

**Seeking Comments/Feedback from stakeholders  
on “Draft Curriculum for Nurse Practitioner  
Course in Primary Health Care”**

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# **INDIAN NURSING COUNCIL**

## **DRAFT NURSE PRACTITIONER IN PRIMARY HEALTH CARE**

### **INTRODUCTION**

India is one of the signatory of Primary Health Care which aimed to provide easily accessible health care services provided by generalists. With the launch of the movement of 'Health For All' by the year 2000 member States had taken steps to provide comprehensive health care to its citizens. Various attempts were made to evolve suitable strategies and approaches and specific goals in respect of health indicators that were targeted to achieved by 2000 AD. This efforts resulted in reduction of infant mortality from the level of 125 (1978) to below 60, raise the life expectancy at birth from the level of 52 to 64 years. During September 2000, the country has committed for achieving Millennium Development Goals with specific target on reproductive health. It is a major challenge today to reach the whole population with adequate health care services and also to ensure its utilization.

Ministry of Health and Family Welfare, Government of India envisages well prepared nursing personnel to be placed at Primary Health Care Centres to organize and provide health care.

'Nurse Practitioner in Primary Health Care' is a new dimension to the nursing profession in the country and would be an answer to taking Primary health care to underserved, rural and tribal areas in the country. Experience in developed countries had revealed that the caring component of the nursing profession has been an asset for nurses to function more effectively as primary care practitioners.

'Nurse Practitioner in Primary Health Care' is a registered nurse who undergoes additional advanced preparation to provide primary health care to clients of all ages, implement National Health Programmes, supervise and manage PHC and to provide technical guidance to ANMS & LHVs and other health personnel in the Primary Health Centres and the villages served by the Primary Health Centres.

Nurse Practitioner in Primary Health Care is designed to develop more nurses to work as 'Nurse Practitioners' for providing competent care both at the PHCs and community levels.

## **PHILOSOPHY**

Indian Nursing Council believes that registered nurses need to work as Nurse Practitioner in Primary Health Care in order to provide primary health care to clients of all ages primarily in the Primary Health Centre's (PHC) and in the villages served by the PHCs. Expanding the roles of nurses and advances in technology necessitates additional training to prepare them for effective care providers at the level of Primary Health Centre.

## **PURPOSES**

The purposes of the course are to train nurses to:

1. Provide primary health care to people of all ages in the families and in the Primary Health Centre's
2. Work with interdisciplinary groups, public health, local health care professionals and other relevant community organizations
3. Apply ethical principles in providing care
4. Evaluate practice to ensure quality health care service

## **COURSE DESCRIPTION**

This programme is designed to prepare registered nurses as Nurse Practitioner in Primary Health Care for advanced nursing practice with specialized knowledge, skills and attitude in providing comprehensive health care services across the life span in community and Primary Health Care Centre's.

## **GUIDELINES FOR STARTING THE NURSE PRACTITIONER IN PRIMARY HEALTH CARE**

### **THE PROGRAMME MAY BE OFFERED AT**

- A. The Government (State/Center/Autonomous) nursing teaching institution offering diploma or degree programmes in nursing having parent / affiliated Government Hospital facilities of maternity, neonatal, paediatric units, multi specialities for the management of communicable and non-communicable diseases along with primary, secondary and tertiary health care facilities.

Or

- B. Other Non-Govt. nursing teaching institution offering diploma or degree programmes in nursing having parent Hospital facilities of maternity, neonatal,

pediatric units, multi specialties for the management of communicable and non-communicable diseases along with primary, secondary and tertiary health care facilities.

Or

- C. - Affiliated Rural Hospital/CHC and PHC
- Adopted Community Health Area –Rural/Urban/Tribal Settings-25000 to 30000 population
  - 100-200 bedded Hospital
  - Maternal and neonatal units
  - Case load of minimum 500 deliveries per year
  - 8-10 level II neonatal beds
  - In patients facility – Pediatrics, Geriatrics, Communicable and Non-Communicable diseases, Gynecological conditions
  - Well established department of family medicine, general medicine, pediatrics, community health
  - Outpatient facilities – to treat general illness, Communicable and Non-Communicable diseases
  - Referral links to tertiary care hospital
  - Affiliation to Tertiary Hospital – Medical College Hospital
  - Affiliation with level III neonatal beds
  - Special Clinics – RCH clinic, TB clinic, Leprosy clinic, Malaria clinic, Diabetic clinic and Psychiatric clinic

## **RECOGNITION PROCEDURE**

1. Any institution which wishes to start Nurse Practitioner in Primary Health Care should obtain the No Objection/Essentiality certificate from the State Government. However, the institutions which are already recognized by INC for offering diploma/degree programmes in nursing are exempted for obtaining the No Objection/Essentiality certificate.
2. The Indian Nursing council on receipt of the proposal from the Institution to start this nursing program, will undertake the inspection to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
3. After the receipt of the permission to start the nursing programme from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and Examination Board/University.
4. Institution will admit the students only after taking approval of State Nursing Council and Examination Board/University

5. The Indian Nursing Council will conduct inspection for two consecutive years for continuation of the permission to conduct the programme.

## STAFFING

1. Full time teaching faculty in the ratio of 1:5

### Qualification:

- M.Sc. Nursing with Obstetrics and Gynae / Community / Paediatrics and Medical Surgical Specialty
- Nurse Practitioner in Midwifery and Family Nurse Practitioners with B.Sc. Nursing

### Experience: Minimum 3 years

2. Guest Faculty: Medical faculty from General Medicine, Family Medicine, Paediatrics, Obstetrics and Gynaecology, Endocrinology, Cardiology, Psychiatry and Specialist in the field of Cancer.

Multi-disciplinary in related Specialties

## BUDGET

There should be budgetary provision for staff salary, honorarium for part time teachers, clerical assistance, library and contingency expenditure for the programme in the overall budget of the institution.

## PHYSICAL FACILITIES

1. Class room – 1
2. Nursing Laboratory – 1
3. Library – Current nursing textbooks & journal (National and International publications) including midwifery, maternal, neonatal, community health and paediatric nursing, medical surgical, communicable and non-communicable diseases and reference manuals.
4. Teaching Aids – Facilities for the use of
  - Overhead projector
  - Slide Projector
  - TV with VCP or VCR
  - LCD projector

- Computer
- Equipment for demonstration of skills (manikins, resusci baby, ambubag and mask, care equipments etc)
- Lab facility – Blood smear, sputum smear, Blood sugar

5. Office facilities –

- Services of typist, peon, safai karamchari
- Facilities for office, equipment and supplies, such as
  - Stationary
  - Computer with printer
  - Xerox machine / Reprograph
  - Telephone and fax

## CLINICAL FACILITIES

### Minimum Bed strength and other Clinical Facilities:

- Affiliated Rural Hospital/CHC and PHC
- Adopted Community Health Area –Rural/Urban/Tribal Settings-25000 to 30000 population
- 100-200 bedded Hospital
- Maternal and neonatal units
- Case load of minimum 500 deliveries per year
- 8-10 level II neonatal beds
- In patients facility – Pediatrics, Geriatrics, Communicable and Non-Communicable diseases, Gynecological conditions
- Well established department of family medicine, general medicine, pediatrics, community health
- Outpatient facilities – to treat general illness, Communicable and Non-Communicable diseases
- Referral links to tertiary care hospital
- Affiliation to Tertiary Hospital – Medical College Hospital
- Affiliation with level III neonatal beds
- Special Clinics – RCH clinic, TB clinic, Leprosy clinic, Malaria clinic, Diabetic clinic and Psychiatric clinic

## ADMISSION TERMS AND CONDITIONS

The student seeking admission to this course should:

1. Be a registered nurse and registered midwife (R.N. & R.M.)
2. Possess a minimum of one year experience as a staff nurse

3. Nurses from other countries must obtain an equivalence certificate from INC before admission
4. Be physically and mentally fit
5. No. of seats – will be decided on the basis of clinical facility

**Entrance Test – To assess the attitude and aptitude of the candidates to work in rural area**

## **ORGANIZATION OF THE COURSE**

**A. Duration:** Duration of the course is one academic year

### **B. Distribution of the Course:**

1. Teaching: Theory & Clinical practice	42 weeks
2. Internship	4 weeks
3. Examination (including preparation)	2 weeks
4. Vacation	2 weeks
5. Public holidays	2 weeks
52 weeks	

### **C. Course Objectives:**

#### **General Objective:**

At the end of the course the student will be able to develop an understanding of the philosophy, principles, methods and issues, management, education and research in primary health care practice. Further more, this course will prepare Nurse Practitioner in providing Primary Health Care to all ages, plan and implement National health programmes within the existing peripheral health system in collaboration with other Health care team members.

#### **Objectives**

At the end the student should be able to:

1. Describe concepts, principles and elements of primary health care
2. Provide care using range of advanced skills as per clinical guidelines for the Nurse Practitioner in Primary Health Care

3. Use/demonstrate decision making skills in providing Primary health care for all ages
4. Practice Primary health care nursing in accordance with practice standards for the Nurse Practitioner in the Primary Health Care
5. Demonstrate commitment to the Code of Ethics for the Nurse Practitioner in Primary Health Care
6. Assess the health status, prescribe and perform investigations
7. Diagnose common diseases/common health problems
8. Prescribe drugs that conform to Indian laws and institutional policies and protocol
9. Receive and make referrals to other health care providers when appropriate, and serve as consultant
10. Initiate and co-ordinate health promotion, health protection, disease prevention, treatment and educational activities with individuals, families and communities
11. Provide counseling and follow-up services as required
12. Work with interdisciplinary groups, public health, local health care professionals and other relevant community organizations
13. Carry out simple research to promote evidence based practice
14. Apply ethical principles in providing care
15. Assume leadership role
16. Supervise and evaluate practice of ANMs, other health care professionals and National health programme to ensure quality health care services

**Administration of Medicine – After the completion of the programme she will be dispensing/administering the medicines which is already approved by the Ministry of Health & Family Welfare and other medicines as per the approved protocol of Ministry of Health & Family Welfare.**

#### **D. Course of Studies**

<b>Subjects</b>	<b>Theory</b>	<b>Practicals</b>
1. Primary Health Care Nursing – I (Inclusive of foundation courses)	90 Hours	Integrated Clinical Practice
2. Primary Health Care Nursing – II	135 Hours	
3. Supervision & Management, Clinical Teaching Elementary Research & Statistics (i) Supervision, Management and Clinical Teaching (ii) Elementary Research & Statistics	30 Hours 15 Hours	1410 Hours
4. Internship		160 Hours
<b>Total</b>	<b>270 Hours</b>	<b>1570 Hours</b>



- Hours distribution for theory and practice 42 weeks x 40 hours/week = 1680 hours
- Block classes 04 weeks x 40 hours/week = 160 hours
- Integrated theory & clinical practice 38 weeks x 40 hours/week = 1520 hours
  - (Theory 270 hrs)\* Theory 4 hours/week 28 weeks x 04 hours/week = 112 hours
  - Clinical experience 34 hours/weeks 28 weeks x 36 hours/week = 1008 hours
  - 10 weeks x 40 hours/week = 400 hours
- Internship: 4 weeks x 40 hours = 160 hours

### Distribution of Hours of Theory and Practicum for various subjects

S.No.	Subjects	Theory	Practicum
<b>I</b>	<b>PRIMARY HEALTH CARE &amp; NURSING - I</b>		
1.	Behavioural Science	5	
2.	Advanced Microbiology and Pathology	10	
3.	Anatomy and Advanced Pathophysiology	15	
4.	Advanced Pharmacology	15	
5.	Advanced Health Assessment	40	200
6.	Health Education, Communication & Counseling	5	
<b>II</b>	<b>PRIMARY HEALTH CARE &amp; NURSING - II</b>		
1.	Maternal/Reproductive child health & Family planning	25	340
2.	Management of Common health problems in school children and adolescence	15	100
3.	Management of Common health problems in Adults	25	420
4.	Women's Health	15	100
5.	Management of Common Health Problems in Elderly	15	100
6.	Primary Health Care	15	60
7.	First Aid and Emergency Management	15	40
8.	National Health Programmes	10	50
<b>III.</b>	<b>Supervision, Management of Primary Health Centre and Clinical Teaching</b>		
1.	Management Administration of Primary Health Centre	30	
2.	Elementary Research and Statistics	15	
<b>IV.</b>	<b>Internship(PHC-(Health Assessment , Supervision of ANM's &amp; National Health Programmes)</b>		160
	<b>Total</b>	<b>270</b>	<b>1570</b>

## E. Clinical Experience

### Areas of clinical experience required

S.No.	Units / Departments	No. of weeks
1.	Antenatal OPD including Infertility clinics/ Reproductive medicine, Family welfare and Post partum clinic / PPTC centre and Labour Room	6 weeks
2.	General Medicine	2 weeks
3.	Infectious Disease OPD and Ward / ART / TB Clinic	2 weeks
4.	Geriatric OPD, Clinic and Ward / Geriatric Home	2 weeks
5.	Psychiatric clinic, OPD and Ward / Rehab & Deaddiction Centre	2 weeks
6.	Accident and Emergency Department / Ambulance Services	2 weeks
7.	Neonatal Intensive Care Unit	2 weeks
8.	Obstetric / Gynae operation Theatre	2 weeks
9.	Gynae OPD and ward / RTI Clinic / Family Planning Clinic	2 weeks
10.	Paediatric OPD / Under five clinic / Immunization Clinic / Pulse Polio Programme	3 weeks
11.	Paediatric ward / Nutrition Centres / ICDS	3 weeks
12.	Family Medicine OPD	2 weeks
13.	Endocrinology OPD, Diabetic clinic and wards with Non-communicable diseases	2 weeks
14.	CHC, PHC, HSC	6 weeks
	Total Practical hours	<b>38 weeks (1410hrs)</b>
	Internship – ( PHC - Health Assessment , Supervision of ANM's & National Health Programmes)	<b>4 weeks PHC</b>

## EXAMINATION SCHEME

	Int. Ass. Marks	Ext. Ass. Marks	Total marks	Duration (in hours)
<b>A. Theory</b>				
Paper I – Primary Health Care Nursing - I	50	150	200	3
Paper II – Primary Health Care Nursing – II	50	150	200	3
Paper III – Supervision & Management, Clinical Teaching, Elementary Research & Statistics				
<b>B. Practical</b>				
Primary Health Care Nursing (teaching & supervision to be integrated)	100	100	200	
<b>Grand Total</b>	<b>250</b>	<b>550</b>	<b>800</b>	

## **F. Conditions for Admission to Examination**

### **The Student:**

1. Has attended not less than 75% of the theoretical instruction hours in each subject during the year.
2. Has done not less than 75% of the clinical practical hours. However, students should make up 100% of attendance for integrated practice experience and internship in term of hours and activities before awarding the certificate.

## **EXAMINATION**

The examination to be conducted by State Nursing Examination Board/University recognized by the Indian Nursing Council.

### **Standard of Passing**

1. In order to pass a candidate should obtain at least 50% marks separately in internal Assessment and external examination in each of the theory and practical papers.
2. The aggregate of marks will be graded as below:
  - a. Less than 60% is Second division
  - b. 60% and above and below 75% is First division
  - c. 75% and above is Distinction
3. Students will be given the opportunity of maximum 3 attempts for passing the examination

## **CERTIFICATION**

- A. TITLE – Nurse Practitioner in Primary Health Care (B.Sc. N)
- B. A degree is awarded upon successful completion of the prescribed study programme, which will state that
  - i. Candidate has completed the prescribed course of Nurse Practitioner in Primary Health Care (B.Sc. N)
  - ii. Candidate has completed prescribed clinical experience
  - iii. Candidate has passed the prescribed examination
  - iv. This certificate will have academic credit

## **CURRICULUM**

### **PRIMARY HEALTH CARE NURSING – I** (Including Foundation Courses)

#### **Description:**

This course is designed to enable students to develop an understanding of the principles related to biological and behavioral sciences, with that knowledge and skills to provide comprehensive primary health care services for people of all ages in Urban, Rural and Tribal areas thus reducing the risk of mortality and morbidity in the community setting.

#### **Objectives:**

At the end of the course the student will be able to:

1. Identify the role of culture in health and illness and collaborate with social agencies that work with family
2. Apply the knowledge of psychology in relating with families to strengthen coping strategies of families
3. Assess the individual and families in the development of coping strategies and life style adaptations.
4. Describe common microbiological investigation and interpret their results
5. Demonstrate skills in collecting, storing and transporting specimens and performing basic investigations
6. Practice and maintain good infection control measures and waste management and prevent health care acquired infections
7. Explain causes and correlate pathphysiological changes in various disease conditions and clinical manifestations and progression of illness
8. Evaluate the physiological responses of individuals to various therapeutics
9. Utilize the knowledge of disease process in decision making in relation to pharmacokinetics

10. Demonstrate skill in collecting comprehensive health history, lab data and physical examination
11. Interpret commonly used modalities for screening and clinical evaluation eg. X-ray, ECG
12. Make sound clinical decision on the health status and illness of individuals and prescribe treatment
13. Prescribe drugs that conform to Indian laws and institutional policies and protocols
14. Provide rationale in the prescription of drugs
15. Apply different approaches to counseling and counseling process
16. Identify health needs and problems of individuals and provide appropriate health education using various methods and media

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
<b>I</b>	5	<p><b>Behavioural Sciences (Applied Sociology and Psychology)</b></p> <ul style="list-style-type: none"> <li>▪ Applied Sociology <ul style="list-style-type: none"> <li>- Family in a system</li> <li>- Role of culture in health and illness</li> <li>- Issues in family development</li> <li>- Social problems affecting families</li> <li>- Collaboration with social agencies</li> </ul> </li> <li>▪ Applied Psychology <ul style="list-style-type: none"> <li>- Psychological disorders across the life span</li> <li>- Stress and coping</li> <li>- Coping strategies used by families in times of illness</li> </ul> </li> </ul>
<b>II</b>	10	<p><b>Advanced Microbiology and Pathology</b></p> <ul style="list-style-type: none"> <li>▪ Classification of microbes Role of bacteria, viruses, fungi, parasites in causing disease</li> <li>▪ Common microbiological investigations and their interpretations Blood – complete picture, cultures and sensitivities, smear for MP, MF Urine - Analysis Sputum - cultures and sensitivities Skin smear, vaginal smear, visual inspection with acetic acid(VIA), PAP smear</li> </ul> <p>Collection, treatment of various specimens, and preparation of them for examination</p> <ul style="list-style-type: none"> <li>▪ Infection control Hospital waste management</li> </ul>

<p><b>III</b></p>	<p>15</p>	<p><b>Anatomy and Advanced Pathophysiology</b></p> <ul style="list-style-type: none"> <li>▪ Review of Anatomy of systems</li> <li>▪ Introduction <ul style="list-style-type: none"> <li>Classification and general principles underlying diseases</li> <li>Cellular pathophysiology and acute inflammatory response</li> </ul> </li> <li>▪ Neoplasms – Cancer: breast, stomach, prostate, cervix, uterus</li> <li>▪ Respiratory System- tuberculosis, bronchitis, pneumonia, lung abscess, emphysema, tumors</li> <li>▪ Cardiovascular system – atherosclerosis, infarction, rheumatic heart disease, valvular diseases, infective endocarditis</li> <li>▪ Gastrointestinal tract – peptic ulcers, ulcerative colitis</li> <li>▪ Liver &amp; Gall Bladder disease – pancreatitis, cirrhosis of liver, gallbladder stones</li> <li>▪ Genitourinary System – Common illness – infection, renal stones <ul style="list-style-type: none"> <li>Genitourinary system - Male - hydrocele, benign prostatic hyperplasia</li> <li>Genitourinary System – Female fibroids, ovarian cyst, infections, and tumors</li> </ul> </li> <li>▪ Endocrine System – diabetes mellitus, Cushing’s disease, goiter, myxedema, hypothyroidism</li> <li>▪ Muscular skeletal system – fracture, osteoporosis, osteomalacia</li> <li>▪ Central Nervous System disease – meningitis, hydrocephalus, encephalitis, cerebrovascular accident</li> <li>▪ Nutritional deficiency diseases – protein energy malnutrition, vitamin deficiencies, mineral deficiencies – calcium, iron</li> <li>▪ Communicable diseases – cholera, typhoid, measles, poliomyelitis, mumps, diphtheria, pertusis, tetanus, chicken pox, tuberculosis, SARS, Swine flu, Malaria, Filaria, Dengue, Chikungunya, rubella, hepatitis, dysentery, diarrheal disease, rabies, STI – syphilis, gonorrhea, candidiasis, Lymphogranuloma venereum</li> <li>▪ Immunity – Immune deficiencies &amp; auto immune diseases-HIV AIDS</li> </ul>
<p><b>IV</b></p>	<p>15</p>	<p><b>Advanced Pharmacology</b></p> <ul style="list-style-type: none"> <li>▪ Introduction: Basic pharmacotherapeutics: <ul style="list-style-type: none"> <li>Terminology</li> <li>Sources, classifications, and forms of drugs</li> <li>Factors affecting drug dosage and calculations of drugs</li> <li>Legislation relating to narcotic drugs and other drugs</li> </ul> </li> <li>▪ Pharmacokinetics <ul style="list-style-type: none"> <li>Principles of administration of drugs</li> <li>Absorption and excretion</li> <li>Half life of drugs</li> <li>Overdose of drugs</li> <li>Blood levels</li> </ul> </li> <li>▪ Drugs used in skin disorders and diseases <ul style="list-style-type: none"> <li>Antipruritic creams and lotions</li> </ul> </li> </ul>

		<p>Topical corticosteroids Emollients Topical antifungals, antibiotics</p> <ul style="list-style-type: none"> <li>▪ Drugs used in diseases of the ear, nose, and throat <ul style="list-style-type: none"> <li>Ear &amp; Nose <ul style="list-style-type: none"> <li>Antibiotic drops</li> <li>Antifungal drops</li> <li>Antihistamine nasal sprays</li> <li>Antihistamines</li> </ul> </li> <li>Throat – oral antifungals</li> <li>oral analgesic ointments, sprays</li> </ul> </li> <li>▪ Drugs used in diseases of the eye <ul style="list-style-type: none"> <li>Ophthalmic antibiotics – drops and ointment</li> </ul> </li> <li>▪ Drugs used in respiratory system <ul style="list-style-type: none"> <li>Bronchodilators</li> <li>Mucolytics, antitussives</li> <li>Antihistamines</li> </ul> </li> <li>▪ Drugs used in cardiovascular disease <ul style="list-style-type: none"> <li>Antiarrhythmics</li> <li>Antihypertensive</li> <li>Anti-coagulant</li> <li>Drugs used in treating anemias</li> <li>Thrombolytic agents (Aspirin)</li> <li>Lipid lowering agents</li> </ul> </li> <li>▪ Drugs used in gastrointestinal system <ul style="list-style-type: none"> <li>Emetics and antiemetics</li> <li>Purgatives</li> <li>Antacids</li> <li>Vitamins &amp; Minerals supplements</li> </ul> </li> <li>▪ Drugs used in endocrine system <ul style="list-style-type: none"> <li>Antidiabetic agents</li> <li>Drugs for Thyroid disorders</li> </ul> </li> <li>▪ Drugs used in genitourinary system (male) <ul style="list-style-type: none"> <li>Diuretics</li> <li>Antispasmodics</li> </ul> </li> <li>▪ Drugs used in genitourinary system (female) <ul style="list-style-type: none"> <li>Drugs affecting the menstrual cycle</li> <li>Drugs affecting the uterus (oxytocin)</li> </ul> </li> <li>▪ Drugs used in disorders of the musculoskeletal system <ul style="list-style-type: none"> <li>Non-narcotic analgesics</li> <li>Muscle relaxants</li> <li>Anti-spasmodics</li> </ul> </li> <li>▪ Drugs used in disorders and diseases of the nervous system <ul style="list-style-type: none"> <li>Anticonvulsants</li> </ul> </li> <li>▪ Drugs used in infectious and communicable diseases <ul style="list-style-type: none"> <li>Antimicrobials</li> <li>Antiinflammatories: analgesics</li> <li>Vaccines</li> </ul> </li> </ul>
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<p><b>V</b></p>	<p>Theory: 40hrs Practical: 200hrs</p>	<p><b>Advanced Health Assessment</b></p> <ul style="list-style-type: none"> <li>▪ History Taking, Interviewing/Communication</li> <li>▪ General Assessment, including Skin</li> <li>▪ Head, Neck</li> <li>▪ Ears, Nose, Throat</li> <li>▪ Eyes</li> <li>▪ Thorax and Lung</li> <li>▪ Heart and Peripheral Vascular</li> <li>▪ Breast and Axilla</li> <li>▪ Abdomen</li> <li>▪ Genitourinary</li> <li>▪ Musculo-Skeletal</li> <li>▪ Neurology</li> <li>▪ Obstetric and Gynaecological Assessment</li> <li>▪ Mental Health Assessment</li> <li>▪ Pediatric Health Assessment</li> <li>▪ Geriatric Health Assessment</li> <li>▪ Interpretation of common investigations</li> </ul>
<p><b>VI</b></p>	<p>5</p>	<p><b>Health Education, Communication and Counselling</b></p> <ul style="list-style-type: none"> <li>▪ Health education and communication <ul style="list-style-type: none"> <li>- Communication process</li> <li>- Types of communication</li> <li>- Barriers of communication</li> <li>- Effective communication</li> </ul> </li> <li>▪ Health education <ul style="list-style-type: none"> <li>- Definitions, aims and objectives</li> <li>- Approaches to health education</li> <li>- Models of health education</li> <li>- Content of health education</li> <li>- Practice of health education</li> <li>- Methods and Media</li> <li>- Health education planning and management</li> </ul> </li> </ul>



## **PRIMARY HEALTH CARE NURSING - II**

### **Description:**

This course is designed to develop an understanding of nursing management of reproductive and child health, care of school aged children, adolescents, adults, women and elderly in various health care settings.

### **Objectives:**

At the end of the course the student will be able to:

1. Recognize and manage problems during pregnancy, labour and postpartum period using guidelines and protocols
2. Identify and manage problems of newborns using guidelines and protocol
3. Provide family welfare services to couples in planning their families
4. Develop skills in assessment, diagnosis, treatment and prescription of drugs for common health problems in children, adolescents and adults
5. Identify and manage gynaecological problems
6. Screen and refer for infectious and oncological conditions of women viz. STI/RTI, HIV/AIDS, breast cancer, uterine cancer and cancer cervix
7. Assess and manage common illnesses/health problems of elderly
8. Provide health promotional activities across the age group
9. Initiate first aid and emergency care, and refer to appropriate health care setting
10. Plan, organize and implement National Health Programmes in the community and health care institutional levels

Unit	Hours	Content
I	Theory:25 hrs  Practice: 340hrs	<p><b>Maternal/Reproductive and Child Health and Family Welfare</b></p> <ul style="list-style-type: none"> <li>▪ Introduction <ul style="list-style-type: none"> <li>- Epidemiology of maternal/reproductive and neonatal health</li> <li>- Magnitude of maternal/reproductive and neonatal health problems</li> <li>- Preventive obstetrics</li> </ul> </li> <li>▪ Management of problems during pregnancy <ul style="list-style-type: none"> <li>- Review of anatomy and physiology of Reproductive system – Male &amp; Female</li> <li>- Genetic disorders</li> <li>- Antenatal care <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Identification of high risk pregnancies</li> <li>• Management of minor &amp; major disorders</li> <li>• Essential antenatal care</li> <li>• Prenatal counseling – diet, rest, sleep, exercise, hygiene, medication, immunization, preparation for labour, family welfare advise, mother craft advise</li> </ul> </li> </ul> </li> <li>▪ Management of problems during labour <ul style="list-style-type: none"> <li>- Preparation and monitoring of women in labour</li> <li>- Conduction of normal delivery</li> <li>- Basic obstetric care</li> <li>- Referral services</li> <li>- Care of mothers with high risk in intra partum period</li> <li>- Instrumental deliveries</li> <li>- Caesarian section</li> <li>- Postnatal care</li> <li>- Skilled birth Attendant module</li> </ul> </li> <li>▪ Newborn care <ul style="list-style-type: none"> <li>- Immediate newborn care</li> <li>- Neonatal assessment &amp; screening</li> <li>- Kangaroo care</li> <li>- Breast feeding</li> <li>- Care of high risk newborn <ul style="list-style-type: none"> <li>• Low birth weight</li> <li>• Protein</li> <li>• Failure to thrive</li> <li>• Sepsis</li> <li>• Neonatal seizures</li> <li>• Neonatal jaundice</li> <li>• Respiratory distress syndrome in newborn</li> </ul> </li> </ul> </li> </ul> <p>Essential new born care</p> <ul style="list-style-type: none"> <li>- IMNCI guidelines</li> <li>- Baby friendly hospitals</li> </ul> <ul style="list-style-type: none"> <li>▪ Child Health Services</li> </ul>

		<ul style="list-style-type: none"> <li>- Growth and development</li> <li>- Growth chart</li> <li>- Nutrition</li> <li>- ICDS programme</li> <li>- Control of communicable diseases</li> <li>- Immunization</li> <li>- High risk children</li> <li>- Common disorders of children under five years <ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Accidents</li> <li>• Parasitic infestation</li> <li>• Infections</li> <li>• Behavioural problems</li> </ul> </li> <li>▪ Organization of RCH/MCH/Family Planning Services <ul style="list-style-type: none"> <li>- Rights of women and children</li> <li>- Women empowerment</li> <li>- Child abuse</li> <li>- Parenting</li> <li>- Welfare services for women &amp; children</li> </ul> </li> <li>▪ Family Welfare Services <ul style="list-style-type: none"> <li>- Temporary methods</li> <li>- Permanent methods</li> <li>- National family welfare services</li> <li>- RCH package of services</li> </ul> </li> </ul>
<b>II</b>	Theory: 15hrs Practice: 100hrs	<p><b>Management of Health problems in School Age children and Adolescents</b></p> <ul style="list-style-type: none"> <li>▪ School age children <ul style="list-style-type: none"> <li>- Assessment of school age children</li> <li>- Growth and development</li> <li>- Problems of a school child <ul style="list-style-type: none"> <li>• Health problems</li> <li>• Behavioural problems</li> </ul> </li> <li>- Counseling – diet, exercise and recreation, healthy habits, immunization, health check up, prevention of accidents</li> </ul> </li> <li>▪ School health services <ul style="list-style-type: none"> <li>- Health appraisal</li> <li>- Prevention of diseases</li> <li>- Nutrition – school meal services</li> <li>- Health education</li> <li>- Maintenance of health records</li> </ul> </li> <li>▪ Adolescents <ul style="list-style-type: none"> <li>- Health of adolescents</li> <li>- Growth and development of adolescents</li> <li>- Physiology of adolescents</li> <li>- Difficulties in adolescents <ul style="list-style-type: none"> <li>• Social adjustment problems</li> <li>• Psychological/mental health problems</li> </ul> </li> <li>- Health problems during adolescence</li> <li>- Sex and sexuality, sex education and responsible sexual behaviour</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Personal issues</li> <li>• Health issues</li> <li>• Habits affecting health</li> <li>• High risk behaviour</li> <li>• Life style modification</li> <li>• Career guidance</li> </ul>
<b>III</b>	<p>Theory : 25hrs</p> <p>Practice: 420hrs</p>	<p><b>Management of Common Health Problems in Adults</b></p> <ul style="list-style-type: none"> <li>▪ Review of Normal Findings</li> <li>▪ Exploring the most common chief complaint</li> <li>▪ Diseases of the skin <ul style="list-style-type: none"> <li>Allergic reactions</li> <li>Infections/scabies/dermatitis</li> <li>Herpes</li> <li>Psoriasis</li> <li>Cellulitis, burns, eczema</li> <li>Pemphigus, parasitic infestation</li> <li>Impetigo and pyoderma</li> </ul> </li> <li>▪ Diseases of the Ear, Nose, and Throat <ul style="list-style-type: none"> <li>Ears- furuncle, boils, wax, otitis, otosclerosis</li> <li>Mastoiditis, hearing loss, foreign bodies</li> <li>Nose- Epistaxis, sinusitis, rhinitis, deviated septum, neoplasms</li> <li>Throat- URI, tonsillitis, laryngitis, neoplasms of larynx</li> </ul> </li> <li>▪ Diseases of the Eye <ul style="list-style-type: none"> <li>Eye – congenital deformities</li> <li>Inflammations- conjunctivitis</li> <li>Stye/keratitis, uveitis, Bitot Spots</li> <li>Keratomalacia, glaucoma</li> <li>Cataract</li> </ul> </li> <li>▪ Diseases of the Respiratory system <ul style="list-style-type: none"> <li>Lower respiratory tract infection</li> <li>Bronchitis</li> <li>Asthma</li> <li>Tuberculosis</li> <li>Chronic obstructive pulmonary disease</li> <li>Pulmonary embolism/oedema</li> <li>Pneumothorax, empyema</li> <li>Bronchiectasis and lung abscess</li> <li>Chest Trauma</li> <li>Infectious diseases</li> <li>Occupational lung disease – pneumoconiosis, asbestosis</li> </ul> </li> <li>▪ Diseases of the Cardiovascular system <ul style="list-style-type: none"> <li>Coronary artery disease</li> <li>Congenital heart diseases</li> <li>Acquired heart disease – rheumatic heart disease/</li> <li>Valvular diseases</li> <li>Heart block- arrhythmias</li> </ul> </li> </ul>

		<p>Aneurysm  Left heart failure  Myocardial infarction, angina pectoris  Congestive heart failure</p> <p>Vascular diseases  Varicose veins  Thromboangiitis obliterans  Hypertension</p> <p>Diseases of the blood  Anemia  Leukemia  Bleeding disorders  Thrombocytopenia</p> <ul style="list-style-type: none"> <li>▪ Diseases of the Gastrointestinal system <ul style="list-style-type: none"> <li>Mouth – stomatitis <ul style="list-style-type: none"> <li>Infections – gingivitis/glossitis/pharyngitis</li> <li>Ulcers, dental disorders –caries, periodontal disease</li> <li>Parotitis</li> </ul> </li> <li>Esophagus – esophagitis, hiatal hernia</li> <li>Stomach – gastritis, peptic ulcer, cancer stomach</li> </ul> </li> </ul> <p>Disease of the Accessory Organs  Hepatitis  Cirrhosis  Cholecystitis  Pancreatitis  Liver abscess  Cholelithiasis</p> <p>Disease of the Intestinal tract  Gastroenteritis  Intestinal obstruction  Ulcerative colitis  Peritonitis  Appendicitis  Cancer Rectum  Haemorrhoids  Fistula/fissure</p> <ul style="list-style-type: none"> <li>▪ Diseases of the Endocrine System <ul style="list-style-type: none"> <li>Hypo/Hyperthyroidism</li> <li>Goiter</li> <li>Pancreas – Diabetes mellitus</li> </ul> </li> <li>▪ Diseases of the Genitourinary System (male) <ul style="list-style-type: none"> <li>Hypospadias, epispadias, testicular torsion, Benign Prostatic Hyperplasia, Hydrocele, Inguinal hernia</li> <li>Kidney - nephritis, nephrotic syndrome, renal failure</li> <li>Calculi, renal injuries</li> <li>Hydronephrosis, neoplasms</li> </ul> </li> <li>▪ Disease of the Musculo Skeletal System <ul style="list-style-type: none"> <li>Arthritis, osteomyelitis, Osteoporosis</li> <li>Fractures, ankylosis, spondylosis</li> <li>Sprains, dislocations</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>▪ Diseases of the Nervous System Meningitis, encephalitis, seizures, cerebrovascular accident Head injury, brain abscess, hydrocephalus Spinal cord malformations Injuries and neoplasms of spinal cord</li> <li>▪ Immune Deficiency Disorders Autoimmune diseases- lupus erythematosus Immune Deficiency Disorders – HIV/AIDS</li> <li>▪ Communicable Diseases Cholera, typhoid, measles, poliomyelitis, mumps, diphtheria, pertussis, tetanus, chicken pox, tuberculosis, rubella, hepatitis, dysentery, diarrheal diseases, rabies, malaria, filaria, dengue, chikungunya, SARS, swine flu</li> <li>▪ Nutritional Disorders Protein energy malnutrition Vitamin deficiencies Mineral deficiencies</li> </ul>
<b>IV</b>	Theory : 15hrs  Practice: 100hrs	<p><b>Women’s Health</b></p> <ul style="list-style-type: none"> <li>▪ Physiology of Gynecological health – puberty, menstruation and menopause</li> <li>▪ Health assessment of Gynecological problems</li> <li>▪ Health problems and management in gynecological conditions <ul style="list-style-type: none"> <li>- Fibroid uterus</li> <li>- Cancer of the uterus, cervix, ovaries and vagina</li> <li>- Menorrhagia</li> <li>- Prolapsed uterus</li> <li>- Pelvic inflammatory disease</li> <li>- STI’s and RTI’s</li> <li>- Investigation done for women’s health problems</li> <li>- Diagnosis of women’s health problems</li> <li>- Drugs used in gynecological conditions</li> <li>- Health promotion and maintenance in women</li> <li>- Domestic violence</li> <li>- Ethical issues related to women’s health</li> <li>- Gender equity and equality</li> <li>- Gender discrimination and disparity</li> <li>- Women empowerment</li> </ul> </li> </ul>
<b>V</b>	Theory : 15hrs  Practice: 100hrs	<p><b>Common Health Problems of the Elderly</b></p> <ul style="list-style-type: none"> <li>▪ Introduction Aging scenario in India Definition and theories of aging Healthy aging</li> <li>▪ Comprehensive assessment of the elderly</li> <li>▪ Common problems and needs of elderly</li> <li>▪ Common disorders of the Skin <ul style="list-style-type: none"> <li>- Pruritis</li> <li>- Dermatitis</li> <li>- Psoriasis</li> <li>- Cancers</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ Common disorders of the Eyes <ul style="list-style-type: none"> <li>- Cataract</li> <li>- Glaucoma</li> <li>- Retinopathy</li> </ul> </li> <li>▪ Common disorders of the Ears, Nose and Throat <ul style="list-style-type: none"> <li>- Otitis media</li> <li>- Hearing impairment</li> </ul> </li> <li>▪ Common disorders of the Respiratory system <ul style="list-style-type: none"> <li>- pneumonia</li> <li>- tuberculosis</li> <li>- asthma</li> <li>- chronic obstructive pulmonary disease</li> <li>- Lung cancer</li> </ul> </li> <li>▪ Common disorders of Cardiovascular system <ul style="list-style-type: none"> <li>hypertension,</li> <li>- congestive cardiac failure</li> <li>- ischemic heart disease</li> </ul> </li> <li>▪ Common disorders of the Gastrointestinal system <ul style="list-style-type: none"> <li>- gastroesophageal reflux</li> <li>- peptic ulcer</li> <li>- cancer of the gastrointestinal tract</li> <li>- constipation</li> <li>- diarrhea</li> </ul> </li> <li>▪ Common disorders of the Genitourinary System <ul style="list-style-type: none"> <li>- urinary tract infection</li> <li>- benign prostatic hypertrophy</li> <li>- cancer prostate</li> <li>- urinary incontinence</li> </ul> </li> <li>▪ Common disorders of the Endocrine System <ul style="list-style-type: none"> <li>- diabetes mellitus</li> <li>- hypo/hyper thyroids</li> </ul> </li> <li>▪ Common disorders of the Musculoskeletal system <ul style="list-style-type: none"> <li>- osteoarthritis</li> <li>- rheumatic arthritis</li> <li>- osteoporosis</li> <li>- falls and fractures</li> </ul> </li> <li>▪ Common disorders of the Central Nervous System <ul style="list-style-type: none"> <li>- Alzheimer's disease</li> <li>- Dementia</li> <li>- confusion</li> <li>- delirium</li> <li>- cerebrovascular accident</li> </ul> </li> <li>▪ Common Psychiatric illness in elderly <ul style="list-style-type: none"> <li>- depression</li> <li>- anxiety disorder</li> <li>- alcoholism</li> <li>- personality disorders</li> </ul> </li> <li>▪ Common disorders in Oncology <ul style="list-style-type: none"> <li>- Palliative care</li> </ul> </li> <li>▪ Caregiver burden <ul style="list-style-type: none"> <li>- elder abuse</li> </ul> </li> </ul>
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<p><b>VI</b></p>	<p>Theory : 15 hrs Practice: 60hrs</p>	<p><b>Primary Health Care</b></p> <ul style="list-style-type: none"> <li>▪ Concepts, principles and elements of Primary health care</li> <li>▪ Health promotion for children (growth monitoring, immunizations, developmental assessments)</li> <li>▪ Health promotion for adolescents (counseling to avoid risky behaviors)</li> <li>▪ Health promotion for women (screening tests, antenatal examinations, occupational health)</li> <li>▪ Health promotion for men (screening tests, occupational health)</li> <li>▪ Health promotion for the elderly (screening tests)</li> <li>▪ Health education for children, adolescents, women, men and the elderly.</li> <li>▪ Epidemiological investigations</li> <li>▪ Primary, secondary, tertiary prevention for chronic conditions (lifestyle modifications, drugs, investigations, regular examinations, follow-up, etc)</li> <li>▪ Counseling</li> </ul>
<p><b>VII</b></p>	<p>Theory : 15hrs Practice: 40hrs</p>	<p><b>First Aid and Emergency Management</b></p> <ul style="list-style-type: none"> <li>▪ First Aid</li> <li>▪ Poisoning</li> <li>▪ Trauma – Spinal cord, chest trauma, strangulation, (hanging), stab wounds, Traffic</li> <li>▪ Shock</li> <li>▪ Respiratory - pulmonary oedema, status asthmatics, acute exacerbations asthma</li> <li>▪ Cardiovascular – ventricular arrhythmias, MI</li> <li>▪ Burns</li> <li>▪ Obstetrical emergencies</li> <li>▪ Triaging</li> <li>▪ Ambulance services</li> <li>▪ Transportation and referral services</li> <li>▪ Basic Life Support – pediatric and adult cardiac arrest</li> </ul>
<p><b>VIII</b></p>	<p>Theory: 10hrs Practice: 50hrs</p>	<p><b>National Health Programme</b></p> <ul style="list-style-type: none"> <li>▪ Goals, objectives, purposes, organization, man power, sources, activities, roles and responsibilities of Nurse Practitioner in Primary Health Care</li> <li>▪ Magnitude of health problems of India</li> <li>▪ National health programmes <ul style="list-style-type: none"> <li>- National vector borne disease control programme <ul style="list-style-type: none"> <li>* Malaria</li> <li>* Filariasis</li> <li>* Dengue Fever/DHF</li> <li>* Japanese Encephalitis</li> <li>* Kala-azar</li> <li>* Chikungunya Fever</li> </ul> </li> </ul> </li> <li>▪ National Leprosy eradication programme</li> </ul>



		<ul style="list-style-type: none"> <li>▪ RNTCP (National TB Control Programme)</li> <li>▪ National AIDS control programme</li> <li>▪ National programme for control of blindness</li> <li>▪ Iodine deficiency disorders programme</li> <li>▪ Universal Immunization Programme</li> <li>▪ NRHM</li> <li>▪ Reproductive Child Health Programme</li> <li>▪ National Programme for prevention and control of cancer, diabetes, cardiovascular diseases and stroke</li> <li>▪ National Mental Health Programme</li> <li>▪ National Programme for control and treatment of occupation diseases</li> <li>▪ Nutritional Programmes</li> <li>▪ National Family Welfare Programme</li> <li>▪ National water supply and sanitation Programme</li> <li>▪ Minimum Needs Programme</li> </ul>
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### **Supervision & Management, Clinical Teaching, Elementary Research & Statistics**

**Total Hours: 45**

**Section-A    Supervision, Management & Clinical Teaching    - 30 Hours**

**Section-B    Elementary Research & Statistics    - 15 Hours**

#### **Description:**

This course is designed to develop an understanding of the principles of supervision and management, clinical teaching and research.

#### **Objectives:**

At the end of the course the student will be able to:

1. Describe Professional trends
2. Describe role of nurse in management and supervision of nursing personnel in primary health care settings
3. Teach nurses and allied health workers on care of individuals and families in the primary health care settings
4. Describe research process and perform basic statistical tests
5. Plan and conduct research in care of individual across life span
6. Recognize the importance of professional advancement through self-learning, operational research and participating in educational activities

Unit	Hours	Content
I	45	<p><b>Management, Supervision and Clinical Teaching</b></p> <ul style="list-style-type: none"> <li>▪ Management <ul style="list-style-type: none"> <li>- Definition, Principles, elements</li> <li>- Health centre management</li> <li>- Maintenance of stock</li> <li>- Procurement of equipment, supplies, medicine and vaccines</li> <li>- Intersectoral co-ordination</li> <li>- Management/Health information evaluation system in primary health care</li> <li>- Primary health centre management</li> <li>- Disaster management</li> <li>- Documentation <ul style="list-style-type: none"> <li>• Incidental report</li> <li>• Drafting, noting</li> <li>• Charting</li> <li>• Reports</li> </ul> </li> <li>- Writing unit report, Performance appraisal, weekly/monthly and annual reports of the area, sentinel reports, death reports/birth report/vaccination reports, reports of ADRS, notifiable disease reports, reports of family planning activities</li> <li>Guidance, Staff assignment, Material management</li> <li>- Maintenance of Records and Reports of peripheral and health centre</li> </ul> </li> <li>▪ Supervision <ul style="list-style-type: none"> <li>- Aims, objective, principles</li> <li>- Qualities, responsibilities of supervisor</li> <li>- Methods of supervision and techniques</li> <li>- Practice standards policies, procedures and protocols</li> <li>- Quality assurance programme</li> <li>- Duties, responsibilities of various health personnel of the health team</li> <li>- Staff development</li> <li>- Inservice education, Continuing nursing education</li> <li>- Professional trends, Code of Ethics and conduct</li> <li>- Professional organization</li> <li>- Human resource management <ul style="list-style-type: none"> <li>• Soft skills</li> <li>• Team management</li> </ul> </li> </ul> </li> <li>▪ Clinical Teaching <ul style="list-style-type: none"> <li>- Principles of teaching and learning</li> <li>- Teaching methods and media</li> <li>- Evaluation</li> </ul> </li> <li>▪ Ethics, public policy and health economics <ul style="list-style-type: none"> <li>- The health care system</li> <li>- Theoretical basis for bioethics (ethical theories)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Bioethical decision making</li> <li>- Professional, ethical and legal issues</li> <li>- Rights of clients (Consumer Protection Act, Medico-Legal cases)</li> <li>- Health care policies and public policies.</li> <li>- Health economics and cost-effective health care</li> <li>- Ethics and cost-effective health care</li> <li>- Role development of the nurse practitioner in Primary health care (implement the role development of the advanced practice nurse including teacher, advocate, clinician, consultant, collaborator and manager of systems)</li> <li>- Interdisciplinary collaboration and the Nurse Practitioner in Primary Health Care</li> <li>- Proposal writing for funds/grants and projects</li> </ul>
<b>II</b>	15	<p><b>Elementary Research &amp; Statistics</b></p> <ul style="list-style-type: none"> <li>▪ Research problems, process</li> <li>▪ Research survey and various research methods</li> <li>▪ Interpretation and evaluation of research findings</li> <li>▪ Clinical utilization of research</li> <li>▪ Evidence based research</li> <li>▪ Decision making and initiating change based on evidence</li> <li>▪ Tools and techniques of data collection</li> <li>▪ Dissemination</li> </ul>

### Teaching Learning Activities

**(i) Methods of Teaching:**

- ✓ Lecture
- ✓ Demonstration & Discussion
- ✓ Supervised practice
- ✓ Seminar
- ✓ Role play
- ✓ Workshop
- ✓ Clinical Conference
- ✓ Written assignments
- ✓ Bedside rounds
- ✓ Case presentation
- ✓ Bedside clinics
- ✓ Preceptorship
- ✓ Mentorship
- ✓ Case studies
- ✓ Skill training
- ✓ Simulations
- ✓ Field visits
- ✓ Research project

**(ii) A.V. Aids:**

- ✓ Overhead Projector
- ✓ Slide Projector
- ✓ Black board
- ✓ LCD projector
- ✓ Graphic Aids
- ✓ Programmed – Video shows
- ✓ Models & Specimens
- ✓ Computer
- ✓ Resusci Annie
- ✓ Simulation lab with manikins for learning resuscitation, Intra venous canulation, catheterization, deliveries

**METHODS OF ASSESSMENT**

- ✓ Written examination
- ✓ Objective type
- ✓ Short notes
- ✓ Assignments
- ✓ Case studies / care notes
- ✓ Clinical presentation
- ✓ Seminars
- ✓ Project
- ✓ OSCE/OSCP

**ESSENTIAL CLINICAL / PRACTICAL ACTIVITIES**

- Patient Care Assignments
- Writing of Nursing care plan for assigned clients across the lifespan
- Writing case studies - 7
- Case presentations - 5 (one for each age group with illness / disease condition)
- Writing observation reports
- Planned health teaching
  - Individual - 5
  - Group - 5
- Project - 1
- Conduct bedside rounds
- Sub centre and Primary Health Centre Management plan – Designing

- Supervision techniques – Writing unit report, Performance appraisal, weekly/monthly and annual reports of the area, sentinel reports, death reports/birth report/vaccination reports, reports of ADRS, notifiable disease reports, reports of family planning activities  
Guidance, Staff assignment, Material management
- Maintenance of Records and Reports of peripheral and health centre

## **Competencies to be developed**

### **Clinical competencies**

#### **I. Health Assessment:**

History taking

Assessment of Respiratory system – 5

Assessment of Cardio Vascular system – 5

Assessment of Abdomen – 5

Assessment of Breast - 5

Adult Health Assessment – 10

Neonatal Normal – 5

Neonatal Highrisk – 5

Paediatric Health Assessment – 5

Geriatric Health Assessment – 5

Mental Health Assessment – 5

#### **II. CASE HISTORY (In Patient) – 50**

General Medicine – 10

PHC, CHC, HSC – 20

Secondary Health Care settings – 20

#### **III. CASE HISTORY (Out Patient) – 60**

General Medicine-Infectious diseases – 10

General Medicine-Non-infectious diseases – 10

PHC, CHC, HSC-Communicable disease – 10

PHC, CHC, HSC-Non-communicable disease – 10

Secondary Health Care Settings-Geriatric – 10

Secondary Health Care Settings-Paediatric s – 10

#### **IV. CASE HISTORY (Obstetric & Gynaecology)**

Obstetrics (PHC, CHC, HSC)	– 10
Obstetric High risk – Tertiary / Secondary levels	– 10
Gynaecology (PHC, CHC, HSC)	– 5
Gynaecology High risk – Tertiary / Secondary levels	– 5

Topic Presentation – 20  
(Disease conditions and management at various levels)

Case Presentation – 30  
(Case history collected in OP/IP)

#### **Common health problems in children & adolescents**

##### **Assessment of growth and development**

Newborn	– 2
Infants	– 2
Toddler	– 2
Preschooler	– 2
School age children	– 2
Adolescent	– 2

CASE HISTORY (In patients) – Paediatrics – 10

CASE HISTORY (Out patient) – 15

Topic Presentation – 10

Case Presentation – 10

#### **COMMON CLINICAL SKILLS**

1. ORS Therapy
2. Intravenous Cannulation
3. CPR Child
4. CPR Neonate
5. Nebulization
6. Mantoux Test
7. NG Tube aspiration
8. Immunization

- 9. Airway insertions
  - 10. Blood sugar estimation
- CASE HISTORY (Obstetrics) – 10

Skills:

Normal delivery  
IUD insertion  
Pap smear  
Speculum Examination  
Vaginal Examination  
Episiotomy & Suturing

CASE HISTORY (Gynaecology) – 10

**Performance of Lab Investigation:**

Sputum smear for AFB  
Skin smear  
Blood smear – MP, MF  
VIA, PAP Smear  
Hb Estimation  
Urine Analysis

**Interpretation of investigation:**

X-ray  
Ultra sound  
ECG  
Blood results