.3 Develop knowledge and skill to perform physical assessment of the patient.
- 2.1.4 Assist the physician or nurse in physical examinations of the patient

UNIT 2.2 DOCUMENTATION

- 2.2.1 Describe the purpose and importance of documentation
- 2.2.2 Enlist the principles of documentation
- 2.2.3 Differentiate between different types of documents

UNIT 2.3 LIFTING, SHIFTING AND TRANSFERRING PATIENTS

- 2.3.1 Explain general guidelines and principles for Lifting, Shifting and Transferring Patients
- 2.3.2 Explain the steps of Lifting, shifting and transferring patients
- 2.3.3 Demonstrate skill in Lifting, shifting and transferring patients

UNIT 2.4 EXERCISE, REST AND SLEEP

- 22.4.1 Explain the importance of exercise in health and illness
- 2.4.2 Differentiate active and passive exercise
- 2.4.3 Demonstrate ROM exercise and breathing exercise
- 2.4.4 Explain the Beneficial effects of rest and sleep
- 2.4.5 Describe the measures to promote rest and sleep

UNIT 2.5 VITAL SIGNS

- 2.5.1 Define vital signs
- 2.5.2 Explain the importance of vital signs
- 2.5.3 Recollect the normal values of vital signs
- 2.5.4 Define body temperature
- 2.5.5 Enlist the factors influencing body temperature
- 2.5.6 Identify the different parts and types of thermometer
- 2.5.7 Identify the sites of taking temperature
- 2.5.8 Assess axillary temperature
- 2.5.9 Explain the care of patients with fever
- 2.5.10 Define pulse
- 2.5.11 Enlist the characteristics of pulse
- 2.5.12 Enumerate the factors influencing pulse
- 2.5.13 Identify sites of taking pulse
- 2.5.14 Develop skill in assessing pulse
- 2.5.15 Define and spell the terms related to pulse
- 2.5.16 Define respiration
- 2.5.17 Enlist the characteristics of respiration
- 2.5.18 Enumerate the factors influencing respiration
- 2.5.19 Develop skill in assessing respiration
- 2.5.20 Explain the care of patients with dyspnoea
- 2.5.21 Define and spell the terms associated with respiration
- 2.5.22 Define Blood Pressure
- 2.5.23 Enumerate the factors influencing Blood Pressure
- 2.5.24 Develop skill in identifying the parts of sphygmomanometer and stethoscope
- 2.5.25 Develop skill in measuring Blood Pressure

2.5.26 Define and spell the terms related to Blood pressure

UNIT 2.6 PERSONAL HYGIENE

2.6.1 Enumerate the problems of neglected mouth

2.6.2 Develop skill in maintaining oral hygiene and care of dentures

2.6.3 Identify the Importance of skin care

2.6.4 Explain the instructions for skin care

2.6.5 Demonstrate skill in skin care

2.6.6 Define pressure sore

2.6.7 Enlist the Causes of pressure sores

2.6.8 Enlist the Signs and symptoms of pressure sore

2.6.9 Enumerate the stages of pressure sores

2.6.10 Identify areas prone to develop pressure sores in various positions

2.6.11 Discuss the risk factors of pressure sores

2.6.12 Describe the Preventive measures of pressure sores

2.6.13 Demonstrate skill in providing back care

2.6.14 Demonstrate skill in care of eyes, nails, feet and hair

2.6.15 Demonstrate skill in hair shampooing and pediculosis treatment

2.6.16 Demonstrate skill in perineal care

UNIT 2.7 MEETING THE NUTRITIONAL NEEDS

2.7.1 Discuss the importance of nutrition in illness

2.7.2 Enlist the factors affecting nutritional status and appetite

2.7.3 Explain different therapeutic diet

2.7.4 Prepare different forms of food

2.7.5 Demonstrate skill in feeding helpless patient

2.7.6 Demonstrate skill in Nasogastric feeding and ostomy feedings

2.7.7 Monitor blood glucose level using glucometer

UNIT 2.8 ASSISTING THE ELIMINATION NEEDS

2.8.1 Explain the measures to relieve urinary retention

2.8.2 Demonstrate skill in offering and removing of bed pan

2.8.3 Maintain intake output chart

2.8.4 Demonstrate Indwelling catheter care

- 2.8.5 Apply a condom catheter
- 2.8.6 Explain the measures for prevention and management of constipation
- 2.8.7 Demonstrate skill in insertion of rectal suppositories, administering a Cleansing Enema

UNIT 2.9 HOT AND COLD APPLICATION

- 2.9.1 Classify the methods of hot and cold application
- 2.9.2 Explain the effects of hot and cold applications
- 2.9.3 Describe the principles of hot and cold applications
- 2.9.4 Explain the general instructions of hot & cold application
- 2.9.5 Demonstrate skill in application of heat - Hot water bag, Hot fomentation, Sitz bath and Steam inhalation
- 2.9.6 Demonstrate skill in application of cold - ice cap and tepid sponging

UNIT 2.10 COLLECTION OF SPECIMEN

- 2.10.1 Define specimen
- 2.10.2 Enlist the general instructions of specimen collection
- 2.10.3 Collect urine, sputum and stool specimens for different procedures
- 2.10.4 Demonstrate skill in Urinalysis.

SCHEME OF WORK

The course is divided into the following four modules. Each module is of six months duration.

MODULE I INTRODUCTION TO BASIC NURSING & FIRST AID

| Month | Unit No. | Name of Units | Periodss | Score |
|--------------------------------|-----------------|--|-----------------|--------------|
| June | 1.1 | Introduction to Nursing | 20 | 4 |
| June & July | 1.2 | Anatomy and Physiology | 50 | 5 |
| July | 1.3 | Microbiology | 40 | 4 |
| July | 1.4 | Medical and Surgical Asepsis | 40 | 5 |
| July & August | 1.5 | Introduction to Psychology and Sociology | 10 | 2 |
| August | 1.6 | Patient Care Unit | 40 | 8 |
| August September October | 1.7 | First Aid and Emergency Care | 140 | 12 |

MODULE 2 BASIC NURSING PROCEDURES

| Month | Unit No. | Name of Units | Periodss | Score |
|----------------------|-----------------|---|-----------------|--------------|
| November | 2.1 | Admission and Discharge Procedures | 20 | 3 |
| November | 2.2 | Documentation | 10 | 2 |
| November | 2.3 | Lifting, Shifting and Transferring Patients | 20 | 2 |
| November | 2.4 | Exercise, Rest And Sleep | 15 | 2 |
| November December | 2.5 | Vital Signs | 60 | 8 |
| December January | 2.6 | Personal Hygiene | 80 | 8 |
| January February | 2.7 | Meeting the Nutritional Needs | 30 | 4 |
| February | 2.8 | Assisting the Elimination Needs | 35 | 4 |
| February March | 2.9 | Hot And Cold Application | 40 | 4 |
| March | 2.10 | Collection Of Specimen | 30 | 3 |

COURSE STRUCTURE

The curriculum of the entire Basic Nursing and Palliative care course is in modular format. There are four modules of six month duration. The modules are;

| SI .No | NAME OF MODULE | Total periods |
|---------------|--|----------------------|
| MODULE 1 | INTRODUCTION TO BASIC NURSING AND FIRST AID (CERTIFICATE IN FIRST AID) | 340 |
| MODULE 2 | BASIC NURSING PROCEDURES (CERTIFICATE IN SKILLED NURSE ASSISTANT) | 340 |
| MODULE 3 | PALLIATIVE AND GERIATRIC CARE (CERTIFICATE IN PALLIATIVE AND GERIATRIC CARE) | 340 |
| MODULE 4 | COMMUNITY HEALTH (CERTIFICATE IN COMMUNITY HEALTH) | 340 |

CLASS ROOM ACTIVITIES

Product presentation through PowerPoint

- Discussions
- Assignment
- Seminars
- Group discussion
- Video shows
- Models and Exhibits
- Chart/poster preparation
- Projects
- Interaction with Nurses/Nurse leaders in class room
- Debate
- Collection
- ICT enabled interactions
- Quiz
- Oral drill
- Discussion
- Animated CD/Multimedia Presentations
- Hand out preparation
- Role play
- Refer books

PRACTICAL ACTIVITIES

- Demonstration
- Simulated teaching
- Practical Experiments
- Field visit
- Health Awareness programmes
- Surveys
- Project preparation
- Medical camps
- School Health Programmes
- Health talk
- Health bulletin
- Health and wellness club
- Puppet show

- Case study
- Process recording
- On the job Training
- Service cum training centres (LEAD- Learn, Earn and Development Centres)
- Vocational Expo

ON THE JOB TRAINING

OJT on the Job Training Programme forms an integral part of the vocational curriculum of VHSE in Kerala. On the job training helps the learners to develop an aptitude towards nursing and gives a good platform to get hands-on learning opportunities to exercise clinical skills. OJT will help the learners to learn the working condition and work culture of health care sector.

- Duration - Total four weeks
- Timing - At the completion of two modules
- Proposed Institutions for OJT
 - **Module 1** - Government / non government hospitals
 - **Module 2** - Government / non government hospitals
 - **Module 3** - Government / non government hospitals with palliative and geriatric care units
 - **Module 4** - Community health care settings (Primary Health Centres and Community Health Centres/Taluk Hospitals)

Certification of skills in each module

Certification in consultation with World Health Organisation (WHO), Indira Gandhi National Open University (IGNOU), Indian Nursing Council (INC), Trained Nurses Association of India (TNAI), RED CROSS, St. Johns Ambulance Association, Institute of palliative medicine etc

Module 1 Certificate in

2. First Aid

Module 2 Certificate in

1. Skilled Nurse Assistant

Module 3 Certificate in

1. Palliative and Geriatric Care

Module 4 Certificate in

1. Community Health

MODULE 1 -

INTRODUCTION TO BASIC NURSING AND FIRST AID (340 Periods) (CERTIFICATE IN FIRST AID)

First module is designed as an introduction to basic nursing and to develop knowledge and basic human anatomy and physiology, microbiology, medical and surgical asepsis, psychology, and First aid. It consists of seven units which should be completed in 340 periods.

List of expected skills

After completion of the module the student will be able to;

1. Identify the different emergency situations
2. Give first aid and emergency care
3. Practice medical and surgical asepsis
4. Prepare a safe and comfortable patient unit
5. Communicate effectively with patients, families and health team members
6. Maintain good interpersonal relationship
7. Function as a team member in health care team
8. Develop Leadership skills

| Unit No. | Name of Units | Periods |
|----------|--|------------|
| 1.1 | Introduction to Nursing | 20 |
| 1.2 | Anatomy and Physiology | 50 |
| 1.3 | Microbiology | 40 |
| 1.4 | Medical and Surgical asepsis | 40 |
| 1.5 | Introduction to Psychology and sociology | 10 |
| 1.6 | Patient Care Unit | 40 |
| 1.7 | First aid and emergency care | 140 |
| | TOTAL | 340 |

30% Periods - Theory Sessions and 70% Periods - Practical Activities

MODULE: 2 BASIC NURSING PROCEDURES (340 Hours/Periods)
(CERTIFICATE IN SKILLED NURSE ASSISTANT)

Second module is designed to develop knowledge and skills in basic nursing procedures. It consists of ten units which should be completed in 340 periods.

List of expected skills

After completion of the module the student will be able to;

1. Recognize patient needs and problems
2. Perform basic nursing procedures

Maintain Proper documents

| Unit No. | Name of Units | Periods |
|-----------------|---|----------------|
| 2.1 | Admission and discharge procedures | 20 |
| 2.2 | Documentation | 10 |
| 2.3 | Lifting, shifting and transferring patients | 20 |
| 2.4 | Exercise, rest and sleep | 15 |
| 2.5 | Vital signs | 60 |
| 2.6 | Personal hygiene | 80 |
| 2.7 | Meeting the nutritional needs | 30 |
| 2.8 | Assisting the elimination needs | 35 |
| 2.9 | Hot and cold application | 40 |
| 2.10 | Collection of specimen | 30 |
| | TOTAL | 340 |

30% Periods - Theory Sessions and 70% Periods - Practical Activities

DETAILED ELEMENTS OF UNITS

MODULE 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID

| Module 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID Unit : 1.1 INTRODUCTION TO NURSING (20 Periods) | | | |
|---|---|--|---|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Health, Illness and Health Care Delivery System | | | |
| <ul style="list-style-type: none"> Health Illness Health Care Delivery System Hospitals, primary care centres, ambulatory care centres and clinics, home health care, long term care facilities, specialized care centres and settings <p>Skills Observing Identifying Charting</p> | <ul style="list-style-type: none"> Define health and illness Identify the health care delivery systems | <ul style="list-style-type: none"> General Discussion showing slides on concept of health Interview with Physician Preparation of an interview schedule Teacher clarifies the points, adds additional information required with the support of a PowerPoint Preparation of a chart on list of health care settings | <ul style="list-style-type: none"> Participation in discussion Report of interview Chart |
| Hospital | | | |
| <ul style="list-style-type: none"> Hospital Types Roles and functions of hospital Major departments Health Team Patient <p>Skills Observing Identifying Comparing Classifying Collecting data</p> | <ul style="list-style-type: none"> Define Hospital Differentiate types and functions of hospital Identify major departments of a Hospital Explain the role of Health team members Identify the patient as a person | <ul style="list-style-type: none"> General discussion The students have a basic idea of hospital. A discussion is arranged so that the student converse and discuss activity regarding the hospital Teacher consolidates the idea with Slide presentation on Concept, Types, Roles and functions of hospital, Major departments, Health Team and Patient <i>Visit a nearby government and private hospital</i> | <ul style="list-style-type: none"> Participation in discussion Report of visit |

Module 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID Unit 1.1 Introduction to Nursing (20 Periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|---|--|---|
| <p>Introduction to Nursing</p> <ul style="list-style-type: none"> • Brief history • Definition • Qualities of a nurse • Roles of a nurse • Scope of nursing • Etiquettes of a nurse • Ethics <ul style="list-style-type: none"> • Communication • Concept and types of communication • Importance of communication • Essentials of communication process <ul style="list-style-type: none"> • Essentials of good communication • Barriers of communication • Interpersonal relationship (IPR) <ul style="list-style-type: none"> • Concept of IPR • Principles of IPR <p>Skills Observing, Identifying, Charting Planning, Implementing, Listing Executing</p> | <ul style="list-style-type: none"> • Recollect brief history of nursing • Define nursing • Enlist the qualities of a nurse • Describe the roles of a nurse • Explain the scope of nursing • Identify the etiquettes and ethics of nursing • Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members | <ul style="list-style-type: none"> • Teacher shows a Video on History of Nursing and ask the students to prepare a flow chart on the events of nursing history in chronological order • Interaction with a Registered nurse in class room • Preparation of interview schedule for interaction • Experience sharing of students on Interaction with the Registered nurse • Discussion on various aspects of nursing with the support of PowerPoint • Role play in Communication and IPR | <ul style="list-style-type: none"> • Flow chart • Report on interview • Participation in discussion and interview • Role play |
| <p>Introduction to Nursing Process</p> <ul style="list-style-type: none"> • Overview of Nursing Process - Assessment, Planning, Implementation, Evaluation Nursing Care Plan <p>Skills Observing, Identifying, Charting</p> | <ul style="list-style-type: none"> • Recognize the importance of Nursing process approach while giving care to patients • Identify the concepts of nursing care plan | <ul style="list-style-type: none"> • General discussion with support of PowerPoint • Prepare chart on nursing process • Discusses the concept of a care plan with help of a case sheet | <ul style="list-style-type: none"> • Observations in Activity log • Participation in discussion • Chart • Unit test |

Module 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID Unit :1.2 Anatomy and Physiology(50 Periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|---|--|--|
| <p>1.2: Introduction to Anatomy and Physiology</p> <ul style="list-style-type: none"> • Definition of terms - Anatomy, Physiology • Language of Anatomy - Anatomical position - Medial and Lateral, Internal and External, Superficial and Deep, Anterior and Posterior, Proximal and Distal • Cell - structure and function, Tissues - Type, location and function, Membranes - Types and functions, Glands - Types and functions • Body cavities- boundaries and contents <ul style="list-style-type: none"> • Blood • Composition of Blood • Functions of blood • Coagulation of blood • Blood groups • Blood Disorders(Haematologic Diseases) - Anaemia, Leukemias, Hemophilia, Thrombocytopenia, Erythroblastosis Foetalis <p>Skills Communicating Observing Identifying Differentiating Demonstrating</p> | <ul style="list-style-type: none"> • Narrate and spell anatomical terms • Explain the structure and functions of cell, tissues, membranes and glands • Identify the boundaries and contents of body cavities • Describe the composition of blood and its functions • Explain coagulation of blood and blood groups • Define and spell common blood disorders • Use the knowledge of anatomy and physiology in practice of basic nursing procedures and first aid | <ul style="list-style-type: none"> • General Discussion using Power point slides on Anatomy and physiology • Gives handouts on words of anatomical position to students and asks them to read and spell and note down in activity log • Demonstration of anatomical position • Observes cells and tissues under microscope • Interactive discussion with models, charts • Animated videos on composition of blood • Seminar on blood - The students are grouped in to five and assign the following subtopics. Group I - Composition of blood Group II - Functions of blood Group III - Coagulation of blood Group IV - Blood groups Group V - Common blood disorders • Students are asked to prepare exhibits on composition of blood • A general discussion on disorders of blood with support of PowerPoint. | <ul style="list-style-type: none"> • Observations in Activity log • Return demonstration of anatomical position • Seminar • Exhibits |

Module 1 : INTRODUCTION TO BASIC NURSING Unit : 1.2 Anatomy and Physiology(50 periods)

| AND FOR ALL Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|--|--|---|
| <p>The Musculoskeletal System</p> <ul style="list-style-type: none"> • Bones • Functions <ul style="list-style-type: none"> • Classification • Axial Skeleton - Skull, Vertebral column, Thoracic Cage • Appendicular Skeleton - Pectoral Girdle and Pelvic Girdle • Joints- classification and function • Location of important muscles of the body -Deltoid, Biceps, Triceps, Quadriceps, Gluteal, VastusLateralis • Disorders of Musculoskeletal System <ul style="list-style-type: none"> - Myasthenia gravis, muscular dystrophy, tetany, arthritis, osteoporosis and gout • Body Mechanics <ul style="list-style-type: none"> • Definition • Purposes • Importance • Principles of body mechanics • Complications of improper body mechanics Skills <ul style="list-style-type: none"> Communicating Classifying Observing Identifying Differentiating Demonstrating | <ul style="list-style-type: none"> • Illustrate the structure and functions of the skeletal system • Explain the types and functions of joints • Locate the muscles of the body • Define and spell common muscular and skeletal system disorders • Explain the importance of body mechanics • Maintain good body mechanics while giving nursing care | <ul style="list-style-type: none"> • Interactive discussion showing slides • General discussion using a articulated skeletal system • Identification of joints and demonstration of their movements • General discussion on muscles showing charts and models • Prepare a picture album on Musculoskeletal disorders • General discussion on body mechanics with slide presentation and video show • Demonstration of lifting of a heavy object | <ul style="list-style-type: none"> • Participation in discussion • Performance in Quiz • Return demonstration • Picture album |

Module 1 : INTRODUCTION TO BASIC NURSING Unit : 1.2 Anatomy and Physiology(50 periods)

| AND FIRST AID Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|--|---|---|
| <p>The Cardiovascular System</p> <ul style="list-style-type: none"> ■ Heart <ul style="list-style-type: none"> ● Position ● Structure ● Conducting System ● Functions ● Cardiac cycle ● Electrocardiograph(ECG) ● Heart sounds ● Pulse ● Blood Pressure ● Blood supply to heart ■ Circulation of blood <ul style="list-style-type: none"> ● Pulmonary circulation ● Systemic Circulation ● Blood Vessels - Arteries, arterioles, Vein, Venules ● Lymphatic System - Lymph, Lymphatic Circulation, Lymph nodes and Spleen ● Disorders of Cardiovascular system - Hypertension, Angina pectoris, Coronary artery disease, Heart failure <p>Skills Communicating Classifying Observing Charting Identifying Differentiating</p> | <ul style="list-style-type: none"> ● Identify the position of the heart ● Prepare a chart and/or model of heart ● Explain the functions of heart and cardiac cycle ● Describe the blood supply to heart ● Prepare a chart on systemic and pulmonary circulation ● Differentiate the blood vessels ● Describe the lymphatic system ● Define and spell common disorders of Cardiovascular system | <ul style="list-style-type: none"> ● Animation show on heart and discussion on structure and functions of heart ● Draw and label parts of heart in activity log ● Prepare models and charts of heart, conducting system, blood supply to heart and blood circulation ● Differentiating the structure and functions of different blood vessels in activity log ● General discussion on lymphatic system with showing slides and models ● Prepare a booklet on prevention of cardiovascular disorders | <ul style="list-style-type: none"> ● Models and charts ● Participation in Discussion ● Observations in Activity log ● Booklet |

Module 1 : INTRODUCTION TO BASIC NURSING Unit : 1.2 Anatomy and Physiology(50 periods)

| AND FURTHER Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|--|--|---|
| <p>The Respiratory System</p> <ul style="list-style-type: none"> Respiratory Organs - Nose, Pharynx, Trachea, Bronchi, Bronchioles, Alveoli, Lungs - Structure and functions Respiratory Muscles - Inter costal muscles, Diaphragm Mechanism of Respiration - Inspiration, Expiration, Pause Respiratory volume and capacities Disorders of respiratory system - Asthma, Emphysema, Occupational respiratory disorders <p>Skills Communicating Classifying Observing, Inferring, Charting, Identifying Differentiating</p> | <ul style="list-style-type: none"> Describe the structure and functions of different organs of Respiratory System Identify the respiratory muscles Explain the mechanism of respiration Recognizes various respiratory volumes and capacities Define and spell common disorders of respiratory system | <ul style="list-style-type: none"> Group discussion showing slides and models of respiratory organs Animation show on mechanism of respiration followed by general discussion Prepare flow chart on process of breathing Prepare models of respiratory system General discussion on Respiratory volume and capacities after a animation show Collect articles related to disorders of respiratory system Health play on injurious effect of cigarette smoking | <ul style="list-style-type: none"> Participation in discussion Models and charts Flow chart Quiz Health play |
| <p>The Endocrine System</p> <ul style="list-style-type: none"> Endocrine glands Pituitary gland- Parts, hormones and functions Thyroid gland - Structure, hormones and functions. Parathyroid glands - Hormones and functions Adrenal glands - Parts , hormones and functions | <ul style="list-style-type: none"> Enlist the endocrine glands Describe the parts of endocrine glands Identify the hormones produced by endocrine glands Describe the functions of different endocrine glands Define and spell common endocrine disorders | <ul style="list-style-type: none"> Seminar on endocrine glands - Students have acquired preliminary knowledge on endocrine glands in school. A seminar is suggested to deepen their knowledge. Divide the class into 6 groups Topic - Endocrine glands Sub topics - | <ul style="list-style-type: none"> Observations in Activity log Seminar Performance during Quiz Picture album |

| Module 1 : INTRODUCTION TO BASIC NURSING | | Unit : 1.2 Anatomy and Physiology(50 periods) | |
|---|-------------------|--|------------|
| AND FURTHER Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <ul style="list-style-type: none"> • Pancreas - Structure, hormones and functions • Pineal body and Thymus glands hormones and function • Ovaries and Testes - Hormones and function • Disorders of Endocrine System- Gigantism, Dwarfism, Diabetes Insipidus, Hypothyroidism, Hyperthyroidism, Cushing's Syndrome, Addison's Disease, Diabetes Mellitus <p>Skills</p> <p>Communicating</p> <p>Classifying</p> <p>Listing</p> <p>Observing</p> <p>Charting</p> <p>Identifying</p> <p>Differentiating</p> <p>Recognising</p> | | <ol style="list-style-type: none"> 1. Pituitary gland- Parts, hormones and functions 2. Thyroid gland - Structure, hormones and functions. 3. Parathyroid glands - Hormones and functions 4. Adrenal glands - Parts , hormones and functions 5. Pancreas - Structure, hormones and functions 6. Pineal body and thymus glands hormones and function, Ovaries and testes - Hormones and function <ul style="list-style-type: none"> • Quiz on hormones and hormonal disease • Prepare poster on thyroid gland and pancreas • Prepare a picture album on endocrinal disorders | |

Module 1 : INTRODUCTION TO BASIC NURSING Unit : 1.2 Anatomy and Physiology (50 periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|---|--|---|
| <p>The Digestive System</p> <ul style="list-style-type: none"> • Alimentary Canal - Parts, structure and Role • Mouth, Tongue, Teeth, Pharynx, Oesophagus, Stomach, Small Intestine, Large Intestine, Rectum, Anal Canal • Digestive Glands - Structure and function - Salivary glands, Gastric glands, Liver, Pancreas and intestinal glands • Digestion of food • Absorption of digested products • Disorders of Digestive system - Anorexia, Nausea, Vomiting, Hiccups, Appendicitis, Constipation, Diarrhoea, Malena, Jaundice <p>Skills Communicating Classifying, Observing Charting, Identifying Differentiating, Recognising</p> | <ul style="list-style-type: none"> • Describe the structure and functions of different organs of Digestive System • Explain process of digestion and absorption • Define and spell disorders of Digestive System | <ul style="list-style-type: none"> • Group discussion is conducted after a brief introduction with slide presentation and animated videos • Assignment on construction of human teeth, human digestive system model • Prepare a chart on process of digestion • Discussion with a case sheet of a patient with a digestive problem | <ul style="list-style-type: none"> • Participation in discussion • Assignment • Chart |
| <ul style="list-style-type: none"> • Neuron • Brain • Meninges • Cerebrospinal fluid (CSF) • Cranial Nerves | <ul style="list-style-type: none"> • Describe the structure and functions of different organs of Nervous System • Enlist the cranial nerves • Define and spell disorders of nervous system | <ul style="list-style-type: none"> • Review the knowledge of nervous system by conducting a quiz • General discussion on nervous system conducted with the support of charts, models and slide presentation | <ul style="list-style-type: none"> • Performance in Quiz • Participation in discussion • Models and charts |

| Module 1 : INTRODUCTION TO BASIC NURSING | | Unit :1.2 Anatomy and Physiology (50 periods) | |
|--|---|---|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <ul style="list-style-type: none"> Spinal Cord Lumbar puncture Disorders of Nervous system- Hydrocephalus, Dementia, Meningitis, Stroke <p>Skills Communicating Classifying Observing Charting Listing Identifying Differentiating Recognising</p> | | <ul style="list-style-type: none"> Assignment on preparation of models and charts of brain, neuron and spinal cord Shows a video of lumbar puncture followed by discussion Shows picture of nervous system disorders in screen and ask the students to identify. Teacher explains the disorder | |
| <p>The Sensory Organs</p> <ul style="list-style-type: none"> Structure and functions of Eye Disorders - Myopia, Hypermetropia, Cataract, Conjunctivitis, Stye Structure and functions of Ear Disorders - Otitis media Structure and functions of Skin Disorders - Acne Vulgaris, Dermatitis or Eczema, Albinism, Scabies, Vitiligo, Sebaceous cyst Structure and functions of Tongue Disorders - Glossitis Structure and functions of Nose Disorders - Epistaxis, Rhinorrhea <p>Skills Communicating, Classifying Observing, Charting, Identifying Differentiating, Recognising</p> | <ul style="list-style-type: none"> Describe the structure and functions of sensory organs Define and spell common disorders of sensory organs | <ul style="list-style-type: none"> Group discussion on sensory organs - class is divided into 5 groups Students are asked to draw and label the sensory organs Preparation of a picture album on disorders of sensory organs. | <ul style="list-style-type: none"> Participation in discussion Picture album |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | | |
|--|--|--|--|
| Unit : 1.2 Anatomy and Physiology (50 periods) | | | |
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| The Urinary System | | | |
| <ul style="list-style-type: none"> Structure and functions - Kidney, Ureters, Urinary bladder and Urethra Structure and functions of nephron Urine Formation Micturition Terms - Anuria, oliguria, polyuria, dysuria, haematuria, proteinuria, glycosuria. <p>Skills Communicating, Classifying, Observing Charting, Identifying, Differentiating Recognising</p> | <ul style="list-style-type: none"> Describe the structure and functions of different organs of Urinary System Explain the Structure and functions of nephron Describe urine formation Explain the process of micturition Define and spell common disorders of Urinary system. | <ul style="list-style-type: none"> Review knowledge on Urinary system by conducting a Quiz Discussion supported with animation shows and PowerPoint slides Draw and label parts of kidney and nephron in activity log Prepare models and charts of kidney and nephron Prepare a flowchart on formation of urine Prepare a table of various urinary system disorders and collection of articles of kidney disease | <ul style="list-style-type: none"> Performance in quiz Observations in Activity log Models and charts Flow chart Collection. |
| The Reproductive System | | | |
| <ul style="list-style-type: none"> Male reproductive system Structure and function of scrotum, testes, epididymis and vas deferens, spermatic cord, seminal vesicles, prostate glands and penis Female reproductive system Structure and function of - vulva, vagina, uterus, uterine tubes and ovaries Menstruation Terms - Menarche, Amenorrhoea, Dysmenorrhoea, Menorrhagia, Menopause, Infertility. | <ul style="list-style-type: none"> Describe the structure and functions of different organs male and female of reproductive system Explain Menstrual cycle Define and spell common terminologies of reproductive system | <ul style="list-style-type: none"> A seminar with the support of appropriate audio visual aids Topic - Male reproductive system Sub topic - Structure and functions of <ol style="list-style-type: none"> Scrotum Testes Epididymis and vas deferens Spermatic cord Seminal vesicles Prostate glands Penis | <ul style="list-style-type: none"> Seminar Participation in discussion Models, charts and poster Unit test - MCQ, short answer type, diagrams, essay type Observation in activity log |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit : 1.2 Anatomy and Physiology (50 periods) | |
|--|-------------------|--|------------|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Skills Communicating Classifying Observing Charting Identifying Differentiating Recognising | | <ul style="list-style-type: none"> • Discussion and preparation of charts and model on structure and functions of <ol style="list-style-type: none"> 1. Vulva 2. Vagina 3. Uterus 4. Uterine tube 5. Ovaries • Animation video and PowerPoint presentation followed by discussion on menstruation Preparation of Poster on menstrual cycle • Handouts are given to students on terms connected with reproductive system and ask them to read and spell. Teacher explains the terms and students note down in activity log. | |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.3 : MICROBIOLOGY (40 periods) | |
|---|---|---|---|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Microbiology</p> <ul style="list-style-type: none"> • Microbiology - Brief History and Definition • Characteristics of Microorganisms • Taxonomic groups - Bacteria, Virus, Fungi, Protozoa and Algae • Factors influencing growth of microorganism • Uses of microorganism • Common diseases caused by pathogenic microorganisms <p>Skills</p> <p>Observing Classifying Communicating Analysing Listing Inferring Collection Experimenting</p> | <ul style="list-style-type: none"> • Explain the concepts of microbiology • Classify different types of microorganism • Explain factors influencing growth of microorganism • Describe the uses of microorganisms • Enlist the common disease producing micro-organisms and diseases • Use the principles of microbiology in practice of basic nursing procedures and first aid | <ul style="list-style-type: none"> • A group discussion followed of microscopic view of microorganism • Microscopic view of microorganism • Preparation of a picture album on microorganisms • Interactive discussion with PowerPoint, Animations and videos on Microbiology, Characteristics of microorganisms, Taxonomic groups, Factors influencing growth of microorganism, Uses of microorganism • Experiment - Growth of microorganism: Student collects swabs from nose, mouth and desk. Culture them and visualize under microscope and make notes in activity log • Collect articles from news paper and periodicals on common diseases caused by pathogenic microorganisms • Debate on Microorganisms - A boon or bane | <ul style="list-style-type: none"> • Participation in discussion • Album • Performance in conducting Experiment • Participation in debate • Collection |

MODULE 1 : INTRODUCTION TO BASIC NURSING

Unit 1.3 : MICROBIOLOGY (40 periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|--|---|
| <p>Infections</p> <ul style="list-style-type: none"> Infections - definition, Incubation period, period of communicability, sources of infection, Cross infection, health care associated infection, (HAI) prevention of health care associated infection Infection process cycle - Infectious agent, reservoir, portal of exit, mode of transmission, portal of entry, susceptible host <p>Skills Observing, Classifying, Communicating Analysing, Inferring</p> | <ul style="list-style-type: none"> Explain the concept of infection and its types Describe the infection process cycle Explain prevention of health care associated infections | <ul style="list-style-type: none"> Discussion on infection with support of Animations, PowerPoint slides Role play on health care associated infection Open discussion on infection process cycle with a help of a chart and PowerPoint Draw infection process cycle in activity log | <ul style="list-style-type: none"> Participation in discussion Role play Observations in activity log |
| <p>Disinfection and Sterilization</p> <ul style="list-style-type: none"> Concept of disinfection and sterilization Methods Disinfection: Boiling, chemical disinfectants, antiseptics and cleansing agents Sterilization - <ol style="list-style-type: none"> Physical Methods- dry heat, moist heat, filtration and radiation. Chemical Methods - alcohols, aldehydes, dyes, halogens, phenols, gases Disinfection of wards Disinfection of operation theatre <p>Skills Observing, Classifying, Communicating Analysing, Inferring, Demonstrating Planning, Implementing</p> | <ul style="list-style-type: none"> Differentiate between disinfection and sterilization Explain the methods of disinfection and sterilization Explain disinfection of ward and operation theatre | <ul style="list-style-type: none"> General Discussion with PowerPoint slides and animations on disinfection and sterilization Demonstration of disinfection methods - disinfection of thermometer Demonstration of sterilization methods- boiling, autoclaving Exhibition on disinfection sterilization equipments and agents Visit to Centralised Sterile Services Department (CSSD) of a nearby hospital Video show on disinfection of ward and operation theatre Observation and practice during OJT | <ul style="list-style-type: none"> Participation in group discussion Report on exhibition Observation report Performance during OJT |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.3 : MICROBIOLOGY (40 periods) | |
|---|--|--|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Immunity</p> <ul style="list-style-type: none"> • Definition • Types - Innate, active and passive • Vaccines • National Immunization schedule <p>Skills</p> <ul style="list-style-type: none"> • Observing • Classifying • Communicating • Analysing • Inferring • Planning • Implementing | <ul style="list-style-type: none"> • Define immunity • Differentiate between various types of immunity and immunizing agents • Describe national immunization schedule | <ul style="list-style-type: none"> • Review knowledge on Immunity by conducting a Quiz • Discussion on Types of immunity and vaccines with support of PowerPoint • Video show on immunization • Visit to immunization clinic • Prepare a leaflet and poster on immunization schedule • Role play on importance of immunization | <ul style="list-style-type: none"> • Performance in quiz • Observation report • Poster |
| <p>Bio-Safety and Waste Management</p> <ul style="list-style-type: none"> • Introduction to biomedical waste • Importance to biomedical waste management • Generation and segregation of waste • Collection and storage of waste • Transportation of waste • Treatment of Waste • Disposal of Waste <p>Skills</p> <ul style="list-style-type: none"> • Observing , Classifying • Communicating , Identifying • Inferring, Demonstrating, Planning, Implementing | <ul style="list-style-type: none"> • Define biomedical waste • Identify the importance of biomedical waste management • Segregate biomedical waste • Describe the methods of collection and storage of waste • Explain the methods of transportation of waste, treatment of waste and disposal of waste | <ul style="list-style-type: none"> • Discussion with support of PowerPoint • Video show on biomedical waste management • Students are asked to prepare a poster on Bio safety • Demonstration on segregation of waste • Observation and practice during OJT | <ul style="list-style-type: none"> • Unit test - MCQ, short answer type, diagrams, essay type • Poster • Performance during OJT |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.4 : MEDICAL AND SURGICAL ASEPSIS (40 periods) | |
|--|--|---|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Medical and Surgical Asepsis | | | |
| <ul style="list-style-type: none"> • Concept of Asepsis- Medical and Surgical Asepsis • Medical aseptic practices • Medical hand hygiene • Donning of gown • Face masks • Wearing and removing clean gloves • Personal protective equipments • Surgical aseptic practices • Principles of surgical asepsis • Surgical hand washing • Sterile gloving • Opening sterile package • Pouring of sterile solutions <p>Skills Observing , Differentiating Communicating, Analysing, Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Differentiate medical asepsis and surgical asepsis • Describe medical aseptic practices • Enlist the personal protective equipments • Explain the principles of surgical asepsis • Describe surgical aseptic practices • Demonstrate skill in - hand washing (medical and surgical), donning of gown and gloves (clean & sterile), opening sterile package, pouring of sterile solutions. | <ul style="list-style-type: none"> • Discussion with support of PowerPoint • Animation and video show on medical and surgical aseptic practices • Prepare a theme song on hand washing technique • Preparation of album on personal protective equipments • Demonstration of medical aseptic practices • Demonstration of surgical aseptic practices • Observation and practice during OJT | <ul style="list-style-type: none"> • Participation in discussion • Theme song • Album • Return demonstration • Performance during OJT |
| Standard Precautions and Isolation Techniques | | | |
| <ul style="list-style-type: none"> • Standard precaution • Transmission based precaution • Airborne precaution • Droplet precaution • Contact precaution • Isolation technique - Barrier Nursing, Reverse Barrier Nursing <p>Skills Communicating, Inferring Observing, Planning, Implementing</p> | <ul style="list-style-type: none"> • Standard Precautions and Isolation Techniques • Explain the importance of Standard Precautions and Isolation techniques • Practice standard precautions and isolation techniques while caring patients in different settings | <ul style="list-style-type: none"> • A general discussion with support of Animations and videos on standard precaution • Role play on transmission based precaution • Observation and practice during OJT | <ul style="list-style-type: none"> • Participation in discussion • Role play • Performance during OJT |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.4 : MEDICAL AND SURGICAL ASEPSIS (40 periods) | |
|---|--|--|---|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Cleaning of Instruments and Articles</p> <ul style="list-style-type: none"> • Cleaning of instruments including sharps • Care of Rubber items • Mackintosh • Rubber tubes and catheters, • Hot water Bag, ice Caps and air cushion • Gloves • Rubber air/water mattress and pillows • Ambu bag with face mask • Aquathermia pads • Care of Glass items • Care of Medical Equipments • Care of Stainless steel items • Care of Plastic and Poly Vinyl Chloride Items • Care of Enamel wares • Care of Linen • Care of Blankets <p>Skills Communicating Inferring Observing Planning Implementing</p> | <ul style="list-style-type: none"> • Clean instruments and articles | <ul style="list-style-type: none"> • Brain storming <ol style="list-style-type: none"> 1. Teacher presents the topic Cleaning of instruments and articles 2. Provides relevant information 3. Record the ideas put forth by the participants 4. Combine similar ideas in different charts 5. Teacher consolidates the ideas and adds missing points <ul style="list-style-type: none"> • Demonstration of Cleaning of instruments and articles <p>Observation and practice during OJT</p> | <ul style="list-style-type: none"> • Participation in Brain storming • Return demonstration • Unit test - MCQ, short answer type, essay type • Performance during OJT |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.5 : INTRODUCTION TO PSYCHOLOGY AND SOCIOLOGY (10 periods) | |
|---|---|---|---|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Psychology <ul style="list-style-type: none"> • Definition of Psychology • Psychology - Importance in nursing • Mental health- Definition • Characteristics of a mentally healthy person • Emotions • Emotional reaction to diseases • Defense mechanisms • Personality Skills Observing Classifying Communicating Charting Identifying Analysing Inferring Planning Implementing | <ul style="list-style-type: none"> • Define Psychology and Mental health • Explain the importance of psychology in nursing • Explain the characteristics of a mentally healthy person • Describe emotions and emotional reaction to diseases • Recognize the defense mechanisms • Explain personality | <ul style="list-style-type: none"> • Open Discussion Students have the basic concept of health. In this competitive world, the life itself is becoming more and more stressful day by day. Understanding the concepts of psychology and mental health is essential for the student for handling problematic situations. This objective is achieved through an open discussion. • Preparation of chart on characteristics of a mentally healthy person • General discussion on emotions and emotional reaction to disease with support of PowerPoint • Role play on defense mechanism • Discussion on personality • Students have the basic concept of personality. To elicit their level of knowledge, the teacher may ask "Can you name any one of the eminent personalities whom you have come across?" After eliciting their responses the teacher continues the discussion. | <ul style="list-style-type: none"> • Participation in discussion • Chart • Role play |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.5 : INTRODUCTION TO PSYCHOLOGY AND SOCIOLOGY (10 periods) | |
|---|--|--|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Sociology</p> <ul style="list-style-type: none"> • Definition of Sociology • Sociology- Importance in nursing • Influence of culture on health and disease. • Family, marriage and their influence on health and health practices • Effects of illness on family • Social problems - Poverty, unemployment, illiteracy, housing, food, prostitution, substance abuse, child labor, child abuse, rights of Children, Problems of women, elderly and handicapped, Crime and juvenile delinquency, HIV/AIDS <p>Skills</p> <p>Observing Classifying Communicating Identifying Analysing Comparing Inferring Planning Implementing</p> | <ul style="list-style-type: none"> • Define sociology • Describe the importance of sociology in nursing • Recognize the influence of culture on health and disease • Explain family marriage and their influence on health and health practices • Explain the effects of illness on family • Enlist the social problems • Apply the knowledge of psychology and sociology in practice of basic nursing procedures and first aid | <ul style="list-style-type: none"> • Students have basic knowledge of social norms and culture as they live in society. To promote their learning, teacher conducts a discussion. 1. Sociology- concepts and importance in nursing 2. Influence of culture on health and disease • Group discussion on Family, marriage and their influence on health and health practices • Debate on "joint family provides more protection to members than a nuclear family" • Role play on Effects of illness on family • Brain storming on social problems | <ul style="list-style-type: none"> • Participation in discussion • Evaluation of the Role play • Participation in debate • Unit test |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | | |
|--|---|---|--|
| Unit 1.6 : PATIENT CARE UNIT (40 periods) | | | |
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Maintenance of Patient Unit | | | |
| <ul style="list-style-type: none"> • Patient Unit - definition • Common articles/equipments • Purposes of maintenance of patient unit • Patient safety • Taking care of patient's unit • Bed making • Definition • Purposes, Types • Procedure - Open bed, Closed bed and Occupied bed • Skills • Observing , Differentiating , Communicating, Identifying , Inferring • Demonstrating | <ul style="list-style-type: none"> • Describe a patient unit • Explain the importance of patient safety • Explain the concept of bed and purpose of bed making • Demonstrate skill in bed making | <ul style="list-style-type: none"> • Discussion on patient unit with support of PowerPoint • Preparation of a patient unit • Exhibition of a patient unit with articles and equipments • Group discussion on patient safety • Role play on taking care of a patient unit • General discussion on bed making with support of PowerPoint and video • Demonstration of bed making | <ul style="list-style-type: none"> • Participation in discussion • Report of exhibition • Return demonstration |
| Providing Comfort Devices and Positions | | | |
| <ul style="list-style-type: none"> • Comfort devices • Bed cradle • Bed blocks • Back rest • Air cushion • Cotton rings • Foot board • Pillows • Sponge rubber pad • Doughnuts/heel and elbow rings • Wedge pillow | <ul style="list-style-type: none"> • Identify the comfort devices and its uses • Demonstrate skill in providing comfort devices • Recognize the positions for comfort • Demonstrate the positions for comfort | <ul style="list-style-type: none"> • General discussion on comfort devices and positions • Multimedia presentation on comfort devices and positions • Demonstration of providing comfort devices • Demonstration of providing positions • Memory test for Identification of comfort devices • Observation and practice during OJT | <ul style="list-style-type: none"> • Participation in discussion • Return demonstration • Performance in memory test • Unit test • Performance during OJT |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.6 : PATIENT CARE UNIT (40 periods) | |
|---|---|---|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Trochanter roll sand bags Cardiac table</p> <p>Positions Supine Dorsal recumbent Lateral or side- lying position Prone position Fowler's position Trendelenberg Lithotomy</p> <p>Skills Observing , Communicating , Classifying Identifying , Inferring, Demonstrating.</p> | | | |
| 1.7 : First aid and Emergency Care (160 PERIODS) | | | |
| <ul style="list-style-type: none"> • First Aid • Aims and objectives of first aid • Principles of first aid • Qualities of a first aider • Golden rules of first aid • First aid box <p>Skills Observing Communicating Charting , Listing, Identifying Inferring, Producing</p> | <ul style="list-style-type: none"> • Define first aid • Explain the aims and objectives of first aid • Enumerate the principles of first aid • Enlist the qualities of a first aid provider • Describe Golden rules of first aid • Enumerate articles in first aid box • Prepare First aid box | <ul style="list-style-type: none"> • Teacher elicits the understanding of students by asking some questions followed by discussion with PowerPoint • Shows a first aid box and explains the articles • Preparation of a poster - Dos and don'ts of first aid • Preparation of chart on Qualities of a first aider and Golden rules of first aid • Prepare a of a first aid box • Exhibit and sale of first box in vocational expo | <ul style="list-style-type: none"> • Observations in activity log • Chart • Poster • First aid box |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | UNIT 1.7 : FIRST AID AND EMERGENCY CARE (140 Periods) | |
|---|---|--|---|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Action at an Emergency | | | |
| <ul style="list-style-type: none"> • First aid at an emergency • Telephoning for help • Multiple casualties • Road accidents • Fires • Electrical injuries • Rescue from drowning • Stress <p>Skills Observing , Communicating Identifying , Inferring, Planning Implementing</p> | <ul style="list-style-type: none"> • Practice first aid at an emergency | <ul style="list-style-type: none"> • Interactive discussion with PowerPoint • Animation and video shows on emergency situations • Role play/ Mock drill • Visit to Fire station | <ul style="list-style-type: none"> • Role play • Visit report |
| Basic Life Support (BLS) | | | |
| <ul style="list-style-type: none"> • Adult BLS • Chest compression • Airway • Breathing • Automated External Defibrillator (AED) • Demonstration of AED use • Child & infant BLS • One rescuer CPR sequence • Choking • Adult choking • Infant choking • Two rescuer CPR sequence • Recovery position <p>Skills Observing , Communicating Charting , Identifying , Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Explain the steps of basic life support • Demonstrate the skill in providing Basic Life Support • Demonstrate the Heimlich maneuver | <ul style="list-style-type: none"> • Shows a film clipping on BLS followed by discussion • Preparation of a leaflet on BLS • Animation/video show • Simulation exercise of CPR using CPR dummy • Demonstration of AED use • Preparation of a chart on algorithm of BLS • Practice recovery position | <ul style="list-style-type: none"> • Leaflet • Return demonstration of CPR • Chart |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | Unit 1.7 : First aid of Emergency Core (140 periods) | |
|--|--|---|--|
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Wounds and Haemorrhage | | | |
| <ul style="list-style-type: none"> Wound, Type of wounds Wound with foreign body First Aid for wounds Types of haemorrhage, Epistaxis First aid for Haemorrhage and Epistaxis <p>Skills Observing , Classifying , Communicating Identifying , Inferring, Demonstrating Planning, Implementing</p> | <ul style="list-style-type: none"> Describe wound and types of wound Demonstrate skill in giving first aid in wounds Differentiate the types of haemorrhage Describe epistaxis Demonstrate skill in giving first aid in haemorrhage and epistaxis | <ul style="list-style-type: none"> Discussion with PowerPoint Role play on first aid for wounds, haemorrhage and epistaxis Demonstration of first aid for wounds haemorrhage and epistaxis Giving first aid for students in school at service/product cum training centre | <ul style="list-style-type: none"> Return demonstration Performance in PTC activities |
| Fractures | | | |
| <ul style="list-style-type: none"> Causes Types Classification Signs and symptoms First aid for Fracture <p>Skills Observing , Communicating, Classifying Identifying, Inferring, Demonstrating</p> | <ul style="list-style-type: none"> Describe fractures and types of fractures Demonstrate skill in giving first aid in fractures | <ul style="list-style-type: none"> General discussion with PowerPoint, Animation/video show Demonstrate first aid for fracture Giving first aid for students in school at service/product cum training centre | <ul style="list-style-type: none"> Participation in discussion Return demonstration Performance in PTC activities |
| Poisoning | | | |
| <ul style="list-style-type: none"> Routes of taking poisons General Signs and symptoms First Aid for Acid poisoning Alkali poisoning Common Indian plant poisons - Castor oil plant, Yellow oleander, Datura, Abrus seed (kummikuru), Nux vomica, Cannabis, Atropa Belladonna, Tobacco, Opium, | <ul style="list-style-type: none"> Enumerate the routes of taking poison Explain the signs and symptoms of poisoning Enlist the Indian plant poisons Describe first aid for various poisons Demonstrate skill in giving first aid in poisoning | <ul style="list-style-type: none"> Brain storming on poisoning Teacher presents the topic Poisoning Provides relevant information Record the ideas put forth by the participants Combine similar ideas in different | <ul style="list-style-type: none"> Participation in brain storming Leaflet |

Unit 1.7 : First aid of Emergency Core (140 periods)

MODULE 1 : INTRODUCTION TO BASIC NURSING

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|--|--|
| <p>Poisonous mushroom, Cerbera odollam (Suicide tree)</p> <ul style="list-style-type: none"> • Drugs - Phenobarbitone • Metal poisoning • Organic chemical poisons • Food poisoning <p>Skills Observing, Communicating Classifying, Identifying , Listing, Inferring, Charting , Demonstrating</p> | | <p>5. Teacher consolidates the ideas and adds missing points</p> <ul style="list-style-type: none"> • Animation/video show on first for poisoning • Preparation of leaflet on first aid for poisoning • Preparation of herbarium on plant poisons | <ul style="list-style-type: none"> • Participation in storming • Leaflet • Herbarium |
| Medical Emergencies | | | |
| <ul style="list-style-type: none"> • First aid in Medical emergencies • Shock • Stroke • Drowning • Asphyxia • Heat and sun stroke • Epilepsy • Abdominal pain | <ul style="list-style-type: none"> • Describe first aid in medical Emergencies • Demonstrate skill in giving first aid in medical emergencies | <ul style="list-style-type: none"> • Seminar on medical emergencies • Animation/video show on First aid in Medical emergencies • Demonstration and practice • Collect news paper cuttings related medical emergencies | <ul style="list-style-type: none"> • Seminar • Collection |
| Burns and Scalds | | | |
| <ul style="list-style-type: none"> • Assessing a burn • Minor burns and scalds • Severe burns and scalds • Special types of burns - burns to the airway, electrical burns, chemical burns, chemical burns to eye and sun burn • First aid in burns and scalds <p>Skills Observing , Communicating Classifying, Identifying , Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Demonstrate skill in assessing burns • Demonstrate skill in giving first aid for burns and scalds | <ul style="list-style-type: none"> • Role play on stopping burning process and first aid for burns followed by discussion • Animation/video show on first aid for burns and scalds • Preparation of poster on first aid of burns | <ul style="list-style-type: none"> • Role play • Participation in discussion • Poster |

Unit 1.7 : First aid of Emergency Core (140 periods)

MODULE 1 : INTRODUCTION TO BASIC NURSING

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|---|---|
| <p>Bites and Stings</p> <ul style="list-style-type: none"> • First Aid for Animal Bites • Insect bites • Snake bites <p>Skills Observing Communicating Classifying Identifying Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Describe first aid for bites and stings • Demonstrate skill in giving first aid for bites and stings | <ul style="list-style-type: none"> • Discussion with PowerPoint Animation/video show • Demonstration of first aid • Preparation of posters on first aid for bites and stings • Collection of articles related to Bites and stings | <ul style="list-style-type: none"> • Poster • Collection |
| <p>Foreign bodies</p> <ul style="list-style-type: none"> • First Aid for Foreign bodies in skin • Foreign bodies in eye • Foreign bodies in ears • Foreign bodies in nose • Swallowed foreign bodies • Foreign body aspiration • Inhaled foreign bodies <p>Skills Observing Communicating Classifying , Identifying, Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Demonstrate skill in giving first aid for victims with foreign bodies in skin, eye, ears, nose • Demonstrate skill in giving first aid for victims with swallowed foreign bodies, foreign body aspiration and inhaled foreign bodies | <ul style="list-style-type: none"> • Seminar on first aid for foreign bodies • Seminar paper presentation to be followed by demonstration • Animation/video show on first aid for foreign bodies | <ul style="list-style-type: none"> • Seminar • Return demonstration |

| MODULE 1 : INTRODUCTION TO BASIC NURSING | | | |
|---|--|---|---|
| Unit 1.7 : First aid of Emergency Core (140 periods) | | | |
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| Bandaging, Splints and Slings | | | |
| <ul style="list-style-type: none"> Bandaging Purposes Types - Roller and Triangular Principles of bandaging Techniques - Simple spiral, Reverse spiral, Figure of eight, Spica Splints and Slings | <ul style="list-style-type: none"> Describe purposes, types and principles of bandaging Demonstrate skills in bandaging, applying splints and slings | <ul style="list-style-type: none"> Discussion with PowerPoint Animation/video show Visit to plaster room of a hospital to observe bandaging and splinting. Demonstrate of bandaging Demonstrate of applying splints and slings Practice of bandaging and application of splints and slings | <ul style="list-style-type: none"> Return demonstration Report of visit |
| Handling and Transport | | | |
| <ul style="list-style-type: none"> Handling and transport of casualties Manual moves Moves using equipment Stretchers Skills Observing Communicating Classifying Identifying Inferring Demonstrating | <ul style="list-style-type: none"> Demonstrate skills in transporting a casualty safely | <ul style="list-style-type: none"> Discussion on Handling and transport of casualties with support of PowerPoint, videos and animation Demonstration of handling and transport of casualties Role play on Handling and transport of casualties | <ul style="list-style-type: none"> Return demonstration Role play Unit test (MCQ and short answers) |

LIST OF PRACTICAL ACTIVITIES IN MODULE 1

1.1 INTRODUCTION TO NURSING

1. Visit to a Government and Private Hospital

1.2 ANATOMY AND PHYSIOLOGY

1. Demonstration of anatomical positions
2. Observation of cells and tissues under microscope
3. Identification of joints and demonstration of their movements
4. Demonstration of lifting of heavy object

1.3 MICROBIOLOGY

1. Microscopic view of microorganism
2. Experiment on growth of microorganism
3. Visit to Centralised Sterile Services Department(CSSD)
4. Visit to immunization clinic
5. Disinfection of thermometer and other equipments
6. Sterilisation of instruments by boiling and autoclaving
7. Biomedical waste segregation

1.4 MEDICAL AND SURGICAL ASEPSIS

1. Medical Asepsis procedures- Medical hand hygiene, donning of gown, Face masks and clean gloves
2. Surgical Asepsis procedures- Surgical hand washing - Sterile gloving, Opening sterile package and pouring of sterile solutions
3. Donning of personal protective equipments
4. Cleaning of instruments and articles
 - Cleaning of instruments including sharps
 - Care of Rubber items
 - Mackintosh
 - Rubber tubes and catheters,
 - Hot water Bag, ice Caps and air cushion
 - Gloves
 - Rubber air/water mattress and pillows
 - Ambu bag with face mask
 - Aquathermia pads
 - Care of Glass items
 - Care of Medical Equipments
 - Care of Stainless steel items

- Care of Plastic and Poly Vinyl Chloride Items
- Care of Enamel wares
- Care of Linen
- Care of Blankets

1.6 PATIENT CARE UNIT

1. Preparation of patient unit
2. Bed making- closed, open, occupied bed
3. Providing comfort devices - bed cradle, bed blocks, back rest, air cushion, cotton rings, foot board, pillows, Sponge rubber pads, Doughnuts/heel and elbow rings, wedge pillow, trochanter rolls, sand bags and cardiac table
4. Providing comfort positions - Supine, dorsal recumbent, Lateral or side- lying position, Prone position, Fowler's position, tredenlenberg and lithotomy

1.7 FIRST AID AND EMERGENCY CARE

1. Preparation of first aid box
2. Visit to fire station
3. Basic Life Support (BLS)
4. Heimlich maneuver
5. Demonstration of AED use
6. First for - Haemorrhage, Wounds, Fractures, Poisoning, Medical Emergencies, Burns and scalds, Bites and stings, Foreign body in skin, eye, ear, nose and throat, Foreign body aspiration
7. Bandaging
8. Application of splints and slings
9. Handling and transport of casualty.

MODULE 2 : BASIC NURSING PROCEDURES Unit 2.1 : Admission and Discharge Procedures (20 Periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|--|--|---|
| <p>Admission and Discharge Procedures</p> <ul style="list-style-type: none"> • Admission of patient • Discharge of patient • Physical assessment • Assisting in examination Skills Observing Communicating Identifying Inferring Demonstrating Planning Implementing, Collection | <ul style="list-style-type: none"> • Describe the Admission and Discharge Procedure • Demonstrate admission and discharge procedures • Develop knowledge, skill & abilities to perform physical assessment of the patient. • Assist the physician or nurse in physical examinations of the patient | <ul style="list-style-type: none"> • General Discussion with support of PowerPoint Slides on admission and discharge procedure • Role play - admission procedure - students act as different persons in a hospital • Teacher consolidates the point after role play • Observation of admission and discharge procedure during OJT • Collect and record health history of patient in a diary • Perform physical examination • After demonstration students divide in groups and practice techniques of physical assessment | <ul style="list-style-type: none"> • Role play • Return demonstration/ performance evaluation • Diary |
| <p>Unit No. 2.2: Documentation (10 Periods)</p> <ul style="list-style-type: none"> • Purpose and Importance • Principles of documentation • Types of documents Skills Observing Communicating Classifying Identifying Inferring Charting | <ul style="list-style-type: none"> • Describe the purpose and importance of documentation • Enlist the principles of documentation • Differentiate between types of documents | <ul style="list-style-type: none"> • Discussion on documentation with support of PowerPoint and a case sheet • Shows copies of different documents in a hospital • Chart- dos and don'ts of documentation • Activity log - compare and contrast types of documents • Discuss the method of recording with a hospital case sheet during OJT • Documentation after performing of procedures | <ul style="list-style-type: none"> • Unit test • Chart • Activity log • Documentation of procedures |

MODULE 2 : BASIC NURSING PROCEDURES Unit 2.3 : : **Lifting, Shifting and Transferring patients (20 Periods)**

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|---|--|
| <p>Lifting, Shifting and Transferring Patients</p> <ul style="list-style-type: none"> • General guidelines and principles of lifting, shifting and transferring • Moving the helpless patient up in bed (two nurses assist patient) • Helping the patient to move from one side of bed to the other (one nurse assists) • Helping the patient turn on his side (one nurse assists) • Log rolling • Lifting a semi-helpless patient up in bed (patient can help by pushing with his feet one nurse assists the patient) • Moving an injured part • Transferring the patient from bed to stretcher and stretcher to bed • Transferring the patient from bed to wheel chair and wheel chair to bed <p>Skills Observing, Communicating Identifying , Inferring, Demonstrating</p> | <ul style="list-style-type: none"> • Explain general guidelines and principles for Lifting, Shifting and Transferring Patients • Explain the steps of Lifting, shifting and transferring patients • Demonstrate skill in Lifting, shifting and transferring patients | <ul style="list-style-type: none"> • Review body mechanics by conducting a quiz and discusses general guidelines and principles with the help of a PowerPoint • Demonstration of Lifting, shifting and transferring patients and discussion based on the demonstration • Role play- students act as patient and nurse to perform lifting, shifting and transferring • Assists in lifting, shifting and transferring patients during OJT | <ul style="list-style-type: none"> • Quiz • Participation in discussion • Role play • Return demonstration • Performance during OJT |
| <p>Exercise</p> <ul style="list-style-type: none"> • Importance of Exercise • Active and passive exercises • Range of motion exercises • Breathing exercises | <ul style="list-style-type: none"> • Explain the importance of exercise in health and illness • Differentiate active and passive exercise • Demonstrate ROM exercise and breathing exercise | <ul style="list-style-type: none"> • Brain storming- importance of exercise • Discussion- importance of exercise in health and illness • Chart on benefits of exercise • Activity log - differences and similarities of active and passive exercise | <ul style="list-style-type: none"> • Return demonstration • Activity log • Chart • Unit test |

Unit 2.4 : Exercise Rest & Sleep (15 Periods)

MODULE 2 : BASIC NURSING PROCEDURES

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|---|---|---|
| Skills Communicating, Classifying , Identifying , Inferring, Demonstrating | | <ul style="list-style-type: none"> Practice ROM Exercises and Breathing Exercises Perform ROM Exercises and Breathing Exercises during OJT | |
| Rest and Sleep | | | |
| <ul style="list-style-type: none"> Beneficial effects of Rest and sleep Measures to promote rest and sleep Skills Communicating, Identifying, Inferring | <ul style="list-style-type: none"> Explain the Beneficial effects of rest and sleep Describe the measures to promote rest and sleep | <ul style="list-style-type: none"> Prepare chart on beneficial effects of rest and sleep Seminar on measures to promote rest and sleep Debate timing and duration of sleep | <ul style="list-style-type: none"> Chart Seminar Debate |
| Unit . 2.5: Vital Signs (60 Period s) | | | |
| <ul style="list-style-type: none"> Definition. • Importance • Normal values of body temperature, pulse, respiration and blood pressure Skills Communicating, Identifying , inferring | <ul style="list-style-type: none"> Define vital signs Explain the importance of vital signs Recollect the normal values of vital signs. | <ul style="list-style-type: none"> Review - vital organs of body by conducting a quiz Activity log -relating functions of vital organs and importance of vital signs | <ul style="list-style-type: none"> Performance in quiz Activity log |
| Body Temperature | | | |
| <ul style="list-style-type: none"> Definition Factors influencing body temperature Thermometer and types Sites of taking body temperature Measuring Body Temperature Care of patients with Fever Terms- hypothermia, hyperthermia Skills Observing. Communicating, Classifying Identifying , Inferring Demonstrating | <ul style="list-style-type: none"> Define body temperature List the factors influencing body temperature Identify the different parts and types of thermometer Identify the sites of taking temperature Assess axillary temperature Explain the care of patients with fever | <ul style="list-style-type: none"> Poster preparation- factors influencing temperature Diagram- parts of thermometer Discussion with video - different types of thermometer and sites of taking temperature Prepare checklist on articles for assessing body temperature Practice measurement of body temperature(axillary - dry method Assessing body temperature during OJT & vocational expo | <ul style="list-style-type: none"> Poster Oral drill Diagram Check list Return demomstration/ performance evaluation |

Unit 2.5 : Vital Signs (60.periods)

MODULE 2 : BASIC NURSING PROCEDURES

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|--|---|---|
| <p>Pulse</p> <ul style="list-style-type: none"> • Definition • Characteristics • Factors influencing pulse • Sites of taking pulse • Assessment of Pulse • Terms - bradycardia, tachycardia, arrhythmia, weak/thready pulse <p>Skills Observing, Communicating, Listing Classifying, Identifying, Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Define pulse • Enlist the characteristics of pulse • Enumerate the factors influencing pulse • Identify sites of taking pulse • Develop skill in assessing pulse • Define and spell the terms related to pulse | <ul style="list-style-type: none"> • Review physiology of heart • Discussion -characteristics and factors influencing pulse • Sketch and label different sites of pulse • Prepare a diary on glossary of dical terms related to pulse • After demonstration of assessing pulse students practice the procedure • Assess Pulse during OJT & vocational expo | <ul style="list-style-type: none"> • Multiple choice questions • Assignment • Diagram • Diary • Return demonstration |
| <p>Respiration</p> <ul style="list-style-type: none"> • Definition • Characteristics • Factors influencing respiration • Assessing Respiration • Terms- Eupnoea, tachypnoea, bradypnoea, apnoea, orthopnoea, dyspnoea, cyanosis, anoxia, hypoxia hypoxemia, • Care of patients with dyspnoea <p>Skills Observing, Communicating Classifying, Identifying Inferring, Demonstrating</p> | <ul style="list-style-type: none"> • Define respiration • Enlist the characteristics of respiration • Enumerate the factors influencing respiration • Develop skill in assessing respiration • Explain the care of patients with dyspnoea • Define and spell the terms associated with respiration | <ul style="list-style-type: none"> • Review physiology of respiratory system • ICT enabled discussion - characteristics and factors influencing respiration • Chart preparation - factors influencing respiration • Sharing real life experience of dyspnoea • Assignment - care of patient with dyspnoea • Prepare a diary on glossary of medical terms related to respiration • After demonstration of assessing respiration students practice the procedure • Assess respiration during OJT • Taking care of patient with dyspnoea during OJT | <ul style="list-style-type: none"> • Objective type test • Chart • Assignment |

| MODULE 2 : BASIC NURSING PROCEDURES | | | |
|--|--|--|---|
| Unit 2.3 : Vital Signs (65.periods) | | | |
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Blood Pressure</p> <ul style="list-style-type: none"> • Definition • Factors influencing Blood Pressure • Instruments - sphygmomanometer and stethoscope (types and parts) • Measurement of Blood Pressure • Terms - systolic and diastolic pressure, hyper tension and hypotension <p>Skills Observing, Communicating Classifying, Identifying Inferring, Demonstrating</p> | <ul style="list-style-type: none"> • Define Blood Pressure • Enumerate the factors influencing Blood Pressure • Develop skill in identifying the parts of sphygmomanometer and stethoscope • Develop skill in measuring Blood Pressure • Define and spell the terms related to Blood pressure | <ul style="list-style-type: none"> • Interactive Discussion with PPT • Sketch and label parts of stethoscope and sphygmomanometer • Prepare checklist on steps of procedures • Prepare a diary on glossary of medical terms related to blood pressure • Practice measurement of blood pressure after the demonstration of procedure • Assessing Blood pressure during STC, OJT & vocational expo | <ul style="list-style-type: none"> • Blood Pressure • Diagram • Check list • Return demonstration • Diary • Unit Test |
| <p>UNIT 2.6 : PERSONAL HYGIENE : (80 Periods)</p> | | | |
| <p>Oral Hygiene</p> <ul style="list-style-type: none"> • Problems of neglected mouth, • Assisting a patient for oral hygiene, • Mouth care for unconscious patient • Care of dentures <p>Skills Observing Communicating Identifying Inferring Demonstrating Charting</p> | <ul style="list-style-type: none"> • Enumerate the problems of neglected mouth • Develop skill in maintaining oral hygiene and care of dentures | <ul style="list-style-type: none"> • Discussion- importance of good dental health and problems of poor dental care • Assignment -complications of neglected mouth • Prepare table on dentifrices and mouthwashes • Demonstrate the brushing technique • Prepare checklist on articles for oral care • Practice oral hygiene after the demonstration of procedures • Performing procedures during OJT • Give oral care for needy patients • Performing care of dentures • Prepare a chart on health education on care of dentures | <ul style="list-style-type: none"> • Assignment • Table • Return demonstration • Chart |

Unit 2.6 : Personal Hygiene (80 Periods)

MODULE 2 : BASIC NURSING PROCEDURES

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|--|--|---|
| <p>Care of Skin</p> <ul style="list-style-type: none"> Importance of skin care Instructions for skin care Helping with bathing Giving a bed bath Grooming and dressing <p>Skills</p> <p>Observing</p> <p>Communicating</p> <p>Identifying</p> <p>Inferring</p> <p>Demonstrating</p> | <ul style="list-style-type: none"> Identify the Importance of skin care Explain the instructions for skin care Demonstrate skill in skin care | <ul style="list-style-type: none"> Discussion- importance of skin care and problems of poor skin care Discussion - general instructions to be followed while giving skin care Handouts on importance of skin care Assignment - different types of bath Prepare check list on articles of skin care Perform sponge bath, assisted bath, partial bath Divide the students into four groups they practice the procedure and one from the group demonstrate the procedure and group give corrections Give skin care for needy patients | <ul style="list-style-type: none"> Return demonstration Assignment Check list handouts Evaluation of skill during OJT by rating scales |
| <p>Pressure Sores</p> <ul style="list-style-type: none"> Definition Causes Signs and symptoms Stages of pressure sores Areas prone to develop pressure sores in various positions Risk factors of pressure sores Prevention of pressure sores Back care/rub <p>Skills</p> <p>Observing,</p> <p>Communicating</p> | <ul style="list-style-type: none"> Define pressure sore Enlist the Causes of pressure sores Enlist the Signs and symptoms of pressure sore Enumerate the stages of pressure sores Identify areas prone to develop pressure sores in various positions Discuss the risk factors of pressure sores | <ul style="list-style-type: none"> ICT enabled discussion on causes and signs and symptoms of pressure sores Prepare table on signs and symptoms of pressure sores Discussion on stages of pressure ulcer with PPT Draw diagram of pressure points in different positions Assignment risk factors of pressure sore | <ul style="list-style-type: none"> Objective type questions Activity log Table Diagram Assignment Return demonstration Chart on Health education |

Unit 2.6. Personal Hygiene

MODULE 2 : BASIC NURSING PROCEDURES

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|---|--|
| Listing, Sketching, Identifying, Inferring Demonstrating, Charting | <ul style="list-style-type: none"> Describe the Preventive measures of pressure sores Demonstrate skill in providing back care | <ul style="list-style-type: none"> Review positions for comfort Demonstration of back rub and practice procedure Perform procedure during OJT | |
| Care of Eyes, Nails, Feet and Hair | | | |
| <ul style="list-style-type: none"> Care of eyes Care of nails Care of feet Care of hair - Combing and brushing Hair wash/shampooing, Pediculosis treatment Skills Observing Communicating Identifying, Inferring Demonstrating | <ul style="list-style-type: none"> Demonstrate skill in care of eyes, nails, feet and hair Demonstrate skill in care of eyes, nails, feet and hair Demonstrate skill in hair shampooing and pediculosis treatment | <ul style="list-style-type: none"> Demonstration of care of eye, nail, feet and hair | <ul style="list-style-type: none"> Return demonstration |
| Care of Perineum | | | |
| <ul style="list-style-type: none"> Perineal care - male and female Skills Demonstrating | <ul style="list-style-type: none"> Demonstrate skill in perineal care | <ul style="list-style-type: none"> Demonstration of perineal care | <ul style="list-style-type: none"> Return demonstration |
| UNIT 2.7: MEETING THE NUTRITIONAL NEEDS : (30 Periods) | | | |
| Nutrition <ul style="list-style-type: none"> Importance of nutrition in health and illness Factors affecting nutritional status and appetite Therapeutic diet - Diet modification - modification in consistency, modification in nutrient content Diet in diabetes mellitus, hypertension, renal diseases, peptic ulcer Skills Observing, Communicating, Identifying, Inferring, Planning, Implementing | <ul style="list-style-type: none"> Discuss the importance of nutrition in illness Enlist the factors affecting nutritional status and appetite Explain different therapeutic diet Prepare different forms of food | <ul style="list-style-type: none"> Discussion - importance of nutrition for healthy life Assignment factors affecting nutritional status and appetite Prepare bulletin board on special diet - diet for diabetes mellitus, hypertension, renal diseases, peptic ulcer Conduct an exhibition on healthy dietary practices and diet | <ul style="list-style-type: none"> Quiz Assignment Bulletin board |

MODULE 2 : BASIC NURSING PROCEDURES **Unit 2.7 : Meeting the Nutritional Needs (30.periods)**

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|--|---|
| <p>Meeting the Nutritional Needs</p> <ul style="list-style-type: none"> Feeding helpless patients Nasogastric feeding Ostomy feeding Monitoring blood glucose level using glucometer <p>Skills Observing, Communicating Identifying, Inferring, Demonstrating</p> | <ul style="list-style-type: none"> Demonstrate skill in feeding helpless patient Demonstrate skill in Nasogastric feeding and ostomy feedings Monitor blood glucose level using glucometer | <ul style="list-style-type: none"> Assist in feeding the helpless patient Practice nasogastric feeding and discuss the methods of confirmation of position of tube Performing nasogastric / ostomy feeding during OJT Demonstration of Blood glucose analysis using glucometer | <ul style="list-style-type: none"> Return demonstration Evaluation of skill during OJT by rating scales |

UNIT NAME: 2.8 ASSISTING THE ELIMINATION NEEDS: (35 PERIODS)

| | | | |
|--|--|--|--|
| <p>Assisting in Elimination needs</p> <ul style="list-style-type: none"> Care of patients with retention of urine Offering and removing of bed pan Intake output chart Indwelling Catheter care Applying a condom catheter Care of patients with Constipation Rectal Suppositories Enema Administering a Cleansing Enema - soap and water enema and commercially available enemas <p>Skills Observing, Communicating Identifying, Inferring Demonstrating, Charting</p> | <ul style="list-style-type: none"> Explain the measures to relieve urinary retention Demonstrate skill in offering and removing of bed pan Maintain intake output chart Demonstrate Indwelling catheter care Apply a condom catheter Explain the measures for prevention and management of constipation Demonstrate skill in insertion of rectal suppositories, administering a Cleansing Enema | <ul style="list-style-type: none"> Discussion causes and care of patient with urinary retention Activity log - care of patient with urinary retention Prepare intake output chart Practice and perform catheter care Seminar- constipation Health education on prevention of constipation Prepare soap solution for soap and water enema Demonstration- rectal suppositories and enema and discuss the important points of procedure Performing procedures during OJT Demonstrate the procedure - offering and removing bedpan | <ul style="list-style-type: none"> Activity log Short answer Seminar Chart Health education Return demonstration Evaluation of skill during OJT by rating scales Unit test |
|--|--|--|--|

| MODULE 2 : BASIC NURSING PROCEDURES | | | |
|---|--|--|--|
| Unit 2.9 : Hot and Cold Application (40 Periods) | | | |
| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
| <p>Hot and Cold Application</p> <ul style="list-style-type: none"> • Classification • Effects of applying heat • Effects of applying cold • Principles • General instructions • Application of heat • Hot water bag • Hot fomentation • Sitz bath • Steam inhalation • Application of cold • Ice cap • Tepid sponge <p>Skills Observing, Communicating Identifying, Inferring Demonstrating</p> | <ul style="list-style-type: none"> • Classify the methods of hot and cold application • Explain the effects of hot and cold applications • Describe the principles of hot and cold applications • Explain the general instructions of hot and cold application • Demonstrate skill in application of heat - Hot water bag, Hot fomentation, Sitz bath and Steam inhalation • Demonstrate skill in application of cold - ice cap and tepid sponging | <ul style="list-style-type: none"> • Flow chart classification of hot and cold application • Seminar effects of hot and cold application • Activity log general instructions hot & cold application • Discussion on application of hot and cold application and demonstration of hot and cold application | <ul style="list-style-type: none"> • Flow chart • Seminar • Activity log • Return demonstration • Evaluation of skill during OJT by rating scales |
| UNIT 2.10 : Collection of Specimens (30 Periods) | | | |
| <ul style="list-style-type: none"> • Specimen • General instructions • Collection of specimen - urine, sputum, stool • Urinalysis - Sugar, albumin, acetone, bile salts, bile pigments (conventional and urine strip method). <p>Skills Observing, Communicating Identifying, Inferring Demonstrating, Charting</p> | <ul style="list-style-type: none"> • Define specimen • Enlist the general instructions of specimen collection • Collect urine, sputum and stool specimens for different procedures • Demonstrate skill in Urinalysis. | <ul style="list-style-type: none"> • Discussion on general instructions of specimen collection with the help of PowerPoint • Assignment on methods of collection of urine, sputum & stool specimen • Prepare a chart of the pre requisites of collecting specimen of blood, urine and stool • Demonstration of Urinalysis. | <ul style="list-style-type: none"> • Return demonstration • Assignment • Chart • Evaluation of skill during OJT by rating scales |

LIST OF PRACTICAL ACTIVITIES IN MODULE 2

2.1 ADMISSION AND DISCHARGE PROCEDURES

1. Admission and discharge of patients
2. Collecting and recording health history
3. Performing physical examination

2.3 LIFTING, SHIFTING AND TRANSFERRING PATIENTS

1. Lifting, shifting and transferring patients -
 - Moving the helpless patient up in bed (two nurses assist patient)
 - Helping the patient to move from one side of bed to the other (one nurse assists)
 - Helping the patient turn on his side (one nurse assists)
 - Log rolling
 - Lifting a semi-helpless patient up in bed (patient can help by pushing with his feet one nurse assists the patient)
 - Moving an injured part
 - Transferring the patient from bed to stretcher and stretcher to bed
 - Transferring the patient from bed to wheel chair and wheel chair to bed

2.4 EXERCISE, REST AND SLEEP

1. Range of motion exercises - active and passive
2. Breathing exercises

2.5 VITAL SIGNS

1. Assessing Temperature (Axillary -dry method)
2. Assessing pulse
3. Assessing respiration
4. Measurement of Blood Pressure

2.6 PERSONAL HYGIENE

1. Oral care - assisting a patient for oral hygiene, mouth care for unconscious patient, care of dentures
2. Skin care - sponge bath, assisted bath, partial bath
3. Perineal care - male and female
4. Care of eyes
5. Care of nails

6. Care of hair - combing and brushing, hair wash/shampooing, pediculosis treatment

7. Back care/rub

2.7 MEETING THE NUTRITIONAL NEEDS

1. Feeding helpless patients

2. Nasogastric feeding

3. Ostomy feeding

4. Monitoring blood glucose level using glucometer

2.8 ASSISTING THE ELIMINATION NEEDS

1. Offering and removing of bed pan

2. Maintaining Intake output chart

3. Indwelling Catheter care

4. Applying a condom catheter

5. Insertion of Rectal Suppositories

6. Administering a Cleansing Enema - soap and water enema and commercially available enemas

2.9 HOT AND COLD APPLICATION

1. Application of heat -

Hot water bag, fomentation, sitz bath, steam inhalation

2. Application of cold -

Ice cap, tepid sponging

2.10 COLLECTION OF SPECIMEN

1. Collection of specimen - urine, sputum, stool

2. Urine analysis - Sugar and albumin

DETAILED UNIT ANALYSIS

Name of Module : Introduction to Basic Nursing and First Aid

Name of Unit : Introduction to Nursing

Overview of the Unit: A health system consists of all organizations, people and actions whose primary intent is to promote, restore or maintain health. This includes efforts to influence determinants of health as well as more direct health-improving activities. A health system is therefore more than the pyramid of publicly owned facilities that deliver personal health services. It includes, for example, a mother caring for a sick child at home; private providers; behaviour change programmes; vector-control campaigns; health insurance organizations; occupational health and safety legislation. Nursing is an Integral part of the health system.

In this unit we discuss about health and illness, various health care delivery systems, hospitals - types, roles and functions, major departments, health team and patient, Nursing and nursing process approach.

DETAILED ELEMENTS OF UNITS

MODULE 1: INTRODUCTION TO BASIC NURSING AND FIRST AID

Module 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID Unit : 1.1 INTRODUCTION TO NURSING (20 Periods)

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|--|---|--|---|
| <p>Health, Illness and Health Care Delivery System</p> <ul style="list-style-type: none"> Health Illness Health Care Delivery System Hospitals, primary care centres, ambulatory care centres and clinics, home health care, long term care facilities, specialized care centres and settings <p>Skills Observing Identifying Charting</p> | <ul style="list-style-type: none"> Define health and illness Identify the health care delivery systems | <ul style="list-style-type: none"> General Discussion showing slides on concept of health Interview with Physician Preparation of an interview schedule Teacher clarifies the points, adds additional information required with the support of a PowerPoint Preparation of a chart on list of health care settings | <ul style="list-style-type: none"> Participation in discussion Report of interview Chart |
| <p>Hospital</p> <ul style="list-style-type: none"> Hospital Types Roles and functions of hospital Major departments Health Team Patient <p>Skills Observing Identifying Comparing Classifying Collecting data</p> | <ul style="list-style-type: none"> Define Hospital Differentiate types and functions of hospital Identify major departments of a Hospital Explain the role of Health team members Identify the patient as a person | <ul style="list-style-type: none"> General discussion The students have a basic idea of hospital. A discussion is arranged so that the student converse and discuss activity regarding the hospital Teacher consolidates the idea with Slide presentation on Concept, Types, Roles and functions of hospital, Major departments, Health Team and Patient <i>Visit a nearby government and private hospital</i> | <ul style="list-style-type: none"> Participation in discussion Report of visit |

Module 1 : INTRODUCTION TO BASIC NURSING AND FIRST AID

| Ideas/Concepts/Skill | Learning Outcomes | Suggested Activities | Assessment |
|---|---|--|---|
| <p>1.1 Introduction to Nursing</p> <ul style="list-style-type: none"> • Brief history • Definition • Qualities of a nurse • Roles of a nurse • Scope of nursing • Etiquettes of a nurse • Ethics <ul style="list-style-type: none"> • Communication • Concept and types of communication • Importance of communication • Essentials of communication process • Essentials of good communication • Barriers of communication • Interpersonal relationship (IPR) <ul style="list-style-type: none"> • Concept of IPR • Principles of IPR <p>Skills Observing Identifying Charting Planning Implementing, Listing,, Executing</p> | <ul style="list-style-type: none"> • Recollect brief history of nursing • Define nursing • Enlist the qualities of a nurse • Describe the roles of a nurse • Explain the scope of nursing • Identify the etiquettes and ethics of nursing • Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members | <ul style="list-style-type: none"> • Teacher shows a Video on History of Nursing and ask the students to prepare a flow chart on the events of nursing history in chronological order • Interaction with a Registered nurse in class room • Preparation of interview schedule for interaction • Experience sharing of students on Interaction with the Registered nurse • Discussion on various aspects of nursing with the support of PowerPoint • Role play in Communication and IPR | <ul style="list-style-type: none"> • Flow chart • Report on interview • Participation in discussion and interview • Role play |
| <p>Introduction to Nursing Process</p> <ul style="list-style-type: none"> • Overview of Nursing Process - Assessment, Planning, Implementation, Evaluation <p>Skills Observing. Identifying Charting</p> | <ul style="list-style-type: none"> • Recognize the importance of Nursing process approach while giving care to patients • Identify the concepts of nursing care plan | <ul style="list-style-type: none"> • General discussion with support of PowerPoint • Prepare chart on nursing process • Discusses the concept of a care plan with help of a case sheet | <ul style="list-style-type: none"> • Observations in Activity log • Participation in discussion • Chart • Unit test |

DETAILING OF ACTIVITIES

Topic - Health, Illness and Health Care Settings

Learning Outcome

1.1.1 Define health and illness

1.1.2 Identify health care delivery systems

Suggested Activities

1. Interactive Discussion with PowerPoint

The teacher introduces the concept of health by asking some questions

- a) Who is a healthy person?
- b) What is your concept of health?
- c) What is your concept of illness?

The teacher shows the PowerPoint presentation and explains about health and illness

2. Interaction with a Physician in class room

- a) Prepares an interview schedule for interaction
- b) Interacts with the physician
- c) Students shares their experience on interaction
- d) Teacher clarifies the points, highlights on the topics and adds additional information required with the support of a PowerPoint. Reinforces the concept of health care delivery systems.

3. Teacher asks the students to observe the PowerPoint and prepare a chart on list of health care delivery systems

Discussion points

- Health
- Illness
- Health Care Delivery System - Hospitals, primary care centres, ambulatory care centres and clinics, home health care, long term care facilities, specialized care centres and settings

Consolidation point

- Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
- Illness is a subjective state of a person who feels aware of not feeling well.
- Health Care is provided within many different types of facilities to meet the needs of people.

Topic - Hospital

Learning Outcome

1.1.3 Differentiate types and functions of hospital

1.1.4 Explain the role of Health team member

1.1.5 Identify the patient as a person

Suggested Activities

The students have a basic idea of hospital. Teacher initiates a discussion so that the student converse and discuss activity regarding the hospital

1. How many of you have been to hospital?
2. Why do we need hospital?
3. Are all hospitals alike?
4. What makes each hospital different from other hospitals?

The teacher shows the power point presentation and discusses the following points

1. Concept of a hospital
2. Types
3. Roles and functions of hospital
4. Major departments
5. Health Team
6. Patient as a person

The teacher consolidates the discussion by clarifying concept of a hospital, types, roles and functions of hospital, major departments, health team and patient as a person

PRACTICAL ACTIVITY

Field trip to Hospital

Field trip is organized to visit a Government hospital and a private hospital with bed strength of 100 or more.

These trips must be arranged on two different days so that the students can spend ample time in each hospital.

Before proceeding for the field trip, the students are oriented to the objectives of the field trip, conduct it, and give necessary guidance and directions.

Followed by the field trip a discussion is arranged in the classroom. Necessary corrections and clarifications are made by the teacher. The students are helped to acquire a clear picture about hospital.

They are asked to submit an observation report on the hospital visit.

Discussion points

1. Concept of a hospital
2. Types
3. Roles and functions of hospital
4. Major departments
5. Health Team
6. Patient as a person

Consolidation point

- Hospitals play an important role in the health care system.
- Hospitals are health care institutions that have an organized medical and other professional staff, and inpatient facilities, and deliver medical, nursing and related services
- Hospitals offer a varying range of services through their various departments
- Patient is an important person in hospital
- Topic - Introduction to Nursing

Learning outcome

- 1.1.6 Recollect brief history of nursing
- 1.1.7 Define nursing
- 1.1.8 Enlist the qualities of a nurse
- 1.1.9 Describe the roles of a nurse
- 1.1.10 Explain the scope of nursing
- 1.1.11 Identify the etiquettes and ethics of nursing
- 1.1.12 Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members

Suggested Activities

The students have some thoughts on Nursing. Teacher initiates a discussion by asking the question "Have you ever been hospitalized and received nursing care?", so that the student converse their ideas about nursing.

1. Teacher shows a Video on History of Nursing and ask the students to prepare a flow chart on the events of nursing history in chronological order
2. Interaction with a Registered nurse in class room

- a) Prepares an interview schedule for interaction
 - b) Interacts with a nurse
 - c) Students shares their experience on interaction with the registered nurse
 - d) Teacher clarifies the views, offers positive comments, highlights on the topics and adds additional information required with the support of a PowerPoint The discussion is concluded by reinforcing the concepts of nursing and the role and functions of a nurse.
3. Role play in Communication and IPR
- a) Define the nursing situation in a meaningful manner to all students in the class
 - b) Identify the characters in the situations and ask for volunteers to play these roles
 - c) Ask the participants to try to place themselves in the position of the characters
 - d) Caution the participants against the desire to express their own ideas and opinions
 - e) Each class member selects one role and identifies herself with it, listens and tries to anticipate what the persons in the situation might say or do.
 - f) Never rehearse for role playing
 - g) At any point during a dramatization participants may hold a short conference to clarify the situation
 - h) The length of the role play will depend upon how long it takes to make the nursing situation clear and the students become aware of feelings and thoughts of these in the actual situation
 - i) At the end of the activity time should be given for a discussion
 - j) The teacher corrects the errors and use the role-play for specific teaching on the subject concept of Communication and IPR.

Discussion points

- Brief history of nursing
- Definition of nursing
- Qualities of a nurse
- Roles of a nurse
- Scope of nursing
- Etiquettes of a nurse
- Ethics

- Communication
- Interpersonal relationship (IPR)
- Consolidation point
- The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge.
- Nurses must possess some qualities and have a wide range of roles.
- There is an ample scope and opportunities for nursing professionals all over the world.
- Nurses must follow some etiquettes and ethics.
- Nurses must have good communication skills and maintain good interpersonal relationship with others.
- Topic - Introduction to Nursing Process

Learning Outcome

- 1.1.13 Recognize the importance of Nursing process approach while giving care to patients
- 1.1.14 Identify the concepts of nursing care plan

Suggested Activities

Nursing process is a new idea for students. Teacher initiates a discussion so that the student converse and discuss activity regarding the hospital

1. General discussion with support of PowerPoint
 - Points - Concept of nursing process, Assessment, Planning, Implementation, Evaluation
2. Teacher ask the students to prepare chart on nursing process
3. Discusses the concept of a care plan with help of a case sheet
 - Teacher shows the pages of care plan in a patient's case sheet and initiates a discussion on care plan
 - Explains the concept of care plan with the help of PowerPoint
 - Teacher helps the students to prepare a model care plan

The teacher consolidates the discussion by clarifying concept of nursing process and care plan.

Discussion points

1. Nursing process
2. Nursing care plan

Consolidation point

- The nursing process is a series of organized steps assessing, diagnosing, planning, implementing, and evaluating designed for nurses to provide excellent care.
- A nursing care plan outlines the nursing care to be provided to an individual/family/community.

REPOSITORY OF CONTINUOUS EVALUATION POSSIBILITIES

Practical Assessments

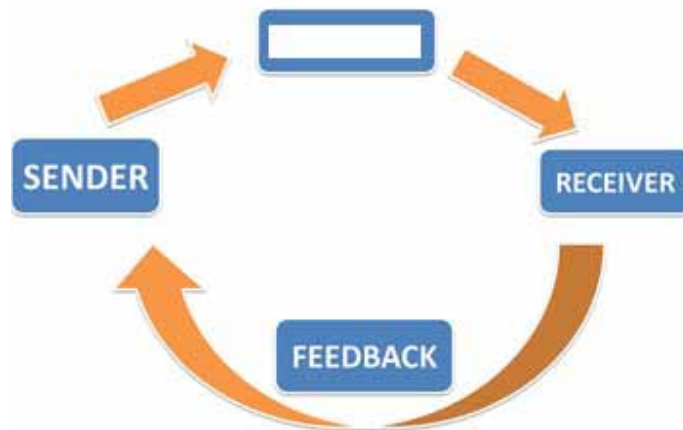
CE Assessment

| Process assessment | Portfolio assessment | Unit assessment | Practical assessment |
|--|--|---|--|
| <ul style="list-style-type: none"> • Participation in discussion • Participation in interaction • Active involvement in field trip • Role play • Answering of questions | <ul style="list-style-type: none"> • Report on field trip • Observations in activity log • Chart preparation • Report of interview | <ul style="list-style-type: none"> • Unit test • Quiz • Preparation of questions and answers | <ul style="list-style-type: none"> • Practical record • Vocational diary |

Terminal Evaluation Questions

1. Nancy, an eighteen year old girl is admitted with viral fever in a community health centre near her house.
 - a. Define Health.
 - b. What are different health care delivery systems?
 - c. What are the basic roles and functions of a hospital?
 - d. List the members of health care team.
2. During your field visit to a hospital, the nurse gives an orientation about various aspects of hospital.
 - a. What are the major departments of a hospital?
 - b. Classify hospitals based on the bed capacity.
 - c. How hospitals are categorized based on levels of medical care?
3. Miss. Sandhya got admission for Basic Nursing and Palliative Care course in VHSE. She comes to you for enquiring about the course.
 - a) Define Nursing.
 - b) What are the qualities of a nurse?

- c) What are the roles of a nurse?
- d) What are the scopes of nursing?
4. Fill in the blanks as it is done in the first part
 - a. Hospital from hospes, Nursing from
 - b. Drugs related with Pharmacy department, X'ray related with department
5. Complete the missed portion in the diagram.



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STANDARD LIST OF ARTICLES FOR A BASIC NURSING AND PALLIATIVE CARE LAB

| Sl. No | Item | Quantity |
|---------------|--|-----------------|
| | A. EQUIPMENTS | |
| 1. | Patient cots - Adult | 3 |
| | -Paediatric | 1 |
| | Bedside locker (with steel top) | 3 |
| | Stools/chair | 3 |
| 2. | Manikins for demonstrating Nursing procedure | |
| | Adult male | 1 |
| | Adult female | 1 |
| | New born | 1 |
| 3. i | Trays different sizes | 24' X 16" |
| 4 | 14" X 10" | 4 |
| | 11" X 9 " | 4 |
| | 8" X 5" | 4 |
| | ii. Trays with Lid | |
| | 24' X 16" | 2 |
| | 14" X 10" | 2 |
| | 11" X 9 " | 2 |
| | 8" X 5" | 2 |
| 4. i. | Bowls | |
| | 16" diameter | 4 |
| | 10" diameter | 4 |
| | 4" diameter | 4 |
| | 2-3" diameter | 4 |
| | ii. Bowl with lid | |
| | 6" diameter | 4 |
| | 4" diameter | 4 |
| 5. | Enema can | |
| | 1 L | 1 |
| | ½ L | 1 |
| 6. | Kidney trays | |
| | Big | 2 |
| | Medium | 5 |
| | Small | 2 |
| 7. | Measuring Jugs | |
| | 1000 ml | 1 |
| | 500 ml | 2 |

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| 8. | 250 ml Basins | 1 |
| | Medium | 3 |
| 9. | Catheter dish with cover | 1 |
| 10. | Knife dish cover | 1 |
| 11. | Feeding cups | 3 |
| 12. | Sputum mugs | |
| | Plastic | 2 |
| | Enamel | 2 |
| 13. | Bed pan (stainless steel) | 2 |
| 14. | Urinals | 2 |
| 15. | Funnels | |
| | 4' diameter | 2 |
| | 2" diameter | 2 |
| 17. | Jars with covers | |
| | 12" x 8" | 2 |
| | 6" x 4" | 2 |
| 18 | Dressing drums | |
| | 12" x 9" | 1 |
| | 8" x 4" | 1 |
| 19 | Tub for sitz bath | 1 |
| 20 | Trolley with upper and lower shelf | 1 |
| 21 | Pint measure | 1 |
| 22 | Mugs | 2 |
| 23 | Bottle brush | 2 |
| B. | Instruments | |
| 1. | Cheatele forceps | 2 |
| 2. | Sponge holding forceps | 2 |
| 3. | Artery forceps | |
| | Straight | 4 |
| | curved | 4 |
| 4. | Dissecting forceps | |
| | Toothed | 4 |
| | Non toothed | 4 |
| 5. | Mosquito forceps | 4 |
| 6. | Kockers | 1 |
| 7. | Scissors | |
| | Surgical 8" | 2 |
| | Bandage | 2 |
| | Mayo's cutting | 2 |
| 8. | Tissue forceps | 2 |
| 9. | Sinus forceps | 2 |
| 10. | Alice forceps | 2 |

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| 11. | Tongue depressor | 2 |
| 12. | Tongue holding forceps | 1 |
| 13. | Nasal speculum | 5 |
| 14. | Aural speculum | 1 |
| 15. | Mouth gag | 2 |
| 16. | Retractors | |
| | Single hook | 1 |
| | Double hook | 1 |
| 17. | Bladder sound | 1 |
| 18. | Packing forceps | |
| | Nasal | 1 |
| | Oral | 1 |
| 19. | Eye irrigation syringe | 1 |
| 20. | Ear speculum | 1 |
| 21. | Shaving set | 2 |
| 22. | Safety razor with blades | 1 |
| 23. | Bard parker knife handle | 2 |
| 24. | Surgical blades different sizes (set) | 1 |
| 25. | Metal catheter | 1 |
| 26. | Airway | 2 |
| 27. | Laryngo scope | 1 |
| 28. | Protoscope | 1 |
| 29. | Infusion set | 2 |
| 30. | Otoscope | 1 |
| 31. | Ophthalmoscope | 1 |
| 32. | Tracheostomy set | 1 |
| 33. | Head mirror | 1 |
| 34. | Tuning fork | 1 |
| 35. | Oxygen cylinder with stand | 1 |
| 36. | Oxygen mask | 2 |
| 37. | Nasal Catheter | 5 |
| C. | Glassware | |
| 1. | Wolf's bottle | 2 |
| 2. | Conical flasks | 2 |
| 3. | Dropper | 4 |
| 4. | Ounce glass | 5 |
| 5. | Dram glass | 2 |
| 6. | Thermometers | |
| | Oral | 5 |
| | Rectal | 2 |
| | Lotion | 2 |
| 7. | Pulsemeter | 2 |
| 8. | Urinometer | 5 |

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| 9. | Haemoglobinometer | 2 |
| 10. | Specimen glasses | 5 |
| 11. | Test tubes (dozen) | 2 |
| 12. | Glass slides with cover (set) | 1 |
| D. Syringes and needles | | |
| 1. | Syringes | |
| | 2 ml | 100 |
| | 5 ml | 100 |
| | 10 ml | 10 |
| | 20 ml | 5 |
| | 50 ml | |
| 2. | Needles | |
| | 26G | 10 |
| | 24 G | 100 |
| | 20 G | 100 |
| | 16 G | 10 |
| 3. | Tuberculin syringe | 5 |
| 4. | Insulin syringe | 10 |
| 5. | Insulin pen | 1 |
| 6. | Lumbar puncture needle | 1 |
| 7. | IV canulas different sizes | 10 |
| 8. | Biopsy needle | 2 |
| 9. | Sternal puncture needle | 1 |
| E. Suture materials | | |
| 1. | Needle holder | 2 |
| 2. | Suture cutting scissors | 2 |
| 3. | Suture needle | |
| | Cutting | 5 |
| | Curved | 5 |
| F. Rubber goods | | |
| 1. | Mackintosh roll | 10 metre |
| 2. | Hot water bag | 2 |
| 3. | Ice cap | 2 |
| 4. | Gloves with different sizes (6, 6½, 7) | 1 box each |
| 5. | Catheters | |
| | Urinary catheter | 5 |
| | Foley's catheter | 5 |
| 6. | Air rings | 2 |
| 7. | Mucus sucker | 2 |
| 8. | Breast pump | 1 |
| 9. | Gastric lavage tube | 2 |
| 10. | Ryles tube | 5 |
| 11. | Flatus tube | 2 |

| | | |
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| 12. | Rubber tubes with different diameters and size | 1 |
| G. Miscellaneous | | |
| 1. | Automated External Defibrillator (AED) | 1 |
| 2. | Mortar and pestle | 2 |
| 3. | Nelson's inhaler | 2 |
| 4. | Spirit lamp | 5 |
| 5. | Test tube stand | 5 |
| 6. | Test tube holder | 10 |
| 7. | Sterlizer small | 2 |
| 8. | Portable autoclave | 1 |
| 9. | Weighing scales | |
| | Adult (digital) | 2 |
| | Baby | 1 |
| 10. | Stadiometer | 1 |
| 11. | Back rest | 1 |
| 12. | Splints with different sizes | 10 |
| 13. | IV stand | |
| 14. | Microscope | 2 |
| 15. | Sphygmomanometer | |
| | Mercury type | 2 |
| | Aneroid | 2 |
| | Digital | 2 |
| 16. | Stethoscope | 4 |
| 17. | Digital thermometer | 5 |
| 18. | Glucometer | 2 |
| 19. | Cardiac table | 2 |
| 20. | Bed cradle | 1 |
| 21. | Wheel chair | 1 |
| 22. | Screens | 2 |
| 23. | Three way adapter | 5 |
| 24. | Face masks | 1 box |
| 25. | Eye shield | 1 |
| 26. | Knee Rest | 1 |
| 27. | Foot Rest | 1 |
| 28. | Ounce Glass (Plastic) | 2 |
| 29. | Tea spoon | 2 |
| 30. | Table spoon | 2 |
| 31. | Glass (S. steel 200 ml) | 2 |
| 32. | Plate (S. Steel) | 2 |
| 33. | Shoe cover | 2 pair |
| 34. | Medicine Cabinet (medium size) | 1 |
| 35. | Cupboard with lock and key (big size) | 2 |
| 36. | Ambu bag | |

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|-----------|---------------------------|-------|
| | Adult | 2 |
| | Paediatric | 1 |
| H. | Linens | |
| 1. | Mattress | |
| 2. | Adult | 3 |
| 3. | Paediatric | 1 |
| 4. | Mattress cover | |
| 5. | Adult | 3 |
| 6. | Paediatric | 1 |
| 7. | Bed sheets | 12 |
| 8. | Baby cot sheets | 5 |
| 9. | Draw sheets | 5 |
| 10. | Pillow | 6 |
| 11. | Pillow cover | 10 |
| 12. | Sand bags with covers | 4 |
| 13. | Hot water bag cover | 3 |
| 14. | Ice cap cover | 3 |
| 15. | Air ring covers | 2 |
| 16. | Gowns | 2 |
| 17. | Dirty linen bag | 3 |
| 18. | Trolley cover | 2 |
| 19. | Triangular bandages | 5 |
| 20. | Many tailed bandages | 5 |
| 21. | Crape bandages | 5 |
| 22. | Dusters | 10 |
| 23. | Slings | 5 |
| 24. | T binder | 1 |
| 25. | Screen curtains | 2 |
| 26. | Towel | |
| | Small | 5 |
| | Medium | 2 |
| | Big | 2 |
| I | Consumables | |
| 1. | Cotton roll | 2 |
| 2. | Gauze piece | 2 pkt |
| 3. | Betadine Solution 500 ml | 2 |
| 4. | Betadine Scrub 500 ml | 1 |
| 5. | Betadine ointment | 5 |
| 6. | Spirit 100 ml | 3 |
| 7. | Benedicts solution 100 ml | 3 |
| 8. | Acetic acid 100 ml | 2 |
| 9. | Dettol 500 ml | 2 |
| 10. | Glycerine 100 ml | 1 |

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| 11. | Lignocaine gel | 2 tubes |
| 12. | Adhesive Plaster 2" | 2 |
| 13. | Micropore 1" | 5 |
| 14. | Micropore 2" | 2 |
| 15. | Soap | 2 |
| 16. | Shampoo 200 ml | 1 |
| 17. | IVF Normal saline 500 ml | 2 |
| 18. | Face mask (Disposable) | 1 pkt |
| 19. | Head cap (Disposable) | 1 pkt |
| ANATOMY AND PHYSIOLOGY | | |
| A. | Skeleton and bones | |
| 1 | Adult Human articulated Skeleton with Hanging facility. | |
| 2 | Full set of dis - articulated human skeleton. | 1 |
| B. | MODEL | |
| 1 | Full size human body showing all muscles and articals | 1 |
| 2 | Human Torso : | |
| | Male | 1 |
| | Female | 1 |
| 3 | Skin Cross Section | 1 |
| 4 | Heart and large blood Vessels | 1 |
| 5 | Heart with detachable parts on a stand | 1 |
| 6 | Eye with different sections | 1 |
| 7 | Ear with different sections | 1 |
| 8 | Human Brain with spinal cord | 1 |
| 9 | Lungs and Trachea | 1 |
| 10 | Larynx | 1 |
| 11 | Digestive System : | 1 |
| | stomach | 1 |
| 12 | Female Reproductive System : | 1 |
| | Uterus on Stand | 1 |
| 13 | Male Reproductive System | 1 |
| 14 | Urinary System : | 1 |
| | Kidney : | 1 |
| 15 | Joints and Ligaments : | |
| | Wrist | 1 |
| | Elbow | 1 |
| | Shoulder | 1 |
| | Ankle | 1 |
| | Knee | 1 |
| | Hip | 1 |
| 16 | Teeth | 1 |

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|----------------------------------|---|---|
| C. CHARTS | | |
| 1 | Skeleton System | 1 |
| 2 | Muscular System :-- Showing different muscles of the body | |
| 3 | Joints and Ligaments : | 1 |
| 4 | Nervous system :-- Brain | 1 |
| 5 | Cardio - vascular system | 1 |
| 6 | Respiratory System | 1 |
| 7 | Lungs | 1 |
| 8 | Trachea | 1 |
| 9 | Larynx | 1 |
| 10 | Digestive System | 1 |
| 11 | Oral Cavity | 1 |
| 12 | Teeth | 1 |
| 13 | Stomach Pancreas and Spleen | 1 |
| 14 | Small Intestine | 1 |
| 15 | Large Intestine | 1 |
| 16 | Liver and gall bladder | 1 |
| 17 | Kidney Macroscopic Structure | 1 |
| 18 | Kidney Microscopic Structure | 1 |
| 19 | Skin | 1 |
| 20 | Eye | 1 |
| 21 | Ear | 1 |
| 22 | Female Reproductive System | 1 |
| 23 | Menstrual Cycle | 1 |
| 24 | Male Reproductive System | 1 |
| 25 | Endocrine Glands | 1 |
| MATERNAL AND CHILD HEALTH | | |
| A. Models | | |
| 1 | Stages of Development of embryo(Set) | 1 |
| 2 | Female bony pelvis | 1 |
| 3 | Foetal Skull | 2 |
| 4 | Female Dummy (Zoe Model) / obstretical training with doll | 1 |
| 5 | Placenta | 1 |
| 6 | Full size foetus | 1 |
| 7 | New born baby | 1 |
| B. Charts | | |
| 1 | Breast Changes in pregnancy | 1 |
| 2 | Uterine Changes in pregnancy showing height of uterus at different terms of pregnancy | 1 |
| C. Instruments | | |

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| 1 | Vaginal Speculum | |
| | Sim's (Different Sizes) | 1 |
| | Cusco's (Different Sizes) | 1 |
| 2 | Cervical Dilators All sizes (Set) | 1 |
| 3 | Anterior Vaginal wall Retractor | 1 |
| 4 | Uterine Vulsellum | 1 |
| 5 | Sponge Holding Forcep | 1 |
| 6 | Ovum Forceps | 1 |
| 7 | Uterine Flushing Curette | 1 |
| 8 | Uterine Sound | 1 |
| 9 | Mucus Sucker | 2 |
| 10 | Pelvimeter | 1 |
| 11 | Foetoscope | 2 |
| | COMMUNITY HEALTH | |
| 1 | Community bags | 2 |
| 2 | Steriliser (Big) | 1 |
| 3 | Infant weighing scale | 1 |
| 4 | Salter scale | 1 |
| 5 | Spring Balance | 1 |
| 6 | Weighing machine | 2 |
| 7 | Sphygmomanometers | 2 |
| 8 | Stethoscopes | 2 |
| 9 | Measuring tap | 2 |
| 10 | Megaphone | 1 |
| | FIRST AID | |
| 1. | Bandages | 1 |
| 2. | First aid box | 5 |
| 3. | CPR Manikin | 1 |
| 4. | Cardiac Pulmonary Resuscitation : | |
| | Adult | 1 |
| | Children | 1 |
| | Infant | 1 |
| 5. | First Aid Charts for emergencies such as fracture , burns, drowning, wounds, Poisoning, bites (each) | 1 |