

**ADD ON COURSE
CIRCULARS**

ACADEMIC YEAR
2023-2024



NARAYANA COLLEGE OF NURSING

Chinthareddypalem, Nellore - 524003. A.P.

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website: <https://www.narayanannursingcollege.com>



NCN/IQAC/2023-2024/ ADDON-21

26.06.2023

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Computer Proficiency Training" from 01.07.2023 to 04.08. 2023. The sessions will take daily one hour (4-5 pm for two months period).

Attendance is compulsory for all I M.Sc. & PB.B.Sc ,(N) students. This course is essential for gaining vital in-depth knowledge on Computer Proficiency Training. Please ensure your participation and punctuality.

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NCN/IQAC/2023-2024/ ADDON-22

28.08.2023

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Intravenous Therapy" from September 2023 to October 2023. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all III Semester B.Sc, (N) students. This course is essential for gaining vital in-depth knowledge on Intravenous Therapy. Please ensure your participation and punctuality.

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NCN/IQAC/2023-2024/ ADDON-23

28.10.2023

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Bio Medical Waste Disposal" from Nov 23-Dec 23. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all I Semester (N) students. This course is essential for gaining vital in-depth knowledge on Bio Medical Waste Disposal. Please ensure your participation and punctuality.

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NCN/IQAC/2023-2024/ ADDON-24

26.03.2024

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Financial Management in Nursing" from Apr 24 to May 24. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all IV B.Sc & II PB.B.Sc.,(N) students. This course is essential for gaining vital in-depth knowledge on Financial Management in Nursing. Please ensure your participation and punctuality.

D.R. Sharma
Principal

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NCN/IQAC/2023-2024/ ADDON-25

Date: 28-03-2024

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Management of Pain" from April 24 to May 24. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all II M.Sc. & IV B.Sc ,(N) students. This course is essential for gaining vital in-depth knowledge on Management of Pain. Please ensure your participation and punctuality.

D. B. Chinnai
Principal

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NCN/IQAC/2023-2024/ ADDON-26

27.04.2024

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Infection control in critical care unit" from May 2024 to June 2024. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all III B.Sc.,(N) students. This course is essential for gaining vital in-depth knowledge on Management of Pain. Please ensure your participation and punctuality.

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ACADEMIC YEAR
2022-2023



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NCN/IQAC/2022-2023/ ADDON-16

25.06.2022

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Computer Skill Training" from 01.07.2022 to 04.08.2022. The sessions will take place every for one hour (4-5pm)

Attendance is compulsory for I M.Sc, II M.Sc., & I, II PB.B.Sc., (N) students. This course is essential for gaining vital in-depth knowledge on Computer Skill Training. Please ensure your participation and punctuality.

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Dr. B. Anuj

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NCN/IQAC/2022-2023/ ADDON-17

27.08.2022

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Pediatric First Aid Training" from September 2022 to October 2022. The sessions will take place every Wednesday and Thursday.

Attendance is compulsory for all III B.Sc., (N) students. This course is essential for gaining vital in-depth knowledge on Pediatric Skill Training. Please ensure your participation and punctuality.

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NCN/IQAC/2022-2023/ ADDON-18

24.10.2022

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Food Safety" from November 2022 to December 2022. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all I Semester students. This course is essential for gaining vital in-depth knowledge on Food Safety. Please ensure your participation and punctuality.

A. S. Prasad
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NCN/IQAC/2022-2023/ ADDON-19

21.02.2023

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Medication and Adverse Drug Reaction" from March 2023- April 2023. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all IV B.Sc., (N) students. This course is essential for gaining vital in-depth knowledge on Medication And Adverse Drug Reaction. Please ensure your participation and punctuality.

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NCN/IQAC/2022-2023/ ADDON- 20

20-03-2023

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Pain Management" from April 2023 to May 2023. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all II B.Sc., (N) students. This course is essential for gaining vital in-depth knowledge on Pain Management. Please ensure your participation and punctuality.

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ACADEMIC YEAR
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NCN/IQAC/2021-2022/ ADDON-11

Date: 24.05.2021

CIRCULAR

This is to inform you that, Narayana College of Nursing will be conducting an "Add-on Course on Emotional Intelligence" from June 2021 to July 2021. The sessions will be held exclusively Wednesday and Thursday each week.

Attendance is mandatory for all first-year B.Sc Nursing students. This course is essential for acquiring critical knowledge and skills pertinent to your nursing education. Please ensure your participation and punctuality.

A. Indu

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NCN/IQAC/2021-2022/ ADDON-12

27.08.2021

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Neonatal Care" from September 2021 to October 2021. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all III B.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Neonatal Care. Please ensure your participation and punctuality.

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D. Reddy
Principal
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NCN/IQAC/2021-2022/ ADDON-13

25.10.2021

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Emergency Life Support" from November 21 to December 21. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all I PB.B.Sc& IV B.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Emergency Life Support. Please ensure your participation and punctuality.

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NCN/IQAC/2021-2022/ ADDON-14

Date: 28.12.2021

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Statistical Analysis in Research" from January 2022 to February 2022. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all II PB.B.Sc, I M.Sc. & II M.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Statistical Analysis in Research. Please ensure your participation and punctuality.

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NCN/IQAC/2021-2022/ ADDON-15

Date: 15-05-2022

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Skill Development in Nursing Pharmacology" from 21-05-2022 to 26-05-2022.

Attendance is compulsory for all II B.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Pharmacology. Please ensure your participation and punctuality.

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ACADEMIC YEAR
2020-2021



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NCN/IQAC/2020-2021/ ADDON-06

25.05.2020

CIRCULAR

This is to bring to your kind notice that, Narayana College of Nursing planned to conduct a "Basic Medical Aid" from June 2020-July 2020. The sessions will take place every Tuesday and Friday. Attendance is compulsory for all I B.Sc. (N) participants. This training is essential for acquiring Basic medical aid. Please ensure your participation and punctuality.

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NCN/IQAC/2020-2021/ ADDON-07

Date: 25.08.2020

CIRCULAR

This is to inform you that, Narayana College of Nursing will be conducting add on course titled "**Management of Medication Errors**" from August to September. The sessions are scheduled to take place every Tuesday and Friday during this period. Please be advised that attendance is compulsory for all III B.Sc.(N) participants. This program is crucial for gaining comprehensive knowledge on safe motherhood practices, and your participation and punctuality are essential.

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Dr. Babu
NARAYANA COLLEGE OF NURSING
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NCN/IQAC/2020-2021/ ADDON-08

Date: 25.08.2020

CIRCULAR

This is to inform you that, Narayana College of Nursing will be conducting add on course titled "Safe Motherhood Program" from September 2020 to October 2020. The sessions are scheduled to take place every Tuesday and Friday during this period. Please be advised that attendance is compulsory for all III B.Sc.(N) participants. This program is crucial for gaining comprehensive knowledge on safe motherhood practices, and your participation and punctuality are essential.

A. S. Reddy

Principal

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NCN/IQAC/2020-2021/ ADDON-09

26.10.2020

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Basic Resuscitation Techniques" from November 2020 to December 2020. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all IV B.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Basic Resuscitation Techniques. Please ensure your participation and punctuality.

A. S. Reddy
Principal

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NCN/IQAC/2020-2021/ ADDON-10

28.12.2020

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Nutrition in Critical Illness" from January 2021 to February 2021. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all II .B.Sc (N) students. This course is essential for gaining vital in-depth knowledge on Nutrition in Critical Illness. Please ensure your participation and punctuality.

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ACADEMIC YEAR
2019-2020



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NCN/IQAC/2019-2020/ ADDON-01

Date: 28.05.2019

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on first Aid" from June 2019 to July 2019. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all first year B.Sc (N) students. This course is essential for gaining vital in-depth knowledge on first aid techniques Please ensure your participation and punctuality.

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NCN/IQAC/2019-2020/ ADDON-02

Date: 25.07.2019

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Maintenance of Records in hospital" from August 2019 to October 2019. The sessions will take place every Wednesday and Thursday.

Attendance is compulsory for all final year B.Sc. (N) students. This course is essential for gaining vital in-depth knowledge on Maintenance of records in hospital. Please ensure your attendance and timeliness.

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Phone : 0861-2317913 Extn. 2464, 2317915 Extn. 2464. Affiliated to NTR University of Health Sciences, A.P., Hyderabad
e-mail : narayana_nursing@yahoo.co.in website : www.narayananursingcollege.com

NCN/IQAC/2019-2020/ ADDON-03

26-07-2019

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Wound care Management" from August 2019 to September 2019. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all II B.Sc., &PB.B.Sc (N) students. This course is essential for gaining vital in-depth knowledge on Wound care Management. Please ensure your participation and punctuality.

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NCN/IQAC/2019-2020/ ADDON-04

Date: 27.12.2019

CIRCULAR

This is to bring to your kind notice that Narayana College of Nursing planned to conduct a "Basic Cardiac Life Support (BCLS) Training" from January 2020 to February 2020. The sessions will take place every Tuesday and Friday. Attendance is compulsory for all participants. This training is essential for acquiring critical skills in emergency cardiac care. Please ensure your participation and punctuality.

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NCN/IQAC/2019-2020/ ADDON-05

Date: 24.02.2020

CIRCULAR

This is bringing to your kind notice that, Narayana College of Nursing will be conducting an "Add-on Course on Psycho Pharmacology" from March 2020 to April 2020. The sessions will take place every Tuesday and Friday.

Attendance is compulsory for all III B.Sc., (N) students. This course is essential for gaining vital in-depth knowledge on Psycho Pharmacology. Please ensure your participation and punctuality.

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**ADD ON COURSE
CONTENT**

ACADEMIC YEAR
2023-2024



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COURSE TITLE: COMPUTER PROFICIENCY TRAINING

AIM:

The course aims to enhance participants' computer skills and digital literacy, enabling them to effectively utilize technology in their professional and personal lives.

OBJECTIVES:

1. To introduce participants to basic computer concepts and terminology.
2. To develop skills in using essential software applications, including word processing, spreadsheets, and presentations.
3. To educate participants on internet navigation, online safety, and digital communication.
4. To enhance problem-solving skills related to common computer issues and software applications.
5. To provide training on data management, including file organization and basic database concepts.
6. To foster critical thinking and analytical skills through practical exercises and projects.
7. To promote ongoing learning and adaptation to new technologies in a rapidly changing digital landscape.

OUTCOMES:

By the end of the course, participants will:

1. Understand fundamental computer concepts and components.
2. Proficiently use word processing, spreadsheet, and presentation software.
3. Navigate the internet safely and effectively, using search engines and online resources.
4. Solve common computer problems and troubleshoot software issues.
5. Organize, store, and manage digital files and data efficiently.
6. Apply critical thinking and analytical skills to complete tasks and projects

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COURSE CONTENT: COMPUTER PROFICIENCY TRAINING

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Computers <ul style="list-style-type: none">• Overview of computer systems: Hardware and software components• Basic computer terminology and concepts (e.g., operating systems, applications, peripherals)• Understanding different types of computers (desktops, laptops, tablets)• Introduction to computer networks and the internet•	Lecture cum discussion
II	3	Operating System Basics <ul style="list-style-type: none">• Overview of popular operating systems (Windows, macOS, Linux)• Navigating the desktop environment: Menus, taskbar, and system settings• Managing files and folders: Creating, renaming, moving, and deleting• Customizing system settings for user preferences•	Lecture Method
III	3	Word Processing Skills <ul style="list-style-type: none">• Introduction to word processing software (e.g., Microsoft Word, Google Docs)• Creating, formatting, and editing documents• Inserting tables, images, and hyperlinks• Using templates, styles, and tools for spell check and grammar check	Group discussion

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		<ul style="list-style-type: none">• Saving and sharing documents in various formats	
IV	2	Presentation Skills <ul style="list-style-type: none">• Introduction to presentation software (e.g., Microsoft PowerPoint, Google Slides)• Creating and designing effective presentations• Inserting multimedia elements: Images, videos, and audio• Utilizing slide transitions and animations• Presenting with confidence: Tips for effective communication	Participatory Learning
V	3	Internet Navigation and Online Safety <ul style="list-style-type: none">• Understanding web browsers and search engines• Effective internet searching techniques and evaluating sources• Recognizing online security threats: Phishing, malware, and identity theft• Best practices for safe browsing, online shopping, and social media use• Introduction to digital footprints and online privacy	Self Directed Learning
VI	3	Digital Communication Tools <ul style="list-style-type: none">• Overview of email communication: Setting up an email account, sending and receiving messages• Using communication tools (e.g., Slack, Zoom, Microsoft Teams)• Best practices for professional communication: Email etiquette and online collaboration• Managing digital calendars and scheduling tool	Group Discussion

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PRETEST/ POST TEST QUESTIONNAIRE

COMPUTER PROFICIENCY TRAINING

1. What does CPU stand for?

- A) Central Processing Unit
- B) Computer Personal Unit
- C) Centralized Processing Unit
- D) Computer Program Unit

2. Which of the following is an operating system?

- A) Microsoft Word
- B) Google Chrome
- C) Windows 10
- D) Adobe Photoshop

3. Which of the following is a web browser?

- A) Microsoft Excel
- B) Mozilla Firefox
- C) Windows Media Player
- D) Skype

4. What is the function of a file extension?

- A) It indicates the size of the file.
- B) It shows the date the file was created.
- C) It determines the file type and which program can open it.
- D) It encrypts the file for security.

5. Which of the following is used for creating presentations?

- A) Microsoft Word
- B) Microsoft Excel
- C) Microsoft PowerPoint
- D) Microsoft Access

6. What does the shortcut Ctrl + C do?

- A) Paste
- B) Copy

DV R. Anuraj
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C) Cut

D) Save

7. Which of the following is a cloud storage service?

A) Dropbox

B) Microsoft Word

C) Adobe Reader

D) Windows Defender

8. What is the purpose of antivirus software?

A) To create documents

B) To protect against malware and viruses

C) To browse the internet

D) To store files

9. In a spreadsheet, what does the term "cell" refer to?

A) A small unit of storage

B) A single data point within a table

C) A formula for calculations

D) A type of chart

10. Which of the following is considered good email etiquette?

A) Using all caps for emphasis

B) Responding to emails within 24 hours

C) Including irrelevant information

D) Using a vague subject line

D. S. Chinn
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COURSE TITLE: INTRAVENOUS THERAPY

AIM:

The course aims to provide healthcare professionals with the knowledge and practical skills necessary to safely and effectively administer intravenous (IV) therapy.

OBJECTIVES:

1. To understand the fundamental principles and indications for intravenous therapy.
2. To educate participants on the types of intravenous fluids and their uses.
3. To develop skills in the preparation and administration of IV therapy.
4. To familiarize participants with various IV access devices and their selection based on patient needs.
5. To enhance knowledge of potential complications associated with IV therapy and their management.
6. To promote best practices in infection control and safe administration of IV therapy.
7. To provide training on monitoring patients receiving IV therapy and documenting interventions.

OUTCOMES:

By the end of the course, participants will:

1. Understand the rationale for intravenous therapy and its applications in patient care.
2. Identify different types of intravenous fluids and their clinical indications.
3. Demonstrate proficiency in the preparation and administration of IV therapy.
4. Select appropriate IV access devices and understand their proper insertion techniques.
5. Recognize and manage complications related to IV therapy.
6. Implement infection control measures to prevent complications during IV administration.
7. Monitor and document patient responses to IV therapy accurately

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COURSE CONTENT: INTRAVENOUS THERAPY

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Intravenous Therapy <ul style="list-style-type: none">• Overview of intravenous therapy: definition, indications, and benefits.• Historical context and evolution of IV therapy.• The role of IV therapy in various clinical settings (e.g., emergency care, surgery, oncology).	Lecture cum discussion
II	2	Types of Intravenous Fluids <ul style="list-style-type: none">• Classification of IV fluids: crystalloids, colloids, and blood products.• Common IV fluids and their clinical uses (e.g., normal saline, lactated Ringer's solution, D5W).• Understanding electrolyte balance and fluid management.• Calculating IV fluid requirements based on patient needs.	Group Discussion
III	2	IV Access Devices <ul style="list-style-type: none">• Overview of various types of IV access devices: peripheral IV catheters, central venous catheters (CVCs), and peripherally inserted central catheters (PICCs).• Indications for different access devices and selection criteria.• Insertion techniques for peripheral and central venous access devices.	Self Directed Learning

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		<ul style="list-style-type: none">Maintaining patency and functionality of IV access devices.	
IV	2	Preparation and Administration of IV Therapy <ul style="list-style-type: none">Preparing IV medications and solutions: aseptic techniques and safety considerations.Administration of IV fluids and medications: bolus vs. continuous infusion.Calculating infusion rates and understanding infusion pumps.Monitoring infusion sites for complications (e.g., infiltration, phlebitis).	Lecture Method
V	2	Complications of IV Therapy <ul style="list-style-type: none">Recognizing and managing common complications of IV therapy (e.g., infiltration, extravasation, phlebitis, thrombosis).Preventative measures to reduce complications associated with IV therapy.Emergency management of serious complications (e.g., air embolism, catheter-related infections).Reporting and documenting adverse events.	Group Discussion
VI	2	Infection Control in IV Therapy <ul style="list-style-type: none">Importance of infection control in IV therapy: prevention of healthcare-associated infections.Guidelines for hand hygiene, aseptic technique, and sterile field maintenance.Strategies for safe IV catheter insertion and maintenance.Role of surveillance and reporting in infection control.	Participatory Learning
VII	2	Patient Monitoring and Documentation <ul style="list-style-type: none">Monitoring patients receiving IV therapy: vital signs,	Lecture Method

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		<p>fluid balance, and clinical response.</p> <ul style="list-style-type: none">• Understanding signs and symptoms of fluid overload and dehydration.• Accurate documentation of IV therapy interventions and patient responses.• Communicating effectively with the healthcare team regarding patient status.	
VIII	2	<p>Ethical and Legal Considerations in IV Therapy</p> <ul style="list-style-type: none">• Understanding the legal responsibilities of healthcare professionals in IV therapy.• Informed consent and patient education regarding IV therapy.• Ethical considerations in managing complex cases involving IV therapy.• Advocacy for patients receiving IV therapy and ensuring their rights are respected.	Lecture Method

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PRETEST/ POST TEST QUESTIONNAIRE

INTRAVENOUS THERAPY

1. What is the primary purpose of intravenous (IV) therapy?

- A) To provide nutrition
- B) To administer medications and fluids directly into the bloodstream
- C) To monitor blood pressure
- D) To perform diagnostic tests

Answer: B) To administer medications and fluids directly into the bloodstream

2. Which of the following is a common complication of intravenous therapy?

- A) Increased appetite
- B) Infiltration
- C) Dehydration
- D) Hypertension

Answer: B) Infiltration

3. What type of IV solution is typically used for fluid resuscitation in patients with hypovolemia?

- A) Hypertonic saline
- B) Dextrose 5% in water (D5W)
- C) Normal saline (0.9% NaCl)
- D) Lactated Ringer's solution

Answer: C) Normal saline (0.9% NaCl)

4. Which of the following is a sign of phlebitis?

- A) Swelling and redness at the IV site
- B) Fever and chills
- C) Nausea and vomiting
- D) Increased heart rate

Answer: A) Swelling and redness at the IV site

5. What is the recommended site for initiating IV therapy in adults?

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- A) Ankle vein
- B) Jugular vein
- C) Cephalic vein in the arm
- D) Subclavian vein

Answer: C) Cephalic vein in the arm

6. Which IV fluid is contraindicated in patients with hypernatremia?

- A) Dextrose 5% in water (D5W)
- B) Normal saline (0.9% NaCl)
- C) Lactated Ringer's solution
- D) Dextrose 10%

Answer: B) Normal saline (0.9% NaCl)

7. What is the maximum duration a peripheral IV catheter should typically remain in place?

- A) 24 hours
- B) 48 hours
- C) 72-96 hours
- D) 1 week

Answer: C) 72-96 hours

8. When administering IV medications, which of the following is essential to ensure patient safety?

- A) Administer all medications as fast as possible
- B) Verify the medication with another nurse
- C) Use the same IV line for incompatible drugs
- D) Skip checking the patient's allergy history

Answer: B) Verify the medication with another nurse

9. What is the purpose of using a blood transfusion?

- A) To provide hydration
- B) To replace lost blood volume or components
- C) To administer antibiotics
- D) To deliver chemotherapy

Answer: B) To replace lost blood volume or components

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10. In the event of an IV fluid overload, which of the following symptoms might a patient exhibit?

- A) Increased energy levels
- B) Shortness of breath and edema
- C) Decreased urination
- D) Elevated blood glucose levels

Answer: B) Shortness of breath and edema

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COURSE TITLE: BIOMEDICAL WASTE DISPOSAL

AIM:

The course aims to provide participants with comprehensive knowledge and practical skills for the safe and effective management of biomedical waste (BMW).

OBJECTIVES:

1. To introduce participants to the types and categories of biomedical waste.
2. To educate on the health risks and environmental impacts associated with improper biomedical waste disposal.
3. To familiarize participants with regulations and guidelines governing biomedical waste management.
4. To teach safe handling, segregation, and storage practices for biomedical waste.
5. To provide knowledge of appropriate disposal methods and technologies for different types of biomedical waste.
6. To raise awareness about the importance of training and compliance in biomedical waste management.
7. To develop skills for conducting audits and implementing waste management plans in healthcare settings.

OUTCOMES:

By the end of the course, participants will:

1. Identify different types and categories of biomedical waste and their associated risks.
2. Understand the potential health and environmental hazards of improper waste disposal.
3. Comply with local, national, and international regulations related to biomedical waste management.
4. Implement effective waste segregation, handling, and storage practices in healthcare settings.
5. Select appropriate disposal methods for various types of biomedical waste.

Dr. B. Anuraj

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6. Promote awareness and compliance among colleagues and stakeholders regarding biomedical waste management.
 7. Conduct audits and evaluations of biomedical waste management practices in their organization.

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COURSE CONTENT: BIOMEDICAL WASTE DISPOSAL

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Biomedical Waste <ul style="list-style-type: none">• Definition and types of biomedical waste (infectious, hazardous, non-hazardous, etc.)• Sources of biomedical waste in healthcare settings• Overview of the waste management hierarchy (reduction, reuse, recycling, disposal)	Lecture cum discussion
II	2	Health Risks and Environmental Impacts <ul style="list-style-type: none">• Health risks associated with exposure to biomedical waste (infectious diseases, chemical hazards)• Environmental impacts of improper waste disposal• Case studies of incidents related to inadequate biomedical waste management• The role of healthcare professionals in preventing exposure and contamination	Lecture Method
III	2	Regulations and Guidelines <ul style="list-style-type: none">• Overview of relevant laws and regulations governing biomedical waste disposal (local, national, and international)• Key organizations and their roles in regulating biomedical waste (EPA, WHO, etc.)• Importance of compliance and penalties for non-compliance• Developing policies and procedures for biomedical waste management	Lecture cum discussion
IV	2	Safe Handling and Segregation	Group Discussion

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		<ul style="list-style-type: none">• Best practices for the safe handling of biomedical waste• Guidelines for waste segregation at the point of generation (color-coded bins, labeling)• Training staff on proper waste disposal practices• Importance of personal protective equipment (PPE) in handling biomedical waste	
V	2	Storage and Transportation of Biomedical Waste <ul style="list-style-type: none">• Safe storage practices for biomedical waste (location, containers, duration)• Requirements for transporting biomedical waste within and outside healthcare facilities• Compliance with regulations during transportation• Emergency procedures for spills or exposure incidents	Lecture cum discussion
VI	2	Disposal Methods and Technologies <ul style="list-style-type: none">• Overview of disposal methods for biomedical waste (incineration, autoclaving, chemical treatment, landfill)• Advantages and disadvantages of each disposal method• Selection criteria for disposal methods based on waste type• Innovative technologies in biomedical waste disposal	Group Discussion
VII	2	Training and Compliance <ul style="list-style-type: none">• Importance of ongoing training and education in biomedical waste management• Developing training programs for healthcare staff• Strategies for fostering a culture of compliance and safety• Role of audits and assessments in ensuring effective	Lecture cum discussion

Dy. S. S. S.
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		waste management <ul style="list-style-type: none">• Sharing best practices among participants	
VIII	2	Auditing and Evaluation <ul style="list-style-type: none">• Conducting audits of biomedical waste management practices• Evaluating compliance with regulations and internal policies• Developing action plans for improvement based on audit findings• Reporting and documenting waste management practices	Group Discussion

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PRETEST/ POST TEST QUESTIONNAIRE BIO MEDICAL WASTE DISPOSAL

1. What is biomedical waste?

- A) Waste generated from household activities
- B) Waste that poses a risk to human health or the environment
- C) Recyclable materials
- D) Food waste

Answer: B) Waste that poses a risk to human health or the environment

2. Which color bag is typically used for disposing of infectious waste?

- A) Black
- B) Yellow
- C) Blue
- D) Green

Answer: B) Yellow

3. What should be done with sharps, such as needles and scalpel blades?

- A) Dispose of them in regular trash
- B) Place them in a puncture-proof container
- C) Recycle them
- D) Flush them down the toilet

Answer: B) Place them in a puncture-proof container

4. Which of the following is NOT a category of biomedical waste?

- A) Hazardous waste
- B) General waste
- C) Radioactive waste
- D) Kitchen waste

Answer: D) Kitchen waste

5. Why is proper biomedical waste disposal important?

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-
- A) It saves money
 - B) It prevents environmental contamination and protects public health
 - C) It makes waste management easier
 - D) It is required by law only

Answer: B) It prevents environmental contamination and protects public health

6. Which of the following practices helps minimize biomedical waste generation?

- A) Using single-use items exclusively
- B) Implementing recycling programs
- C) Encouraging excessive testing
- D) Disposing of all waste in one container

Answer: B) Implementing recycling programs

7. What is the recommended method for disposing of expired pharmaceuticals?

- A) Throwing them in regular trash
- B) Flushing them down the toilet
- C) Returning them to a designated take-back program or facility
- D) Burning them at home

Answer: C) Returning them to a designated take-back program or facility

8. Which organization typically regulates biomedical waste management?

- A) Local environmental agencies
- B) National transportation agencies
- C) Health departments and regulatory agencies
- D) Waste collection companies

Answer: C) Health departments and regulatory agencies

9. What is the primary risk associated with improper disposal of biomedical waste?

- A) Increased costs for healthcare facilities
- B) Potential for infection and disease transmission
- C) Loss of valuable materials
- D) Increased waste volume

Answer: B) Potential for infection and disease transmission

10. What is one of the main components of an effective biomedical waste management program? A) Ignoring waste separation

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B) Regular training for staff on waste disposal practices

C) Using generic disposal methods for all waste

D) Disposing of all waste in a single container

Answer: B) Regular training for staff on waste disposal practices

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COURSE TITLE: FINANCIAL MANAGEMENT IN NURSING

AIM:

The course aims to equip nursing professionals with the financial management skills necessary to understand budgeting, resource allocation, and financial decision-making within healthcare settings.

OBJECTIVES:

1. To introduce fundamental financial concepts relevant to nursing and healthcare.
2. To develop skills in budgeting and financial planning for nursing departments.
3. To understand the impact of financial management on nursing practice and patient outcomes.
4. To educate participants on financial reporting, analysis, and cost control.
5. To enhance decision-making abilities regarding resource allocation and utilization.
6. To promote understanding of healthcare reimbursement systems and their implications for nursing.
7. To foster skills in evaluating financial performance and implementing quality improvement initiatives.

OUTCOMES:

By the end of the course, participants will:

1. Understand key financial principles and terminology used in healthcare.
2. Develop and manage budgets effectively for nursing departments or units.
3. Analyze financial statements and reports to inform decision-making.
4. Identify cost-saving opportunities and strategies for efficient resource management.
5. Understand the implications of various healthcare reimbursement models on nursing practice.
6. Evaluate the financial performance of nursing services and implement improvement measures.
7. Communicate financial information effectively to stakeholders and team members.

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ADD ON COURSE: FINANCIAL MANAGEMENT IN NURSING

COURSE CONTENT

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Financial Management in Healthcare <ul style="list-style-type: none">• Overview of financial management concepts and principles.• Importance of financial literacy for nursing professionals.• The role of financial management in improving patient care and outcomes.	Lecture cum discussion
II	2	Key Financial Terminology and Concepts <ul style="list-style-type: none">• Understanding essential financial terms (e.g., revenue, expenses, profit, loss).• Overview of financial statements: balance sheets, income statements, and cash flow statements.• Differentiating between fixed and variable costs in healthcare.	Lecture Method
III	2	Budgeting Basics <ul style="list-style-type: none">• The importance of budgeting in nursing and healthcare.• Types of budgets: operational, capital, and cash budgets.• Steps in the budgeting process: preparation, implementation, and monitoring.• Techniques for forecasting and estimating nursing department needs.	Participatory Learning


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IV	2	Financial Planning and Resource Allocation <ul style="list-style-type: none">Principles of financial planning in nursing management.Strategies for effective resource allocation based on budgetary constraints.Understanding the concept of cost-effectiveness and efficiency in resource utilization.Role of nursing leadership in financial planning and decision-making.	Group Discussion
V	2	Financial Reporting and Analysis <ul style="list-style-type: none">Understanding financial reporting requirements in healthcare.Analyzing financial statements to assess organizational performance.Key performance indicators (KPIs) relevant to nursing management.Interpreting data to make informed financial decisions.	Lecture Method
VI	2	Cost Control and Management <ul style="list-style-type: none">Strategies for controlling costs in nursing departments.Identifying areas for cost savings without compromising patient care.Techniques for monitoring and evaluating the effectiveness of cost control measures.Engaging staff in cost management initiatives.	Group Discussion
VII	2	Healthcare Reimbursement Systems <ul style="list-style-type: none">Overview of reimbursement models in healthcare	Lecture Method

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		<p>(e.g., fee-for-service, capitation, bundled payments).</p> <ul style="list-style-type: none">• Understanding how reimbursement impacts nursing practice and resource allocation.• Navigating payer contracts and their implications for nursing services.• Strategies for optimizing revenue through accurate documentation and coding.	
VIII	2	<p>Communication and Collaboration</p> <ul style="list-style-type: none">• Effective communication strategies for discussing financial matters with stakeholders.• Collaborating with other departments to enhance financial performance.• Engaging nursing staff in financial decision-making processes.• Promoting a culture of financial awareness within nursing teams	Group Discussion

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PRETEST/ POST TEST QUESTIONNAIRE FINANCIAL MANAGEMENT IN NURSING

1. What is the primary purpose of budgeting in nursing management?
A) To increase staff workload
B) To ensure financial resources are allocated effectively
C) To reduce patient care quality
D) To limit staff training opportunities
2. Which of the following is considered a fixed cost in a nursing budget?
A) Medical supplies
B) Staff overtime
C) Nurse salaries
D) Patient meals
3. The term "cost-benefit analysis" in nursing management refers to:
A) Evaluating the total cost of staffing
B) Comparing the financial costs of a project with its benefits
C) Assessing patient satisfaction
D) Calculating medication expenses
4. Which financial statement provides a snapshot of an organization's assets, liabilities, and equity at a specific point in time?
A) Income statement
B) Cash flow statement
C) Balance sheet
D) Statement of changes in equity
5. In terms of financial management, what does "revenue cycle management" involve?
A) Managing patient care quality
B) Overseeing the billing and collections process
C) Planning staff schedules
D) Reducing operational costs

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6. What is the purpose of variance analysis in nursing finance? A) To calculate nurse staffing ratios
- B) To compare actual performance with budgeted performance
- C) To evaluate patient outcomes
- D) To assess employee satisfaction
7. Which of the following is a direct cost associated with nursing care? A) Administrative salaries
- B) Medical equipment depreciation
- C) Nurse salaries
- D) Facility maintenance
8. The concept of "activity-based costing" in nursing refers to: A) Allocating costs based on the activities required to provide care
- B) Reducing costs by minimizing activities
- C) Focusing solely on patient volume
- D) Budgeting based on historical data only
9. Which of the following financial metrics would best indicate the efficiency of nursing operations? A) Nurse-patient ratio
- B) Cost per patient day
- C) Patient satisfaction scores
- D) Staff turnover rate
10. To improve financial performance, nursing leaders should focus on which of the following? A) Increasing the number of nursing staff without assessment
- B) Reducing patient care standards
- C) Implementing evidence-based practices to enhance efficiency
- D) Cutting costs without considering outcomes

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COURSE TITLE: MANAGEMENT OF PAIN

Aim

To equip nursing students with comprehensive knowledge and practical skills in the management of pain, enabling them to provide effective, patient-centered care.

OBJECTIVES:

- Explain the physiological and psychological aspects of pain.
- Develop skills to accurately assess and document pain in patients.
- Identify and apply various pharmacological and non-pharmacological pain management strategies.
- Educate patients and families on pain management options and self-care strategies.

OUTCOMES:

By the end of the course, participants will;

- demonstrate the ability to apply pain assessment tools and techniques effectively.
- communicate pain management plans clearly to patients and healthcare teams.
- able to implement evidence-based pain management interventions safely and effectively.
- analyze case studies to develop tailored pain management plans based on individual patient needs.

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COURSE CONTENT: MANAGEMENT OF PAIN

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Infection Control <ul style="list-style-type: none">• Importance of infection control in critical care• Overview of infection transmission modes• Key terminology and concepts	Lecture cum discussion
II	2	Infection Control Guidelines and Standards <ul style="list-style-type: none">• Review of CDC and WHO guidelines• National and local infection control policies• Accreditation standards for infection control	Evidence Based Learning
III	2	Microbiology and Pathophysiology of Infections <ul style="list-style-type: none">• Common pathogens in critical care settings• Mechanisms of infection and virulence factors• Host response to infection	Self Directed Learning
IV	2	• Risk Assessment and Surveillance <ul style="list-style-type: none">• Identifying high-risk patients and procedures• Infection surveillance methods in critical care• Data collection and analysis for infection rates	Group Discussion
V	2	• Standard Precautions and Transmission-Based Precautions <ul style="list-style-type: none">• Hand hygiene best practices• Personal protective equipment (PPE) usage• Isolation protocols for various infections	Evidence Based Learning
VI	2	• Environmental Control Measures <ul style="list-style-type: none">• Cleaning, disinfection, and sterilization protocols	Self Directed Learning

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		<ul style="list-style-type: none">• Management of shared and high-touch surfaces• Air quality and ventilation in critical care unit	
VII	2	Central Line-Associated Bloodstream Infections (CLABSI) Prevention <ul style="list-style-type: none">• Guidelines for central line insertion and maintenance• Daily assessment and care bundles• Protocols for line removal	Learning Method
VIII	2	<ul style="list-style-type: none">• Surgical Site Infection (SSI) Prevention<ul style="list-style-type: none">• Preoperative and postoperative infection control measures• Protocols for antibiotic prophylaxis• Monitoring and managing surgical wounds• 	Group Discussion

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INFECTION CONTROL IN CRITICAL CARE UNIT PRETEST/ POST TEST QUESTIONNAIRE

1. Which of the following is the most common type of pain?
 - A) Neuropathic pain
 - B) Nociceptive pain
 - C) Phantom pain
 - D) Psychogenic pain
2. What is the primary purpose of using a pain scale in clinical practice?
 - A) To determine the cause of pain
 - B) To quantify the severity of pain
 - C) To prescribe medication
 - D) To assess patient satisfaction
3. Which class of medication is often the first line of treatment for mild to moderate pain?
 - A) Opioids
 - B) Nonsteroidal anti-inflammatory drugs (NSAIDs)
 - C) Antidepressants
 - D) Corticosteroids
4. In which situation is a patient most likely to experience neuropathic pain?
 - A) After surgery
 - B) Following a fracture
 - C) Due to diabetic neuropathy
 - D) From a sprained ankle
5. What is the primary focus of non-pharmacological pain management techniques?
 - A) Medication adherence
 - B) Patient education
 - C) Reducing reliance on drugs
 - D) Enhancing surgical outcomes
6. Which of the following is NOT a common non-pharmacological method for pain relief?
 - A) Acupuncture
 - B) Heat therapy
 - C) Antidepressants
 - D) Massage therapy
7. What does the acronym PQRST stand for in pain assessment?
 - A) Pain, Quality, Region, Severity, Time
 - B) Perception, Quality, Radiation, Severity, Time
 - C) Pain, Quantity, Response, Symptom, Treatment
 - D) Patient, Quality, Reaction, Scale, Time

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-
8. Which statement is true regarding the use of opioids for pain management?
 - A) They have a low potential for addiction.
 - B) They are only effective for chronic pain.
 - C) They can cause respiratory depression.
 - D) They should not be used for cancer pain.
 9. How can cultural beliefs impact pain management?
 - A) They have no effect on pain perception.
 - B) They can influence how patients express and report pain.
 - C) They always lead to increased pain levels.
 - D) They are irrelevant in a clinical setting.
 10. Which of the following is an essential component of a multidisciplinary approach to pain management?
 - A) Focusing solely on medication
 - B) Involving various healthcare professionals
 - C) Minimizing patient involvement
 - D) Prioritizing cost over care

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INFECTION CONTROL IN CRITICAL CARE UNIT

Aim

To provide nursing students with the knowledge and skills necessary for effective infection control practices in critical care environments, ultimately enhancing patient safety and care quality.

Course Objectives

- Understand the principles of infection control specific to critical care settings.
- Identify infection risks associated with critically ill patients and learn strategies to mitigate these risks.
- Implement standard precautions and infection prevention measures effectively.
- Develop skills in conducting infection surveillance and monitoring infection rates.
- Prepare to manage and respond to infection outbreaks in critical care units.

Expected Outcomes

- Participants will demonstrate a thorough understanding of infection control principles applicable to critical care.
- Improved ability to recognize infection risks and implement effective prevention measures.
- Enhanced competence in conducting infection surveillance and managing outbreaks.
- Increased contribution to patient safety and overall quality of care in critical care environments.

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COURSE CONTENT: INFECTION CONTROL IN CRITICAL CARE UNIT

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Infection Control <ul style="list-style-type: none">• Importance of infection control in critical care• Overview of infection transmission modes• Key terminology and concepts	Lecture cum discussion
II	2	Infection Control Guidelines and Standards <ul style="list-style-type: none">• Review of CDC and WHO guidelines• National and local infection control policies• Accreditation standards for infection control	Evidence Based Learning
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IV	2	• Risk Assessment and Surveillance <ul style="list-style-type: none">• Identifying high-risk patients and procedures• Infection surveillance methods in critical care• Data collection and analysis for infection rates	Group Discussion
V	2	• Standard Precautions and Transmission-Based Precautions <ul style="list-style-type: none">• Hand hygiene best practices• Personal protective equipment (PPE) usage• Isolation protocols for various infections	Evidence Based Learning

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VI	2	<ul style="list-style-type: none">• Environmental Control Measures<ul style="list-style-type: none">• Cleaning, disinfection, and sterilization protocols• Management of shared and high-touch surfaces• Air quality and ventilation in critical care unit	Self Directed Learning
VII	2	<ul style="list-style-type: none">• Central Line-Associated Bloodstream Infections (CLABSI) Prevention<ul style="list-style-type: none">• Guidelines for central line insertion and maintenance• Daily assessment and care bundles• Protocols for line removal	Learning Method
VIII	2	<ul style="list-style-type: none">• Surgical Site Infection (SSI) Prevention<ul style="list-style-type: none">• Preoperative and postoperative infection control measures• Protocols for antibiotic prophylaxis• Monitoring and managing surgical wounds	Group Discussion

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INFECTION CONTROL IN CRITICAL CARE UNIT PRETEST/ POST TEST QUESTIONNAIRE

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 - C) Phantom pain
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 - A) To determine the cause of pain
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 - D) To assess patient satisfaction
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 - B) Patient education
 - C) Reducing reliance on drugs
 - D) Enhancing surgical outcomes
6. Which of the following is NOT a common non-pharmacological method for pain relief?
 - A) Acupuncture
 - B) Heat therapy
 - C) Antidepressants
 - D) Massage therapy
7. What does the acronym PQRST stand for in pain assessment?
 - A) Pain, Quality, Region, Severity, Time

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- B) Perception, Quality, Radiation, Severity, Time
C) Pain, Quantity, Response, Symptom, Treatment
D) Patient, Quality, Reaction, Scale, Time
8. Which statement is true regarding the use of opioids for pain management?
A) They have a low potential for addiction.
B) They are only effective for chronic pain.
C) They can cause respiratory depression.
D) They should not be used for cancer pain.
9. How can cultural beliefs impact pain management?
A) They have no effect on pain perception.
B) They can influence how patients express and report pain.
C) They always lead to increased pain levels.
D) They are irrelevant in a clinical setting.
10. Which of the following is an essential component of a multidisciplinary approach to pain management?
A) Focusing solely on medication
B) Involving various healthcare professionals
C) Minimizing patient involvement
D) Prioritizing cost over care

A. S. Reddy
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ACADEMIC YEAR
2022-2023



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COURSE TITLE: COMPUTER SKILL TRAINING

AIM:

The course aims to provide participants with essential computer literacy and practical skills, enabling them to effectively use digital tools and technologies.

OBJECTIVES:

1. To introduce participants to the basics of computer systems, operating systems, and file management.
2. To develop proficiency in using office productivity software such as word processors, spreadsheets, and presentation tools.
3. To enhance digital communication skills, including email usage and online collaboration platforms.
4. To teach participants how to safely browse the internet and manage online resources.
5. To provide training on cloud-based computing and storage solutions.
6. To improve problem-solving skills related to troubleshooting basic computer issues.
7. To ensure participants can integrate computer skills into their daily work, academic projects, and personal tasks.
8. To raise awareness of cybersecurity and data privacy best practices.

OUTCOMES:

By the end of the course, students will:

1. Demonstrate proficiency in operating systems and basic file management.
2. Efficiently create, edit, and format documents, spreadsheets, and presentations using software such as Microsoft Office or Google Workspace.
3. Use email and online collaboration tools (such as Google Drive, Microsoft Teams, or Zoom) for professional communication.
4. Safely navigate the internet and use search engines for research purposes.
5. Apply basic cybersecurity measures, such as recognizing phishing attacks and managing passwords securely.

Deborah
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6. Solve basic computer and software problems independently or with minimal assistance.
 7. Effectively utilize cloud services for storage and collaboration.
 8. Leverage computer skills to improve productivity in academic and professional settings.

A. S. Reddy
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ADD ON COURSE ON COMPUTER SKILL TRAINING SYLLABUS

DATES: 01.07.2022 TO 04.08.2022

TOTAL HOURS :30

SL.NO	Units	Theory Hours	Practical Hours
1.	Knowing computer	01	02
2.	Operating Computer using GUI Based Operating System	02	04
3.	Understanding Word Processing	01	02
4.	Using Spread Sheet	02	02
5.	Introduction to Internet, WWW and web browsers	02	04
6.	Communications and Collaboration	02	03
7.	Making small presentation	01	02
Total		11	19

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PRETEST/ POST TEST QUESTIONNAIRE COMPUTER SKILL TRAINING

1. What is the primary purpose of a word processor?

- A) To create and edit text documents
- B) To manage databases
- C) To create spreadsheets
- D) To edit images

2. Which of the following is a common spreadsheet application?

- A) Microsoft Word
- B) Microsoft Excel
- C) Adobe Photoshop
- D) Google Chrome

3. What does "URL" stand for? A) Universal Resource Locator

- B) Uniform Resource Locator
- C) Unified Resource Locator
- D) Unique Resource Locator

4. Which of the following is an example of an operating system?

- A) Microsoft Word
- B) Linux
- C) Adobe Illustrator
- D) Microsoft PowerPoint

5. What is the function of antivirus software?

- A) To optimize computer speed
- B) To protect against malware and viruses
- C) To create backups
- D) To manage network connections

6. In Microsoft Excel, what is the purpose of a formula?

- A) To change the color of cells
- B) To perform calculations based on cell values

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C) To insert images

D) To format text

7. Which of the following file formats is commonly used for images?

A) .docx

B) .xlsx

C) .jpg

D) .pptx

8. What does the "cloud" refer to in cloud computing?

A) Physical storage devices

B) Internet-based storage and services

C) Local server storage

D) Backup drives

9. What is phishing?

A) A method of data backup

B) A type of malware

C) A technique used to steal sensitive information

D) A software for managing emails

10. Which of the following is NOT a benefit of using spreadsheets?

A) Data analysis

B) Graphical representation of data

C) Unlimited storage space

D) Automation of calculations

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COURSE TITLE: PEDIATRIC FIRST AID TRAINING

AIM:

The course aims to equip participants with the knowledge and practical skills to provide immediate first aid care to infants and children in emergency situations.

OBJECTIVES:

1. To introduce participants to the basic principles of first aid for infants and children.
2. To teach how to assess emergency situations and prioritize actions in pediatric emergencies.
3. To provide hands-on training in administering CPR (Cardiopulmonary Resuscitation) and using Automated External Defibrillators (AEDs) on children and infants.
4. To familiarize participants with common pediatric injuries (burns, fractures, choking) and how to manage them.
5. To educate participants on handling medical emergencies such as asthma attacks, allergic reactions, seizures, and poisoning.
6. To raise awareness of the importance of infection control and hygiene when providing first aid to children.
7. To build confidence in applying first aid skills in real-life scenarios until professional help arrives.

OUTCOMES:

By the end of the course, students will:

1. Understand the fundamental principles of pediatric first aid and the role of a first aider.
2. Confidently assess pediatric emergencies and apply appropriate first aid interventions.
3. Demonstrate proficiency in performing CPR and using AEDs on infants and children.
4. Effectively manage common pediatric injuries such as cuts, burns, fractures, and head injuries.

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-
5. Respond promptly to medical emergencies, including asthma, allergies, and choking incidents.
 6. Ensure infection control and hygiene measures while administering first aid.
 7. Exhibit the ability to remain calm, communicate with parents or caregivers, and ensure the child's safety until medical help arrives.

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COURSE CONTENT:

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO PEDIATRIC FIRST AID <ul style="list-style-type: none">• Importance of first aid for infants and children• Legal considerations and the role of a pediatric first aider• Understanding the emergency action plan (assess, call, treat)	Lecture cum discussion
II	2	ASSESSING PEDIATRIC EMERGENCIES <ul style="list-style-type: none">• Primary assessment: Checking responsiveness, airway, breathing, and circulation (ABC)• Secondary assessment: Identifying the extent of injuries or illness• Prioritizing actions in emergency situations	Lecture Method
III	2	CPR AND AED FOR INFANTS AND CHILDREN & MANAGING CHOKING IN INFANTS AND CHILDREN <ul style="list-style-type: none">• Differences between adult, child, and infant CPR• Performing chest compressions and rescue breaths on children and infants• How to use an Automated External Defibrillator (AED) on a child• Recognizing partial vs. complete airway obstruction• Providing back blows and chest thrusts for infants• Heimlich maneuver for children	Experimental Learning
IV	2	MANAGING COMMON PEDIATRIC INJURIES <ul style="list-style-type: none">• Treating cuts, scrapes, and wounds (bleeding control)• First aid for burns and scalds	Self directed Learning

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		<ul style="list-style-type: none">• Responding to fractures, sprains, and dislocations• Head injuries: Signs of concussion and when to seek help	
V	2	PEDIATRIC MEDICAL EMERGENCIES <ul style="list-style-type: none">• Recognizing and managing asthma attacks• Handling severe allergic reactions (anaphylaxis) and using an EpiPen• Treating seizures and febrile convulsions• Dealing with poisoning and ingestion of harmful substances	Group Discussion
VI	2	INFECTION CONTROL AND HYGIENE <ul style="list-style-type: none">• Importance of hygiene and infection control in first aid situations• Using personal protective equipment (PPE)• Proper wound cleaning techniques	Experimental Learning
VII	2	FIRST AID KITS AND EMERGENCY EQUIPMENT <ul style="list-style-type: none">• Essential items in a pediatric first aid kit• How to use first aid tools and supplies correctly• Maintaining and replenishing a first aid kit	Participatory Learning
VIII	2	COMMUNICATING WITH PARENTS AND EMERGENCY SERVICES & SCENARIO-BASED LEARNING AND PRACTICAL ASSESSMENTS <ul style="list-style-type: none">• How to calmly inform and reassure parents or caregivers• Effective communication with emergency services (providing key details)• Role-playing common pediatric emergency situations• Hands-on practice: Performing CPR, AED use, and	Experimental Learning

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		managing injuries	
		<ul style="list-style-type: none">Final assessment: Simulating a full pediatric emergency response	

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PRETEST/ POST TEST QUESTIONNAIRE

PEDIATRIC FIRST AID TRAINING

1. What is the first step to take when you find a child who is unresponsive?

- A) Call for emergency help
- B) Start CPR immediately
- C) Check for breathing
- D) Shake the child to wake them

2. At what age can you generally start using adult CPR techniques on a child?

- A) Under 1 year
- B) 1 year to puberty
- C) After puberty
- D) At any age

3. Which of the following is a sign of choking in a child?

- A) Coughing loudly
- B) High-pitched wheezing
- C) Inability to make sounds
- D) All of the above

4. If a child is choking and is conscious, what should you do?

- A) Give them water
- B) Perform back blows and abdominal thrusts
- C) Encourage them to cough
- D) Leave them alone

5. What is the correct compression-to-breath ratio for CPR in children?

- A) 15:2
- B) 30:2
- C) 5:1
- D) 20:1

6. How can you tell if a child has a severe allergic reaction (anaphylaxis)?

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- A) Mild rash
- B) Swelling of the face or throat, difficulty breathing
- C) Stomach ache
- D) Headache

7. What should you do for a child with a burn?

- A) Apply ice directly to the burn
- B) Use butter or oil on the burn
- C) Run cool (not cold) water over the burn for at least 10 minutes
- D) Cover it with a wet cloth

8. When performing CPR on an infant (under 1 year), how do you give rescue breaths?

- A) Cover the mouth and nose with your mouth
- B) Pinch the nose and cover the mouth
- C) Blow gently into the mouth only
- D) Use a bag-mask device

9. What is the primary cause of cardiac arrest in infants and young children?

- A) Heart disease
- B) Drowning
- C) Respiratory issues
- D) Trauma

10. If a child is bleeding from a wound, what is the first action you should take?

- A) Clean the wound with alcohol
- B) Apply direct pressure to stop the bleeding
- C) Elevate the wound above the heart
- D) Leave it uncovered to air out

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COURSE TITLE: FOOD SAFETY

AIM:

The course aims to provide participants with a comprehensive understanding of food safety principles, practices, and regulations to ensure the safe handling, preparation, and storage of food.

OBJECTIVES:

1. To introduce participants to the fundamental concepts of food safety and hygiene.
2. To teach proper food handling techniques, including the prevention of contamination and cross-contamination.
3. To familiarize participants with the regulations and standards governing food safety.
4. To provide training on the correct methods for food storage, temperature control, and kitchen sanitation.
5. To educate participants on food borne pathogens, allergens, and how to prevent food borne illnesses.
6. To raise awareness about personal hygiene practices and their role in maintaining food safety.
7. To prepare participants to identify and manage potential food safety hazards in various settings.

OUTCOMES:

By the end of the course, participants will:

1. Understand the principles and importance of food safety in food preparation and handling.
2. Demonstrate knowledge of food borne illnesses, their causes, and prevention methods.
3. Apply proper food handling and storage techniques to prevent contamination.
4. Follow industry regulations and standards for food safety and hygiene.
5. Implement temperature control and cleaning protocols in food preparation environments.

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6. Recognize and manage food allergens to ensure safe food service for sensitive individuals
 7. Maintain personal hygiene and workplace cleanliness to promote overall food safety

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COURSE CONTENT: FOOD SAFETY

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Food Safety and Hygiene <ul style="list-style-type: none">• Definition and importance of food safety• Key concepts in food hygiene• Common food safety issues and their impact on health• The role of food safety in the food industry and public health•	Lecture cum discussion
II	2	Food borne Illnesses and Pathogens <ul style="list-style-type: none">• Overview of food borne illnesses: Symptoms, causes, and prevention• Types of pathogens (bacteria, viruses, parasites) that cause food borne diseases• Understanding contamination: Physical, chemical, and biological hazards• Common food borne diseases (e.g., salmonella, E. coli, norovirus)	Group Discussion
III	2	Food Handling and Preparation <ul style="list-style-type: none">• Safe food handling techniques: Washing, cooking, and serving• Cross-contamination and how to prevent it• Proper use of cutting boards and kitchen utensils• Cleaning and sanitizing food preparation areas	Lecture Method
IV	2	Temperature Control and Food Storage <ul style="list-style-type: none">• Importance of temperature control in preventing food spoilage	Learning in Humanities

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		<ul style="list-style-type: none">The "danger zone" for bacterial growth (40°F - 140°F / 4°C - 60°C)Guidelines for safe food storage (refrigeration, freezing, thawing)FIFO (First In, First Out) method for food rotation	
V	2	Personal Hygiene in Food Safety <ul style="list-style-type: none">The role of personal hygiene in preventing contaminationHand washing techniques and the use of glovesProper attire for food handlers: Hairnets, aprons, etc.Illness and food handling: When to avoid working with food	Self directed Learning
VI	2	Food Allergens and Sensitivities <ul style="list-style-type: none">Overview of common food allergens (e.g., nuts, dairy, gluten)Identifying and labeling allergens in food servicePreventing cross-contact with allergens in food preparationSafe food handling practices for individuals with food allergies	Group Discussion
VII	2	Cleaning and Sanitation <ul style="list-style-type: none">The importance of cleaning and sanitizing in food safetyTypes of cleaning agents and sanitizers: When and how to use themCleaning schedules for food preparation areasPest control and maintaining a clean environment	Self Directed Learning
VIII	1	Food Safety Regulations and Standards <ul style="list-style-type: none">Overview of food safety laws and regulations (local, national, international)	Lecture Method

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		<ul style="list-style-type: none">• Understanding HACCP (Hazard Analysis and Critical Control Points)• Food safety audits and inspections• Record-keeping and documentation for food safety compliance	
IX	1	Identifying and Managing Food Safety Hazards <ul style="list-style-type: none">• Conducting a food safety risk assessment• Identifying potential hazards in the food production process• Implementing control measures to reduce risk• Emergency response to food safety incidents	Lecture Method

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PRETEST/ POST TEST QUESTIONNAIRE

FOOD SAFETY

1. What is the safe minimum internal cooking temperature for ground beef?

- A) 145°F (63°C)
- B) 160°F (71°C)
- C) 165°F (74°C)
- D) 170°F (77°C)

Answer: B) 160°F (71°C)

2. Which of the following is the best practice for handwashing before preparing food?

- A) Rinse hands with cold water
- B) Use hand sanitizer only
- C) Wash with soap and warm water for at least 20 seconds
- D) Wipe hands on a towel

Answer: C) Wash with soap and warm water for at least 20 seconds

3. What is the most effective way to prevent cross-contamination in the kitchen?

- A) Use the same cutting board for all foods
- B) Wash utensils after each use
- C) Keep raw meat and vegetables together
- D) Store food in opaque containers

Answer: B) Wash utensils after each use

4. Which food is most commonly associated with Salmonella outbreaks?

- A) Apples
- B) Chicken
- C) Bread
- D) Rice

Answer: B) Chicken

5. At what temperature should perishable foods be kept to prevent bacterial growth?

- A) Below 32°F (0°C)
- B) Between 40°F (4°C) and 140°F (60°C)
- C) Above 140°F (60°C)
- D) At room temperature

Answer: B) Between 40°F (4°C) and 140°F (60°C)

6. What is the best way to store leftovers?

- A) In a covered container in the refrigerator
- B) At room temperature
- C) In the microwave
- D) In a sealed bag outside

Answer: A) In a covered container in the refrigerator

7. Which of the following is NOT a safe food preservation method?

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- A) Canning
- B) Freezing
- C) Dehydrating
- D) Leaving food uncovered at room temperature

Answer: D) Leaving food uncovered at room temperature

8. How often should you check the temperature of your refrigerator? A) Once a month

- B) Once a week
- C) Daily
- D) Only when food spoils

Answer: C) Daily

9. What is the primary purpose of food labeling?

- A) To make food look attractive
- B) To inform consumers about nutritional content and allergens
- C) To increase sales
- D) To indicate the price

Answer: B) To inform consumers about nutritional content and allergens

10. Which of the following is a common sign of food spoilage? A) Bright colors

- B) Foul odor
- C) Firm texture
- D) Cool temperature

Answer: B) Foul odor

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COURSE TITLE: MEDICATION AND ADVERSE DRUG REACTIONS

AIM:

The course aims to provide participants with a thorough understanding of medication management, including the safe administration of drugs and the identification, prevention, and management of adverse drug reactions (ADRs).

OBJECTIVES:

1. To introduce participants to the principles of pharmacology, including drug types, routes of administration, and dosage forms.
2. To provide knowledge on safe medication practices and error prevention in drug administration.
3. To educate participants on identifying and categorizing adverse drug reactions (ADRs).
4. To enable participants to understand drug interactions and contraindications to avoid ADRs.
5. To teach the procedures for monitoring, reporting, and managing ADRs.
6. To emphasize the importance of patient education regarding medication adherence and potential drug reactions.
7. To enhance skills in using clinical tools and resources for drug safety management.

OUTCOMES:

By the end of the course, participants will:

1. Understand the basics of pharmacology, including drug classification and mechanisms of action.
2. Safely administer medications, recognizing the correct routes and dosages.
3. Identify and differentiate between various types of adverse drug reactions.
4. Manage and respond appropriately to ADRs in different healthcare settings.

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5. Utilize knowledge of drug interactions, contraindications, and patient-specific factors to reduce the risk of ADRs.
6. Effectively communicate medication-related information to patients, promoting medication adherence and safety.
7. Report ADRs according to regulatory guidelines and maintain proper documentation.

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COURSE CONTENT:

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Pharmacology and Medication Management <ul style="list-style-type: none">• Overview of pharmacology: Drug types, classifications, and mechanisms of action• Routes of administration (oral, intravenous, intramuscular, etc.)• Dosage forms: Tablets, capsules, injections, etc.• Basic principles of medication management	Lecture cum discussion
II	2	Safe Medication Administration <ul style="list-style-type: none">• The "Five Rights" of medication administration (right patient, drug, dose, route, time)• Preventing medication errors: Best practices in healthcare• Medication safety in special populations: Pediatrics, geriatrics, pregnant women• Calculating drug dosages and using medication administration tools	Group Discussion
III	2	Adverse Drug Reactions (ADR) <ul style="list-style-type: none">• Definition and classification of ADRs: Type A (predictable) and Type B (unpredictable)• Common types of ADRs (allergic reactions, side effects, toxic effects)• Recognizing symptoms of ADRs in patients• High-risk medications and their potential for ADRs	Self Directed Learning
IV	2	Drug Interactions and Contraindications <ul style="list-style-type: none">• Understanding drug-drug interactions, drug-food interactions	Group Discussion

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		<ul style="list-style-type: none">• Common contraindications: Conditions or circumstances where drugs should not be used• Case studies: Drug interactions leading to ADRs• Strategies for preventing drug interactions	
V	2	Monitoring and Managing ADRs <ul style="list-style-type: none">• Identifying and assessing ADRs in clinical practice• Monitoring patients for signs of ADRs during drug therapy• Immediate steps to take when ADRs occur (first aid, discontinuation, etc.)• Tools for tracking and documenting ADRs	Lecture Method
VI	2	Patient Education and Medication Adherence <ul style="list-style-type: none">• Educating patients about medication usage, risks, and side effects• Ensuring patient adherence to prescribed medication regimens• Discussing ADRs with patients: What to look out for and when to seek help• The role of healthcare professionals in promoting safe medication use	Group Discussion
VII	2	Risk Management and ADR Prevention <ul style="list-style-type: none">• Assessing patient risk factors for ADRs (age, allergies, co morbidities)• Reducing risk through personalized medication plans• Using clinical tools (e.g., drug interaction checkers, ADR risk calculators)• Preventative strategies for healthcare providers and institutions	Lecture Method
VIII	2	Special Considerations in Medication and ADRs <ul style="list-style-type: none">• ADRs in vulnerable populations (children, elderly,	Group Discussion

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		<p>pregnant women)</p> <ul style="list-style-type: none">• ADRs related to poly pharmacy (multiple medications)• Preventing ADRs in chronic disease management (diabetes, hypertension)• Case discussions: Real-world ADR scenarios and outcome	
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PRETEST/ POST TEST QUESTIONNAIRE

MEDICATION AND ADVERSE DRUG REACTION

1. What is an adverse drug reaction (ADR)?

- A) A positive effect of a medication
- B) An unintended and harmful response to a medication
- C) A drug interaction that enhances therapeutic effects
- D) A beneficial response to a placebo

Answer: B) An unintended and harmful response to a medication

2. Which of the following is an example of a type A ADR?

- A) Allergic reaction
- B) Anaphylaxis
- C) Side effects that are predictable and dose-dependent
- D) Idiosyncratic reaction

Answer: C) Side effects that are predictable and dose-dependent

3. Which of the following factors can increase the risk of ADRs in elderly patients?

- A) Polypharmacy
- B) Regular exercise
- C) Adequate hydration
- D) Balanced diet

Answer: A) Polypharmacy

4. What is the most common type of ADR reported?

- A) Allergic reactions
- B) Gastrointestinal disturbances
- C) Skin rashes
- D) Liver toxicity

Answer: B) Gastrointestinal disturbances

5. What should a healthcare provider do if a patient reports an ADR?

- A) Dismiss the complaint
- B) Document the reaction and report it to the appropriate authorities

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C) Change the medication without consulting the patient

D) Ignore the patient's concerns

Answer: B) Document the reaction and report it to the appropriate authorities

6. Which of the following medications is known for causing photosensitivity as an ADR?

A) Ibuprofen

B) Tetracycline

C) Metformin

D) Lisinopril

Answer: B) Tetracycline

7. What is the role of pharmacovigilance?

A) To develop new medications

B) To monitor, assess, and prevent ADRs

C) To prescribe medications

D) To conduct clinical trials

Answer: B) To monitor, assess, and prevent ADRs

8. Which population is at the highest risk for experiencing ADRs?

A) Infants

B) Young adults

C) Middle-aged adults

D) Elderly individuals

Answer: D) Elderly individuals

9. What is an idiosyncratic reaction?

A) A predictable side effect

B) A reaction caused by an overdose

C) An unusual or unexpected response to a drug

D) A common allergic reaction

Answer: C) An unusual or unexpected response to a drug

10. Which of the following is NOT typically associated with an ADR?

A) Drug interactions

B) Therapeutic failure

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C) Medication adherence

D) Allergic reactions

Answer: C) Medication adherence

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COURSE TITLE: PAIN MANAGEMENT

AIM:

The course aims to equip healthcare professionals with comprehensive knowledge and practical skills in pain assessment, management, and treatment options.

OBJECTIVES:

1. To introduce participants to the physiology and psychology of pain.
2. To teach effective pain assessment techniques and tools.
3. To familiarize participants with various pharmacological and non-pharmacological pain management strategies.
4. To provide an understanding of chronic pain conditions and their management.
5. To explore the role of interdisciplinary approaches in pain management.
6. To educate on patient-centered care and communication strategies in pain management.
7. To promote an understanding of ethical considerations and barriers in pain management.

OUTCOMES:

By the end of the course, participants will:

1. Understand the basic concepts of pain physiology and the psychological aspects of pain perception.
2. Conduct comprehensive pain assessments using appropriate tools and techniques.
3. Develop individualized pain management plans incorporating pharmacological and non-pharmacological interventions.
4. Recognize and manage chronic pain conditions effectively.
5. Collaborate with an interdisciplinary team to provide holistic pain management.
6. Communicate effectively with patients regarding their pain and treatment options.

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COURSE CONTENT:

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Understanding Pain <ul style="list-style-type: none">• Definition and types of pain (acute vs. chronic)• Physiological mechanisms of pain: Nociception and pain pathways• Psychological aspects of pain perception: Factors influencing pain experience• The biopsychosocial model of pain	Lecture cum discussion
II	2	Pain Assessment Techniques <ul style="list-style-type: none">• Importance of comprehensive pain assessment• Tools and scales for pain measurement (e.g., Visual Analog Scale, Numeric Rating Scale, Wong-Baker FACES)• Gathering patient history and conducting physical examinations• Identifying the impact of pain on daily functioning and quality of life	Group Discussion
III	2	Pharmacological Pain Management <ul style="list-style-type: none">• Overview of analgesics: Non-opioid and opioid medications• Adjuvant medications for pain management (e.g., anticonvulsants, antidepressants)• Understanding dosing, side effects, and contraindications• Monitoring and managing opioid use and potential for dependence	Participatory Learning

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IV	2	Non-Pharmacological Pain Management Strategies <ul style="list-style-type: none">Physical interventions: Physical therapy, massage, and acupuncturePsychological interventions: Cognitive-behavioral therapy (CBT), mindfulness, and relaxation techniquesComplementary therapies: Yoga, aromatherapy, and music therapyEducation on lifestyle modifications and self-management strategies	Self Directed Learning
V	2	Chronic Pain Management <ul style="list-style-type: none">Understanding chronic pain conditions (e.g., fibromyalgia, neuropathic pain)Assessment and treatment of chronic painThe role of multidisciplinary teams in chronic pain managementDeveloping long-term management plans and patient education	Group Discussion
VI	3	Interdisciplinary Approaches to Pain Management <ul style="list-style-type: none">Roles of various healthcare professionals in pain management (physicians, nurses, physical therapists, psychologists)Effective communication and collaboration among team membersCase studies demonstrating interdisciplinary pain management strategiesDeveloping referral pathways and coordinating care	Self Directed Learning
VII	3	Barriers to Effective Pain Management <ul style="list-style-type: none">Common barriers faced by patients and healthcare	Lecture Method

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		<p>providers</p> <ul style="list-style-type: none">• Strategies to overcome barriers in clinical practice• Advocacy for improved pain management policies and practices• Exploring the role of education and awareness in pain management	
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PRETEST/ POST TEST QUESTIONNAIRE

PAIN MANAGEMENT

1. What is the primary purpose of pain management?

- A) To eliminate all pain
- B) To enhance quality of life and function
- C) To prevent the use of medications
- D) To encourage patients to endure pain

Answer: B) To enhance quality of life and function

2. Which of the following is considered a non-pharmacological approach to pain management? A) Opioids

- B) Acupuncture
- C) NSAIDs
- D) Corticosteroids

Answer: B) Acupuncture

3. What is the World Health Organization's (WHO) analgesic ladder used for?

- A) To determine surgery options
- B) To guide the use of analgesics for cancer pain
- C) To evaluate patient satisfaction
- D) To assess pain levels

Answer: B) To guide the use of analgesics for cancer pain

4. Which type of medication is typically used as a first-line treatment for mild to moderate pain? A) Opioids

- B) Acetaminophen or NSAIDs
- C) Muscle relaxants
- D) Antidepressants

Answer: B) Acetaminophen or NSAIDs

5. What is a common side effect of opioids?

- A) Constipation
- B) Insomnia

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C) Increased energy

D) Nausea

Answer: A) Constipation

6. Which of the following is NOT a typical goal of pain management?

A) Complete pain relief

B) Functional improvement

C) Patient education

D) Emotional support

Answer: A) Complete pain relief

7. In which situation is a nerve block most commonly used?

A) Chronic headaches

B) Post-operative pain

C) Acute muscle strain

D) Mild arthritis

Answer: B) Post-operative pain

8. What is a potential risk of long-term opioid use for pain management?

A) Increased pain sensitivity

B) Enhanced cognitive function

C) Improved physical performance

D) Decreased tolerance to pain

Answer: A) Increased pain sensitivity

9. Which type of pain is typically associated with tissue damage and is usually self-limiting?

A) Chronic pain

B) Neuropathic pain

C) Acute pain

D) Psychogenic pain

Answer: C) Acute pain

10. What is the term for pain that persists beyond the normal healing time, often lasting for months or years?

A) Acute pain

B) Chronic pain

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C) Referred pain

D) Phantom pain

Answer: B) Chronic pain

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ACADEMIC YEAR
2021-2022



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ADD ON COURSE

Aim of the course: The aim of this course is to equip nursing students with the knowledge and skills necessary to maintain accurate, complete, and secure records in hospital settings, ensuring compliance with legal and ethical standards.

Objectives: The student will be able to:

- Develop skills in maintaining confidentiality and privacy of patient records in accordance with healthcare standards.
- Utilize electronic health record systems effectively for data entry, retrieval, and analysis

Outcome: By the end of the course, students will be able to:

- Demonstrate proficiency in documenting patient care accurately.
- Effectively utilize electronic health record systems for data entry and retrieval.

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SYLLABUS

Placement: I Year B.Sc(N)

Total hours: 16 hours

Course description: The Course is designed to equip nursing students to enhance the ability of nursing professionals to manage their own emotions, understand others' emotions, and apply these skills to improve patient care and team dynamics enhance their interpersonal skills, stress management, and overall effectiveness in clinical settings

Objectives: The student will be able to:

- Identify their own emotional states and their impact on professional performance.
- Equip with strategies to manage their emotions constructively in high-pressure situations.
- Understand and respond to the emotions of patients and colleagues more effectively.

Outcome: Upon successful completion of the course, students will be able to:

- Demonstrate an understanding of emotional intelligence and its application in nursing.
- Apply self-awareness techniques to manage personal emotional responses in clinical settings.
- Utilize self-regulation strategies to handle stress and maintain professional behavior.

Mode of presentation: Lecture cum discussion

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	3	INTRODUCTION TO EMOTIONAL INTELLIGENCE <ul style="list-style-type: none">• Definition and Components of Emotional Intelligence• Historical Development and Theoretical Models• Importance of Emotional Intelligence in Nursing	Lecture cum discussion
II	6	Self-Awareness and Self-	Lecture cum discussion

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		Assessment <ul style="list-style-type: none">• Techniques for Identifying Personal Emotions• Tools for Self-Assessment and Reflection• Impact of Self-Awareness on Professional Practice	
III	7	Self-Regulation and Stress Management <ul style="list-style-type: none">• Strategies for Managing Stress and Emotional Responses• Techniques for Maintaining Emotional Stability• Developing Resilience in Nursing	Lecture cum discussion & Demonstration
IV		Empathy and Understanding Others <ul style="list-style-type: none">• Definition and Importance of Empathy• Techniques for Active Listening and Empathetic Communication• Managing Emotional Reactions to Patients and Colleagues	

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ADD ON COURSE **EMOTIONAL INTELLIGENT**

PRE/POST TEST QUESTIONNAIRE

1. **What is emotional intelligence?**
 - A) The ability to understand and manage one's own emotions and those of others
 - B) The ability to solve complex mathematical problems
 - C) The ability to memorize and recall medical facts
 - D) The ability to manage financial resources
2. **Which component of emotional intelligence involves recognizing and understanding your own emotions?**
 - A) Self-regulation
 - B) Social skills
 - C) Self-awareness
 - D) Empathy
3. **Which of the following is an example of self-regulation in emotional intelligence?**
 - A) Expressing frustration openly during a stressful situation
 - B) Ignoring your own emotions and focusing only on tasks
 - C) Managing and controlling your emotional responses to stress
 - D) Avoiding difficult conversations with colleagues
4. **Empathy in nursing is best demonstrated by:**
 - A) Giving advice based on personal experiences
 - B) Understanding and sharing the feelings of patients
 - C) Avoiding emotional involvement with patients
 - D) Focusing on clinical tasks rather than patient emotions
5. **Which skill is important for effective communication in nursing?**
 - A) Listening actively and responding with empathy
 - B) Speaking quickly to cover more information
 - C) Avoiding eye contact to prevent misunderstandings
 - D) Using medical jargon to impress patients
6. **Which of the following strategies can help improve emotional intelligence?**
 - A) Regularly reflecting on personal emotions and reactions
 - B) Focusing solely on clinical skills
 - C) Ignoring feedback from others
 - D) Avoiding self-assessment
7. **Which emotional intelligence model emphasizes self-awareness, self-regulation, motivation, empathy, and social skills?**
 - A) Goleman's Emotional Intelligence Model

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- B) Maslow's Hierarchy of Needs
 - C) Piaget's Cognitive Development Theory
 - D) Freud's Psychoanalytic Theory
8. In the context of emotional intelligence, what does 'social skills' refer to?
- A) Ability to manage stress effectively
 - B) Ability to understand and manage interpersonal relationships
 - C) Ability to perform technical tasks proficiently
 - D) Ability to memorize medical procedures
9. How can a nurse demonstrate self-awareness?
- A) By recognizing their own emotional states and how they affect their practice
 - B) By focusing only on patient needs without personal reflection
 - C) By maintaining a distance from patients to avoid emotional involvement
 - D) By relying on others to identify their emotional responses
10. Why is emotional intelligence important for patient care?
- A) It helps in managing challenging situations and building rapport with patients
 - B) It eliminates the need for technical skills
 - C) It reduces the importance of clinical knowledge
 - D) It focuses solely on improving patient outcomes through medical interventions

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COURSE TITLE: NEONATAL CARE

AIM:

To provide healthcare professionals with the knowledge and skills necessary for the comprehensive care of neonates, ensuring their health and development during the critical first weeks of life.

OBJECTIVES:

1. **Understanding Neonatal Physiology:** To explore the unique physiological characteristics of neonates and how they differ from older children and adults.
2. **Assessment and Monitoring:** To develop skills in the assessment and monitoring of neonatal health, including vital signs and growth parameters.
3. **Common Conditions:** To identify and manage common neonatal conditions and complications.
4. **Family-Centered Care:** To promote family-centered approaches in neonatal care, emphasizing the role of parents in the care process.

LEARNING OUTCOMES:

By the end of the course, participants will be able to:

1. Describe the key physiological adaptations that occur in neonates after birth.
2. Conduct comprehensive assessments and monitor vital signs in neonates.
3. Recognize and manage common neonatal conditions, such as jaundice, hypoglycemia, and respiratory distress.
4. Implement family-centered care practices that involve parents in the care of their neonate.

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COURSE CONTENT: NEONATAL CARE

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO NEONATAL CARE <ul style="list-style-type: none">• Overview of Neonatal Health<ul style="list-style-type: none">○ Importance of neonatal care.○ The transition from intrauterine to extrauterine life.	Lecture cum discussion
II	2	NEONATAL PHYSIOLOGY <ul style="list-style-type: none">• Physiological Characteristics<ul style="list-style-type: none">○ Normal vital signs and growth patterns.○ Differences in metabolism and thermoregulation.	Experimental Learning
III	2	ASSESSMENT AND MONITORING <ul style="list-style-type: none">• Comprehensive Neonatal Assessment<ul style="list-style-type: none">○ Physical examination techniques specific to neonates.○ Monitoring growth parameters and developmental milestones.	Lecture Method

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IV	2	COMMON NEONATAL CONDITIONS <ul style="list-style-type: none">• Recognition and Management<ul style="list-style-type: none">○ Neonatal jaundice: causes, assessment, and treatment.○ Hypoglycemia: risk factors and interventions.○ Respiratory distress: types, assessment, and management strategies.	Group Discussion
V	2	NUTRITION AND FEEDING <ul style="list-style-type: none">• Feeding Practices for Neonates<ul style="list-style-type: none">○ Breastfeeding vs. formula feeding.○ Guidelines for feeding premature and ill neonates.○ Addressing feeding challenges.	Group Discussion
VI	2	INFECTION CONTROL AND PREVENTION <ul style="list-style-type: none">• Infection Risk in Neonates<ul style="list-style-type: none">○ Importance of infection prevention measures.○ Recognizing and managing neonatal infections.	Lecture Method
VII	2	FAMILY-CENTERED CARE <ul style="list-style-type: none">• Involving Families in Neonatal Care<ul style="list-style-type: none">○ Strategies for effective communication with families.○ Supporting parental involvement in care and decision-making.	Lecture Method

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VIII	2	PRACTICAL SKILLS TRAINING <ul style="list-style-type: none">• Hands-On Practice<ul style="list-style-type: none">○ Conducting neonatal assessments.○ Managing feeding techniques and addressing feeding challenges.○ Simulation of common neonatal emergencies.	Lecture Method
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PRETEST/ POST TEST

NEONATAL CARE

- 1. What is the primary physiological change that occurs in a neonate immediately after birth?**
 - A) Initiation of breathing
 - B) Decrease in heart rate
 - C) Increase in body temperature
 - D) Change in skin color
- 2. What is considered a normal respiratory rate for a newborn?**
 - A) 10-20 breaths per minute
 - B) 20-40 breaths per minute
 - C) 30-60 breaths per minute
 - D) 60-80 breaths per minute
- 3. Which of the following is a common condition in neonates characterized by yellowing of the skin and eyes?**
 - A) Hypoglycemia
 - B) Hyperbilirubinemia
 - C) Respiratory distress syndrome
 - D) Meconium aspiration syndrome
- 4. What is the recommended initial feeding method for most healthy neonates?**
 - A) Formula feeding
 - B) Breastfeeding
 - C) Solid foods
 - D) IV nutrition
- 5. Which of the following factors increases the risk of hypoglycemia in neonates?**
 - A) Prematurity
 - B) Birth weight above 4000 grams
 - C) Maternal diabetes
 - D) All of the above
- 6. When assessing a neonate, which sign may indicate respiratory distress?**

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- A) Steady heart rate
 - B) Grunting during expiration
 - C) Normal feeding behavior
 - D) Calm demeanor
7. **What is the best way to prevent infection in neonates?**
- A) Frequent bathing
 - B) Strict hand hygiene practices
 - C) Keeping the neonate indoors
 - D) Avoiding any contact with others
8. **Family-centered care in neonatal units emphasizes:**
- A) Limiting parental involvement to medical staff
 - B) Encouraging parents to be involved in their child's care
 - C) Keeping parents informed only of serious issues
 - D) Isolating the neonate from the family to prevent stress
9. **What is the primary goal of phototherapy in treating neonatal jaundice?**
- A) To provide warmth
 - B) To reduce bilirubin levels
 - C) To enhance feeding
 - D) To prevent infections
10. **Which of the following is NOT a sign of neonatal infection?**
- A) Temperature instability
 - B) Lethargy
 - C) Decreased feeding
 - D) Increased activity level

A. Indur

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COURSE TITLE: EMERGENCY LIFE SUPPORT (ELS)

AIM:

To equip participants with essential skills and knowledge to effectively respond to emergency situations, providing immediate life support and ensuring safety until professional help arrives.

COURSE OBJECTIVES:

Participants will;

- Learn the principles and techniques of CPR and the use of AEDs.
- Develop skills to assess emergency scenarios and identify the type of medical intervention required.
- Acquire skills for managing common injuries and medical emergencies.
- Learn to make informed decisions under pressure while maintaining ethical and legal standards.
- Understand how to support individuals experiencing trauma or distress.

EXPECTED OUTCOMES:

By the end of the course, participants will be able to:

1. Demonstrate effective CPR techniques for different age groups and use an AED confidently.
2. Assess emergency situations accurately and prioritize interventions based on the needs of victims.
3. Apply first aid techniques to manage injuries and stabilize patients until professional help arrives.
4. Make informed decisions in emergency situations, adhering to legal and ethical guidelines.
5. Provide psychological support to individuals affected by traumatic events, fostering a sense of safety and reassurance.

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A. S. Reddy
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SYLLABUS: EMERGENCY LIFE SUPPORT (ELS)

UNIT	HOURS	CONTENT	TEACHING METHOD
I	1	INTRODUCTION TO EMERGENCY LIFE SUPPORT <ul style="list-style-type: none">➤ Overview and significance of ELS➤ Legal and ethical considerations in emergency care	Lecture cum discussion
II	2	BASIC LIFE SUPPORT (BLS) TECHNIQUES <ul style="list-style-type: none">➤ CPR for adults, children, and infants➤ Use of AEDs➤ Recognizing cardiac arrest	Experimental Learning
III	4	AIRWAY MANAGEMENT & FIRST AID PRINCIPLES <ul style="list-style-type: none">➤ Clearing the airway and rescue breathing techniques➤ Managing choking emergencies➤ Scene assessment and safety➤ Primary and secondary assessment➤ Managing common injuries (bleeding, burns, fractures)	Lecture cum discussion and demonstration
IV	2	PSYCHOLOGICAL FIRST AID & SCENARIO-BASED TRAINING <ul style="list-style-type: none">➤ Supporting individuals in distress➤ Recognizing signs of psychological trauma➤ Realistic practice scenarios	Problem solving methodologies

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		➤ Role-playing and debriefing	
V	3	TRAUMA MANAGEMENT & SPECIAL CONSIDERATIONS ➤ Controlling bleeding and managing shock ➤ Use of splints and dressings ➤ Spinal immobilization techniques ➤ Paediatric and geriatric emergency care ➤ Handling medical emergencies (e.g., asthma, allergic reactions)	Lecture cum discussion and demonstration
VI	2	LEGAL AND ETHICAL ISSUES ➤ Good Samaritan laws ➤ Consent and patient rights	Learning in Humanities
VII	2	RESOURCES FOR ONGOING LEARNING & EVALUATION AND CERTIFICATION ➤ Accessing additional training and certification options ➤ Importance of first aid kit preparedness ➤ Practical and written assessments ➤ Certification upon successful completion	Group Discussion

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PRETEST/ POST TEST QUESTIONNAIRE

EMERGENCY LIFE SUPPORT

1. What is the primary purpose of Emergency Life Support (ELS)?

- A) To provide long-term medical care
- B) To stabilize a patient until professional help arrives
- C) To diagnose medical conditions
- D) To replace emergency services

2. Which of the following is a key component of CPR?

- A) Providing medication
- B) Compressions and rescue breaths
- C) Keeping the patient warm
- D) Monitoring vital signs

3. What is the recommended compression-to-breath ratio for adult CPR?

- A) 15:2
- B) 30:2
- C) 10:1
- D) 5:1

4. In the case of choking, what is the first step you should take?

- A) Give them water
- B) Perform abdominal thrusts
- C) Slap their back
- D) Call for help

5. Which of the following conditions requires immediate use of an automated external defibrillator (AED)?

- A) Severe bleeding
- B) Unresponsive and not breathing
- C) Sprained ankle
- D) Headache

6. When providing first aid for a bleeding wound, you should:

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-
- A) Apply ice directly to the wound
- B) Use a tourniquet immediately
- C) Apply pressure to the wound with a clean cloth
- D) Leave the wound uncovered
- 7. How often should you check for responsiveness when performing CPR?**
- A) Every minute
- B) Every 30 seconds
- C) After every 5 cycles
- D) Every time you provide a rescue breath
- 8. Which of the following is NOT a symptom of a heart attack?**
- A) Chest pain
- B) Nausea
- C) Severe headache
- D) Shortness of breath
- 9. What should you do if you are unsure about the severity of a medical emergency?**
- A) Wait and see if it gets better
- B) Call emergency services for guidance
- C) Try to treat the person yourself
- D) Ignore it
- 10. How can bystanders help during an emergency?**
- A) By blocking access to the scene
- B) By calling for help and assisting the responder
- C) By giving untrained advice
- D) By panicking and running away

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COURSE TITLE: STATISTICAL ANALYSIS IN RESEARCH

AIM:

The course aims to equip participants, particularly in healthcare and nursing, with fundamental and advanced skills in statistical analysis for research.

OBJECTIVES:

1. To introduce the importance of statistics in research, particularly in health and clinical studies.
2. To develop competency in using statistical tools and techniques for data analysis.
3. To familiarize students with software tools such as SPSS, R, or Excel for conducting statistical analyses.
4. To improve understanding of descriptive and inferential statistics.
5. To teach students how to interpret statistical results and use them to make informed decisions in research.
6. To encourage critical thinking in evaluating the validity and reliability of statistical data.
7. To enable students to present and communicate statistical findings effectively.

OUTCOMES:

By the end of the course, students will:

1. Understand the role of statistics in healthcare and nursing research.
2. Be proficient in using statistical software for research analysis.
3. Apply basic and advanced statistical techniques (e.g., t-tests, ANOVA, regression analysis) to research data.
4. Interpret and critically evaluate the results of statistical analyses.
5. Develop confidence in designing and conducting their own research studies with a strong statistical foundation.
6. Present data-driven research outcomes clearly, supporting evidence-based healthcare practices.

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A. J. Indira
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COURSE CONTENT: STATISTICAL ANALYSIS IN RESEARCH

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO STATISTICS IN RESEARCH <ul style="list-style-type: none">• Definition and scope of statistics in healthcare research• Role of statistics in evidence-based practice• Types of data: nominal, ordinal, interval, and ratio• Overview of statistical tools and methods	Lecture cum discussion
II	2	DATA COLLECTION AND SAMPLING <ul style="list-style-type: none">• Techniques for data collection: surveys, experiments, and observational studies• Population vs. sample• Sampling methods: random, stratified, cluster, etc.• Data cleaning and preparation	Experimental Learning
III	2	DESCRIPTIVE STATISTICS <ul style="list-style-type: none">• Measures of central tendency: mean, median, mode• Measures of variability: range, variance, standard deviation• Graphical representation: histograms, bar charts, pie charts• Normal distribution and its importance in health research	Participatory Learning
IV	2	INFERENCEAL STATISTICS <ul style="list-style-type: none">• Hypothesis testing: null and alternative hypotheses• p-value, confidence intervals, and significance levels• Parametric vs. non-parametric tests• t-tests, chi-square tests, ANOVA, and their	Participatory Learning

Dr. Reddy
Principal



applications in healthcare research			
V	2	CORRELATION AND REGRESSION ANALYSIS <ul style="list-style-type: none">• Understanding correlation coefficients• Simple and multiple linear regression• Logistic regression for healthcare outcomes• Interpreting regression outputs	Evidence Based Learning
VI	2	CRITICAL EVALUATION OF RESEARCH DATA <ul style="list-style-type: none">• Validity and reliability of statistical findings• Common errors in statistical analysis• Identifying bias and ethical considerations in healthcare research	Evidence Based Learning
VII	2	PRESENTING STATISTICAL RESULTS <ul style="list-style-type: none">• Creating tables, graphs, and charts for research papers• Writing and reporting statistical findings• Using statistics to support evidence-based recommendations in clinical practice	Project Based Learning
VIII	1	ADVANCED TOPICS IN STATISTICAL ANALYSIS <ul style="list-style-type: none">• Survival analysis• Time series analysis• Meta-analysis for healthcare research• Big data analytics in healthcare research	Integrated Learning
IX	1	CASE STUDIES AND APPLICATIONS <ul style="list-style-type: none">• Real-life applications of statistical analysis in clinical and healthcare research• Group project: Analyzing research data and presenting findings	Role Play

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PRETEST/ POST TEST QUESTIONNAIRE

STATISTICAL ANALYSIS IN RESEARCH

1. What is the primary purpose of statistical analysis in research?

- A) To summarize data
- B) To interpret data and draw conclusions
- C) To collect data
- D) To present data visually

2. Which of the following is a measure of central tendency?

- A) Standard deviation
- B) Variance
- C) Mean
- D) Range

3. What does a p-value indicate in hypothesis testing?

- A) The size of the effect
- B) The probability that the null hypothesis is true
- C) The probability of observing the data if the null hypothesis is true
- D) The confidence level of the results

4. When would you use a t-test?

- A) To compare means between two groups
- B) To analyze categorical data
- C) To determine relationships between variables
- D) To analyze variance

5. Which of the following is a non-parametric test?

- A) ANOVA
- B) Pearson correlation
- C) Chi-square test
- D) Linear regression



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6. In a normal distribution, what percentage of data falls within one standard deviation of the mean?

- A) 50%
- B) 68%
- C) 75%
- D) 95%

7. What is the purpose of a confidence interval?

- A) To provide an exact value of a population parameter
- B) To estimate the range within which a population parameter is likely to fall
- C) To summarize data
- D) To test a hypothesis

8. Which statistical method is used to measure the strength of the relationship between two continuous variables?

- A) Chi-square test
- B) Regression analysis
- C) T-test
- D) ANOVA

9. What does a correlation coefficient of -0.8 indicate?

- A) Strong positive relationship
- B) Weak positive relationship
- C) Strong negative relationship
- D) No relationship

10. In research, what is the null hypothesis?

- A) The hypothesis that indicates a relationship exists
- B) The hypothesis that assumes no effect or no difference
- C) The hypothesis that supports the alternative hypothesis
- D) The hypothesis that is always proven true

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ADD ON COURSE ON

SKILL DEVELOPMENT IN NURSING PHARMACOLOGY

Date: 21-05-2022 TO 26-05-2022

Total allotted hours: 30 Hours


AIM OF THE COURSE

The course will enable the students to describe the general principles of pharmacotherapeutics, Drug Dosage Forms and Pharmacokinetics, in wellness promotion and illness prevention, treatment and safe administration of medications.


OBJECTIVES :

The students will be able to

- Understand the basic mechanism of action, therapeutic uses, adverse effects, contraindications of commonly used drugs.
- Improve patient care and safety in relation to the use of medicines and all medical and paramedical interventions;
- Improve public health and safety in relation to the use of medicines;
- Detect problems related to the use of medicines and communicate the findings in a timely manner;
- Contribute to the assessment of benefit, harm, effectiveness and risk of medicines, leading to the prevention of harm and maximization of benefit;
- Encourage the safe, rational and more effective (including cost-effective) use of medicines.


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TIMETABLE

ADD ON COURSE ON SKILL DEVELOPMENT IN NURSING PHARMACOLOGY

Date: 21-05-2022 TO 26-05-2022

Total allotted hours: 30

PROGRAMME SCHEDULE-DAY-1 (21-05-2022)

S.NO	TIME	NAME OF THE TOPIC	SPEAKER
1.	9.00 AM to 9.10AM	Prayer Song	IV BSc (N) Students
2.	9.11 AM to 9.15AM	Welcome speech	Mrs. Subhashini.N HOD- Nursing Management
3.	9.16 AM to 9.30 AM	Pre- test questionnaire	
4.	9.31 AM to 10.30 AM	Introduction to Nursing Pharmacology	Dr. Indira. A. Principal
5.	10.31 AM to 10.45 AM	Break	
6.	10.46 AM to 12.00 PM	Pharmacology Suffixes & Pharmacodynamics	Mr. C. Venku Reddy, Director-IHIR
7.	12.01 PM to 1.00PM	Pharmacokinetics	Dr. Kumari. V. Vice- Principal
8.	1.01 PM to 2.00PM	Lunch Break	
9.	2.01 PM to 3.00PM	Drug Dosage Forms	Dr. Elizabeth Jasmine HOD- Nursing Foundation
10.	3.01 PM to 3.15PM	Break	
11.	3.16 PM to 3.30 PM	Factors affecting selection of route of drug administration	Mrs. Pavithra HOD- Nursing Education
12.	3.31 PM to 4.00 PM	Review & Discussions	Mrs. Subhashini.N HOD- Nursing Management

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COURSE CONTENT
ADD ON COURSE ON

SKILL DEVELOPMENT IN NURSING PHARMACOLOGY

Date: 21-05-2022 TO 26-05-2022

Total allotted hours: 30 Hours

- Understand the basic mechanism of action, therapeutic uses, adverse effects, contraindications of commonly used drugs.
- Improve patient care and safety in relation to the use of medicines and all medical and paramedical interventions; and detect problems related to the use of medicines
- Improve public health and safety in relation to the use of medicines;
- and communicate the findings in a timely manner;
- Contribute to the assessment of benefit, harm, effectiveness and risk of medicines, leading to the prevention of harm and maximization of benefit;
- Encourage the safe, rational and more effective (including cost-effective) use of medicines.

COURSE CONTENT –DAY-1 (21-05-2022)

Time	Event	Resource Person
9.00 AM to 9.15AM	Prayer Song & Inauguration	Dr. Indira. A, Principal
9.16 AM to 9.30 AM	Pre- test	Dr. Kumari. V. Vice-Principal
9.30 AM to 1.00 PM	<ul style="list-style-type: none"> ❖ Introduction to Nursing Pharmacology ❖ Pharmacology Suffixes ❖ Pharmacodynamics ❖ Types of Drug Action ❖ Mechanism of Drug Action ❖ Non Receptor-mediated Mechanisms ❖ Receptor-mediated Mechanisms ❖ Pharmacokinetics-Absorption, Distribution, Metabolism and Excretion of drugs 	Mr. C. Venku Reddy, Director-IHIR Mrs. Subhashini.N HOD-Nursing Management Dr. Elizabeth Jasmine HOD- Nursing Foundation Mrs. Pavithra HOD-Nursing Education
1.01 PM to 2.00 PM	Lunch Break	
2.00 PM to 4.00 PM	<ul style="list-style-type: none"> ❖ Drug Dosage Forms ❖ Solid dosage forms ❖ Semisolid dosage forms ❖ liquid dosage forms ❖ Injectable Dosage Forms ❖ New Drug-Delivery Systems ❖ Factors affecting selection of route of drug administration 	

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Principal

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COURSE CONTENT –DAY-3 (24-05-2022)

Time	Event	Resource Persons
9.00 AM to 9.30AM	Prayer Song & Review	Mrs. Subhashini.N HOD- Nursing Management
9.31 AM to 1.00 PM	<ul style="list-style-type: none"> ❖ Drugs Used in Congestive Cardiac Failure & Angina ❖ Anti-Arrhythmic Drugs ❖ Anti Hypertensives ❖ Lipid Lowering Drugs ❖ Diuretics & Anti Diuretics 	Mrs. Smitha. D.M HOD Mental Health Nursing Mr. C. Venku Reddy Director-IHIR Mrs. Pavithra HOD- Nursing Education
1.01 PM to 2.00 PM	Lunch Break	Mrs. Vijji. A. HOD-OBG
2.00 PM to 4.00 PM	<ul style="list-style-type: none"> ❖ Drugs Used in Treatment of Bronchial Asthma ❖ Bronchodilators & LT- Antagonists ❖ Drugs Used in Treatment of Cough ❖ Anti-ulcer drugs ❖ Proton Pump Inhibitors ❖ H2- Anti Histamines ❖ Emetics ❖ Anti-Emetics 	

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COURSE CONTENT –DAY-2 (23-05-2022)

Time	Event	Resource Persons
9.00 AM to 9.30AM	Prayer Song & Review	Mrs. Subhashini.N HOD- Nursing Management
9.31 AM to 1.00 PM	<ul style="list-style-type: none">❖ Pharmacology of Hypnotics and Sedatives❖ Pharmacology of Benzodiazepines❖ Pharmacology of Barbiturates❖ Pharmacology of Anti Parkinsonian drugs❖ Pharmacology of Anti Epileptics❖ Pharmacology of General Anaesthetics❖ Pharmacology of Local Anaesthetics❖ Pharmacology of Alcohol (Ethanol)	Mrs. Latha. A. HOD- Medical Surgical Nursing Mr. C. Venku Reddy Director-IHIR Mrs. P. ShanmugaVadivu HOD- Child Health Nursing Mrs. Usha Kiran Associate Professor-OBG Mrs. Vanaja Kumari. B, HOD- Community Health Nursing
1.01 PM to 2.00 PM	Lunch Break	
2.00 PM to 4.00 PM	<ul style="list-style-type: none">❖ Pharmacology of NSAIDS❖ Pharmacology of Opioid Analgesics❖ Comparisons between Sympathetic & Parasympathetic Nervous system❖ Sympathomimetics❖ Sympatholytics❖ Para-Sympathomimetics❖ Para-Sympatholytics	

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241 998, 241 999, 241 1000

COURSE CONTENT - DAY-4 (11-05-2022)

Time	Event	Resource Persons
9.00 AM to 9.30AM	Prayer Song & Review	Dr. Kumari. V. Vice-Principal
9.31 AM to 1.00 PM	<ul style="list-style-type: none">❖ Laxatives, Purgatives & Cathertics❖ Anti-Diarrhoeal Drugs❖ Chemotherapy- General Considerations❖ Common Mechanisms of Antibiotics❖ Beta Lactam Antibiotics❖ Penicillins❖ Cephalosporins❖ Carbapenems❖ Monobactams	Mrs. Subhashini.N HOD- Nursing Management Mr. C. Venku Reddy Director-IHIR Mrs. Usha Kiran Associate Professor-OBG Dr. Elizabeth Jasmine HOD- Nursing Foundation Mrs. P. Shanmuga Vadivu HOD- Child Health Nursing
1.01 PM to 2.00 PM	Lunch Break	
2.00 PM to 4.00 PM	<ul style="list-style-type: none">❖ Tetracyclins,❖ Chloramphenicol❖ Aminoglycosides❖ Macrolide Antibiotics❖ Antitubercular Drugs❖ Anti leprotic Drugs❖ Anti Fungal Drugs	

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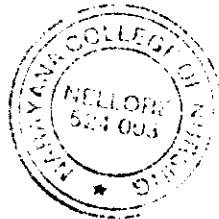
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COURSE CONTENT -DAY-5 (26-05-2022)

Time	Event	Resource Persons
9.00 AM to 9.30AM	Prayer Song & Review	Dr. Indira. A, Principal Mrs. Vanaja Kumari. B.
9.31 AM to 1.00 PM	<ul style="list-style-type: none">❖ Antimalarial Drugs❖ Antiviral Agents❖ Adverse Drug Reactions❖ Pharmacovigilance in health care❖ Insulin and Insulin Preparations❖ Oral Antidiabetic Agents❖	HOD- Community Health Nursing Mr. C. Venku Reddy Director-IHIR Mrs. Pavithra HOD- Nursing Education Mrs. Subhashini.N HOD-
1.01 PM to 2.00 PM	Lunch Break	Nursing Management Mrs. Viji. A. HOD-
2.00 PM to 3:00 PM	<ul style="list-style-type: none">❖ Drug Treatment of Medical Emergencies❖ Thyroid Hormones❖ Antithyroid Drugs	Obstetrics and Gynaecology Mrs. Smitha. D.M. HOD Mental Health Nursing
3:00 PM to 4.00 PM	Post-test & Feedback. Vote of thanks and National Anthem	

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ADD ON COURSE ON SKILL DEVELOPMENT IN NURSING PHARMACOLOGY (21-05-2022 TO 26-05-2022) PRE/POST TEST QUESTIONNAIRE

INSTITUTE OF HEALTH INTELLIGENCE AND RESEARCH, NELLORE & NARAYANA NURSING
COLLEGE, NELLORE

1. Reg. No. / I

VENUE NARAYANA COLLEGE OF NURSING NELLORE



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1. NAME OF THE STUDENT (ALL CAPS) *

2. REGISTRATION NUMBER *

PRE ASSESSMENT



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3. 1) WHICH CHANNELS ARE OPEN BY BARBITURATES AND INCREASE THEIR DURATION OF OPENING, THUS DECREASE NEURON FIRING EFFECTS

Mark only one oval.

- POTASSIUM CHANNEL
- CALCIUM CHANNEL
- CHLORIDE CHANNEL
- ALL THE ABOVE

4. 2) TETRACYCLINE ACTS BY INHIBITTING *

Mark only one oval.

- CELL WALL SYNTHESIS
- DNA GYRASE
- FOLLIC ACID SYNTHESIS
- PROTEIN SYNTHESIS

5. 3) WHICH OF THE DRUG ACT AS A LONG ACTING HYPNOTIC *

Mark only one oval.

- TRIAZOLAM
- ALPRAZOLAM
- DIAZEPAM
- ALL THE ABOVE

6. 4) PRODRUG FORM OF PARACETAMOL IS *

Mark only one oval.

- ACETAMINOPHEN
- ATROPINE
- ACECLOFENAC
- DICLOFENAC



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7. 5) ADRENALINE IS A *

1/20/20

Mark only one oval.

PARASYMPATHOMIMETICS

PARASYMPATHOLYTICS

SYMPATHOMIMETICS

SYMPATHOLYTICS

8. 6) COX2 SELECTIVE INHIBITOR *

1/20/20

Mark only one oval.

ASPIRIN

DICLOFENAC

CELECOXIB

PARACETAMOL

9. 7) COMBINATION ANTIBIOTICS USED IN TB TREATMENT BECAUSE *

1/20/20

Mark only one oval.

TIMELINESS

PREVENTING DRUG RESISTANCE

LOW TOXIC EFFECTS

SAFETY

10. 8) DRUGS WHICH PRODUCES SLEEP WHICH IS RESEMBLANCE TO NATURAL SLEEP ARE CALLED *

1/20/20

Mark only one oval.

SEDATIVES

ANALEPTICS

ANTI DEPRESSANTS

HYPNOTICS



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11. 9) WHICH ANTACID IS NEUROTOXIC AND CONTRAINDICATED IN PREGNANCY *

Mark only one oval.

Mg(OH)₂

Al(OH)₃

NaHCO₃

ALL THE ABOVE

12. 10) FUROSEMIDE (LASIX) IS A *

Mark only one oval.

LOOP DIURETIC

THIAZIDE DIURETIC

OSMOTIC DIURETIC

POTASSIUM DIURETIC

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**“ADD ON COURSE ONSKILL DEVELOPMENT IN NURSING
PHARMACOLOGY”
DATE: 21-05-2022 TO 26-05-2022
FEEDBACK FORM**


S.NO	CONTENT	5	4	3	2	1
1	Objectives are well defined					
2	Organization of programme					
3	Session of the resource persons A) Presentation B) Time management					
4	The content is communicated effectively and clearly by speaker					
5	Voice audibility					
6	The audio-visual aids were effective and creative					
7	Group interaction and involvement					
8	Learning resource materials are adequate					
9	Overall knowledge about the topic					
10	Overall opinion on programme					

5- Excellent 4- Very Good 3- Good 2- Average 1-Poor


Suggestions if any

Name of the Participant

Signature of the Participant


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**ACADEMIC YEAR
2020-2021**



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ADD ON COURSE **BASIC MEDICAL AID**

Aim of the course: To equip students with the essential skills and knowledge necessary to provide effective first aid in various healthcare settings.

Objectives: The student will be able to:

- Impart the knowledge about basic first aid and its techniques
- Demonstrate teamwork and communication skills during first aid interventions.

Outcome:

- Able to assess the needs of a patient
- Demonstrate the techniques of first aid.
- Able to transfer the patient from bed to stretcher wheel chair and vice versa

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SYLLABUS FIRST AID

Placement : I B.Sc Nursing

Total hours :16 Hours

Course description: The Course is designed to provide participants with comprehensive knowledge and practical skills necessary to respond to medical emergencies effectively. Participants will learn to recognize various emergency situations and apply appropriate first aid techniques in a timely manner.

Objectives: The student will be able to:

- Impart the knowledge about first aid and its techniques
- Demonstrate teamwork and communication skills during first aid interventions.

Outcome:

- Able to assess the needs of a patient
- Demonstrate the techniques of first aid.
- Able to transfer the patient from bed to stretcher wheel chair and vice versa

Mode of presentation: Lecture cum discussion and demonstration

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	4	INTRODUCTION TO FIRST AID <ul style="list-style-type: none">• Definition• Aims of first aid• Principles of first aid• Golden rules, supplies and kit for first aid	Lecture cum discussion
II	3	HANDLING THE EMERGENCIES <ul style="list-style-type: none">• Identifying the hazards• Triage & action plan	Lecture cum discussion and demonstration
III	3	STEPS IN FIRST AID <ul style="list-style-type: none">• Airway, breathing & circulation	Lecture cum discussion and demonstration

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		resuscitation • Call for medical assistance and reassurance of the victim	
IV	6	FIRST AID IN EMERGENCIES • Poisoning • Bites and stings • Foreign bodies in the Eye, Ear, Nose, Throat • Fracture and dislocations • First aid in disaster	Lecture cum discussion and demonstration

Reference:

1. St.John ambulance association and Indian red cross society," Indian first aid manual" 7ed, 2016.
2. St.John ambulance, British red cross," first aid manual,18th ed,2008.
3. T.K Indirani ,"first aid for nurses" 1st edition,20131

Subject expert: Prof.Latha A, HOD, Department of Medical surgical Nursing

A. S. Prasad
Principal

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D. D. Prasad
Principal

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ADD ON COURSE

MANAGEMENT OF MEDICATION ERRORS

Aim of the course: The aim of the course is to equip nursing students with the knowledge and skills necessary to effectively manage and prevent medication errors and able to implementing strategies to minimize their occurrence, and learning how to handle errors when they occur to improve patient safety and care quality.

Objectives: The student will be able to:

- Identify systemic and human factors that contribute to medication errors.
- Develop skills to respond to medication errors, including reporting, documentation, and corrective actions.
- Understand legal and ethical considerations related to medication errors..

Outcome: Upon completion of the course, nursing students will:

- Define and classify medication errors and their potential impact on patient safety.
- Identify and analyze factors contributing to medication errors
- Apply best practices and strategies to prevent medication errors.

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SYLLABUS MANAGEMENT OF MEDICATION ERRORS

Placement: II B.Sc.(N)

Total hours: 16

Course description: The course is intended to provide a complete review of how to manage pharmaceutical errors in clinical practice. It covers the diagnosis, prevention, and management of pharmaceutical errors, with a focus on practical solutions and real-world examples.

Objectives: The student will be able to:

- Conduct comprehensive antenatal assessments, including history taking and physical examinations.
- Demonstrate proficiency in identifying and managing common obstetric complications.
- Implement evidence-based practices in labor monitoring and support

Outcome: Upon completion of the course, nursing students will:

- Define and classify medication errors and their potential impact on patient safety.
- Identify and analyze factors contributing to medication errors
- Apply best practices and strategies to prevent medication errors.

Mode of presentation: Lecture cum discussion and demonstration

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	1	Introduction to Medication Errors <ul style="list-style-type: none">• Definition and Types of Medication Errors• Impact on Patient Safety and Outcomes	Lecture cum discussion
II	5	Causes and Contributing Factors <ul style="list-style-type: none">• Systemic Factors (e.g., Organizational Issues,	Lecture cum discussion

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		Communication Breakdown) <ul style="list-style-type: none">• Human Factors (e.g., Cognitive Errors, Workload)	
III	2	Prevention Strategies <ul style="list-style-type: none">• Best Practices for Medication Management• Effective Communication and Documentatio	Lecture cum discussion Demonstration
IV	2	Management of Medication Errors <ul style="list-style-type: none">• Immediate Actions and Response• Reporting and Documentation Requirements• Legal and Ethical Considerations	Lecture cum discussion

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ADD ON COURSE

MANAGEMENT OF MEDICATION

1. **ADR stands for:**
 - a. Adverse drug reaction
 - b. Adverse dosage reaction
 - c. Alternate drug reaction
 - d. Adverse drug retention
2. ----- is defined as "any preventable event that may cause or lead to inappropriate medication use":
 - a. Medication error
 - b. Transcription error
 - c. Administration error
 - d. Both a & c
3. **Which are the sound-alike drugs among the following:**
 - a. Nifedipine and Nimodipine
 - b. Hydralazine HCl and Hydroxyzine HCl
 - c. Gabapentin and Gemfibrozil
 - d. Losartan potassium and Zolpidem tartrate
4. **Which of the following does not come under dosage verification:**
 - a. Route verification
 - b. Timing verification
 - c. Patient verification
 - d. Self-verification
5. **Patient shall be verified by prior to administration of the drug:**
 - a. ID Number
 - b. Bed Number
 - c. Patient Name
 - d. All of the above
6. **In case of verbal orders, the verification shall be done by:**
 - a. Write back
 - b. Read back
 - c. Recite
 - d. By heart
7. **Which are the common most adverse drug reactions:**
 - a. Noxious
 - b. Giddiness
 - c. Headache
 - d. All the above
8. **Wrong patient, dose, time, etc., comes under:**

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-
- a. Administration error
 - b. Transcription error
 - c. Order error
 - d. Medication error
9. Which year Drug and Cosmetics Act was formulated:
- a. 1942
 - b. 1952
 - c. 1962
 - d. 1940
10. Which are the look-alike drugs among the following:
- a. Gabapentin and Gemfibrozil
 - b. Apomine and Avomine
 - c. Akimin and Aclin
 - d. Amaryl and Amoxicillin
11. Strategies to avoid errors involving high-risk medication:
- a. Formulary selection
 - b. Prior verification
 - c. Verified prior to dispensing
 - d. All the above
12. Preparation error is otherwise known as:
- a. Dispensing error
 - b. Administration error
 - c. Medication error
 - d. None of the above
13. Which of the following is NOT a right of drug administration:
- a. Right patient
 - b. Right time
 - c. Right dose
 - d. None of the above
14. Mention any high-risk medication:
- a. Insulin
 - b. Paracetamol
 - c. Acetaminophen
 - d. None of the above
15. RB stands for:
- a. Read back
 - b. Respond back
 - c. Remind back
 - d. Recall back

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SYLLABUS SAFE MOTHERHOOD PROGRAM

Placement: III B.Sc.(N)

Total hours: 16

Course description: The Course is designed to provide comprehensive knowledge and skills essential for promoting maternal health, managing pregnancies, and ensuring safe deliveries. The course emphasizes evidence-based practices, and the role of nurses in supporting maternal and neonatal well-being.

Objectives: The student will be able to:

- Conduct comprehensive antenatal assessments, including history taking and physical examinations.
- Demonstrate proficiency in identifying and managing common obstetric complications.
- Implement evidence-based practices in labor monitoring and support

Outcome: Upon completion of the course, nursing students will:

- Demonstrate competency in conducting antenatal and postnatal assessments
- Apply evidence-based practices in managing labor and delivery.
- Communicate effectively with pregnant women and their families

Mode of presentation: Lecture cum discussion and demonstration

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	1	INTRODUCTION TO SAFE MOTHERHOOD <ul style="list-style-type: none">• Definition and scope of Safe Motherhood• Role of nurses in promoting Safe Motherhood	Lecture cum discussion
II	5	ANTENATAL CARE, INTRANATAL AND POSTNATAL CARE <ul style="list-style-type: none">• Maternal physiological changes during pregnancy• Screening tests and	Lecture cum discussion

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		assessments during pregnancy <ul style="list-style-type: none">• Stages of labor and deliveryMonitoring maternal and fetal well-being• Breastfeeding support and education• Family planning counselling and contraception	
III	2	MANAGEMENT OF OBSTETRIC COMPLICATIONS <ul style="list-style-type: none">• Common obstetric emergencies (e.g., hemorrhage, preeclampsia)• Skills in emergency obstetric care	Lecture cum discussion Demonstration
IV	2	NEONATAL CARE AND NEWBORN HEALTH <ul style="list-style-type: none">• Newborn assessment and care practices• Essential newborn care and resuscitation	Lecture cum discussion

Reference:

1. Hiralal Konar, "DC Dutta's Textbook of Obstetrics" 9ed, 2020.
2. Steven G. Gabbe et al, "Obstetrics: Normal and Problem Pregnancies" 8th edition, 2023
3. Adele Pillitteri, "Maternal and Child Health Nursing: Care of the Childbearing and Childrearing Family" 9th edition, 2023

Subject expert: Dr. V. Kumari, HOD, Department of OBG Nursing.

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ADD ON COURSE SAFE MOTHERHOOD PROGRAM PRE/POST TEST QUESTIONNAIRE

1. Which of the following is NOT a recommended intervention to reduce maternal mortality?
 - A) Providing access to skilled birth attendants
 - B) Promoting family planning services
 - C) Encouraging home births without medical supervision
 - D) Improving access to emergency obstetric care
2. What is the leading cause of maternal mortality worldwide?
 - A) Postpartum hemorrhage
 - B) Hypertensive disorders in pregnancy
 - C) Sepsis
 - D) Unsafe abortion
3. What is the recommended iron supplementation during pregnancy to prevent iron-deficiency anemia?
 - A) 10 mg/day
 - B) 30 mg/day
 - C) 60 mg/day
 - D) 100 mg/day
4. Which of the following is a danger sign during pregnancy that requires immediate medical attention?
 - A) Leg cramps
 - B) Back pain
 - C) Persistent vomiting
 - D) Heartburn
5. What is the optimal interval for spacing pregnancies to reduce maternal and neonatal mortality?
 - A) Less than 6 months
 - B) 6-12 months
 - C) 12-18 months
 - D) More than 18 months
6. What is the most effective method for preventing mother-to-child transmission of HIV during pregnancy and breastfeeding?
 - A) Exclusive breastfeeding
 - B) Antiretroviral therapy (ART)
 - C) Cesarean section delivery
 - D) Maternal vaccination
7. Which maternal immunization is recommended during pregnancy to protect against influenza?
 - A) Tetanus toxoid

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- B) Measles, mumps, and rubella (MMR)
 - C) Hepatitis B
 - D) Inactivated influenza vaccine
8. What is the most common cause of maternal mortality in the immediate postpartum period?
- A) Thromboembolism
 - B) Infection
 - C) Hemorrhage
 - D) Hypertensive disorders
9. Which of the following interventions is recommended to promote maternal mental health during pregnancy and postpartum?
- A) Encouraging isolation from family and friends
 - B) Providing emotional support and counseling
 - C) Limiting access to mental health services
 - D) Dismissing symptoms of postpartum depression as normal
10. What is the optimal position for a woman in labor to facilitate fetal descent and reduce maternal discomfort?
- A) Lying flat on the back (supine position)
 - B) Side-lying position
 - C) Upright position (sitting or standing)
 - D) Semi-recumbent position
 - D) Preterm labor

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COURSE TITLE: BASIC RESUSCITATION TECHNIQUES

AIM:

To equip healthcare professionals and laypersons with the knowledge and skills necessary to perform effective resuscitation techniques in emergency situations, enhancing the chances of survival for individuals experiencing cardiac arrest or respiratory failure.

OBJECTIVES:

1. To explain the significance of early recognition and intervention in cardiac arrest and respiratory emergencies.
2. To teach the steps and techniques of Basic Life Support, including CPR and the use of an Automated External Defibrillator (AED).
3. To identify the signs and symptoms that necessitate resuscitation efforts.
4. To promote effective communication and teamwork during emergency resuscitation scenarios.

LEARNING OUTCOMES:

By the end of the course, participants will be able to:

1. Describe the steps of Basic Life Support (BLS) and their significance.
2. Perform high-quality cardiopulmonary resuscitation (CPR) on adults, children, and infants.
3. Use an AED effectively and understand its importance in resuscitation.
4. Demonstrate effective communication and teamwork during resuscitation efforts.

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COURSE CONTENT: BASIC RESUSCITATION TECHNIQUES

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO RESUSCITATION <ul style="list-style-type: none">• Overview of Resuscitation Techniques<ul style="list-style-type: none">○ Importance of early intervention in cardiac arrest and respiratory failure.○ Legal and ethical considerations in resuscitation.	Lecture cum discussion
II	2	RECOGNITION OF CARDIAC ARREST <ul style="list-style-type: none">• Signs and Symptoms<ul style="list-style-type: none">○ How to recognize cardiac arrest and unresponsiveness.○ Identifying situations that require resuscitation efforts.	Experimental Learning
III	2	BASIC LIFE SUPPORT (BLS) TECHNIQUES <ul style="list-style-type: none">• Adult BLS<ul style="list-style-type: none">○ The sequence of actions: Check, Call, Care.○ Performing CPR: Compressions and breaths (compression-to-ventilation ratio).• Child and Infant BLS<ul style="list-style-type: none">○ Differences in techniques for children and infants.○ Adaptations in compression depth and technique.	Experimental Learning

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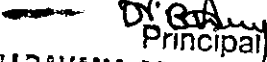
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IV	2	USE OF AUTOMATED EXTERNAL DEFIBRILLATOR (AED) <ul style="list-style-type: none">• Understanding AEDs<ul style="list-style-type: none">○ How AEDs work and their role in resuscitation.○ Step-by-step instructions for using an AED safely and effectively.	Experimental Learning
V	2	SPECIAL CONSIDERATIONS <ul style="list-style-type: none">• Variations in Resuscitation Techniques<ul style="list-style-type: none">○ Resuscitation in special populations (pregnant individuals, individuals with disabilities).○ Management of choking in adults, children, and infants.	Lecture Method
VI	3	TEAMWORK AND COMMUNICATION IN EMERGENCIES <ul style="list-style-type: none">• Effective Collaboration<ul style="list-style-type: none">○ Roles and responsibilities during resuscitation efforts.○ Communication strategies to enhance team performance.	Experimental Learning
VII	3	PRACTICAL SKILLS TRAINING <ul style="list-style-type: none">• Hands-On Practice<ul style="list-style-type: none">○ CPR techniques on manikins (adult, child, and infant)	Experimental Learning


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PREEST/ POST TEST QUESTIONNAIRE

BASIC RESUSCITATION TECHNIQUES

- 1. What is the first step you should take when you encounter an unresponsive adult?**
 - A) Check for breathing
 - B) Call for help
 - C) Begin CPR immediately
 - D) Give rescue breaths
- 2. What is the recommended compression-to-ventilation ratio for adult CPR?**
 - A) 15:2
 - B) 30:2
 - C) 5:1
 - D) 10:1
- 3. When performing CPR on an adult, how deep should chest compressions be?**
 - A) About 1 inch
 - B) About 2 inches
 - C) About 3 inches
 - D) As deep as possible
- 4. How often should you switch rescuers during CPR?**
 - A) Every minute
 - B) Every 2 minutes
 - C) Every 5 minutes
 - D) Whenever you feel tired
- 5. What is the purpose of using an Automated External Defibrillator (AED)?**
 - A) To perform CPR
 - B) To analyze heart rhythm and deliver a shock if needed
 - C) To provide oxygen
 - D) To stabilize the patient until help arrives

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6. In which situation should you NOT use an AED?
- A) The patient is wet from sweat
 - B) The patient is lying on a metal surface
 - C) The patient has a visible pacemaker
 - D) The patient is a child under 8 years old
7. What should you do if an adult is choking but is still conscious?
- A) Encourage them to cough
 - B) Perform abdominal thrusts (Heimlich maneuver)
 - C) Give them water
 - D) Pat them on the back
8. For infants, what is the recommended depth of chest compressions during CPR?
- A) About 0.5 inches
 - B) About 1 inch
 - C) About 1.5 inches
 - D) About 2 inches
9. What is the first action to take when using an AED?
- A) Turn it on
 - B) Place pads on the patient's chest
 - C) Clear the area around the patient
 - D) Begin CPR immediately
10. How can you determine if rescue breaths are effective during CPR?
- A) The chest rises with each breath
 - B) The patient starts to regain consciousness
 - C) The heart rate stabilizes
 - D) The AED analyzes the heart rhythm

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ADD ON COURSE SAFE MOTHERHOOD PROGRAM

Aim of the course: The aim of the course is to equip nursing students with the necessary competencies to deliver competent and compassionate care to pregnant women, thereby contributing to the reduction of maternal morbidity and mortality rates.

Objectives: The student will be able to:

- Conduct comprehensive antenatal assessments, including history taking and physical examinations.
- Demonstrate proficiency in identifying and managing common obstetric complications.
- Implement evidence-based practices in labor monitoring and support.

Outcome: Upon completion of the course, nursing students will:

- Demonstrate competency in conducting antenatal and postnatal assessments
- Apply evidence-based practices in managing labor and delivery.
- Communicate effectively with pregnant women and their families

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COURSE TITLE: NUTRITION IN CRITICAL ILLNESS

AIM:

To provide healthcare professionals with the knowledge and skills necessary to assess, plan, and implement nutritional interventions for critically ill patients, promoting recovery and optimal outcomes.

OBJECTIVES:

1. To explore the physiological and metabolic changes in critically ill patients that affect their nutritional requirements.
2. To develop skills for conducting nutritional assessments in critically ill patients.
3. To evaluate and implement appropriate nutritional strategies and interventions in the critical care setting.
4. To learn how to monitor and evaluate the effectiveness of nutritional interventions and adjust care plans accordingly.

LEARNING OUTCOMES:

By the end of the course, participants will be able to:

1. Describe the nutritional needs of critically ill patients and the factors influencing these needs.
2. Conduct comprehensive nutritional assessments, including screening for malnutrition.
3. Develop and implement evidence-based nutritional care plans tailored to individual patient needs.
4. Monitor and evaluate patient progress and adjust nutritional interventions as necessary.

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COURSE CONTENT: NUTRITION IN CRITICAL ILLNESS

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO NUTRITION IN CRITICAL ILLNESS <ul style="list-style-type: none">• Overview of Nutritional Importance<ul style="list-style-type: none">○ Role of nutrition in recovery and healing.○ Impact of critical illness on nutritional status.	Lecture cum discussion
II	2	METABOLIC CHANGES IN CRITICAL ILLNESS <ul style="list-style-type: none">• Understanding Metabolism<ul style="list-style-type: none">○ Physiological responses to stress and injury.○ Energy expenditure and substrate utilization in critically ill patients.	Experimental Learning
III	2	NUTRITIONAL ASSESSMENT <ul style="list-style-type: none">• Comprehensive Nutritional Evaluation<ul style="list-style-type: none">○ Tools for assessing nutritional status (e.g., BMI, SGA, NRS-2002).○ Identifying signs of malnutrition and risk factors in critical illness.	Group Discussion
IV	2	NUTRITIONAL REQUIREMENTS <ul style="list-style-type: none">• Calculating Nutritional Needs<ul style="list-style-type: none">○ Determining energy and protein requirements.○ Adjustments for special populations (e.g., obesity, older adults).	Lecture Method

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V	2	NUTRITIONAL INTERVENTIONS <ul style="list-style-type: none">• Enteral and Parenteral Nutrition<ul style="list-style-type: none">○ Indications and contraindications for enteral feeding.○ Techniques for safe administration of enteral and parenteral nutrition.○ Formulations and their appropriate use in critical care.	Participatory Learning
VI	2	MONITORING AND EVALUATING NUTRITIONAL INTERVENTIONS <ul style="list-style-type: none">• Assessing Effectiveness<ul style="list-style-type: none">○ Monitoring nutritional intake and tolerance.○ Evaluating clinical outcomes related to nutrition (e.g., wound healing, infection rates).	Lecture Method
VII	2	CHALLENGES IN NUTRITION MANAGEMENT <ul style="list-style-type: none">• Common Issues and Solutions<ul style="list-style-type: none">○ Dealing with feeding intolerance and gastrointestinal complications.○ Ethical considerations in nutrition support (e.g., end-of-life decisions).	Lecture Method
VIII	2	CASE STUDIES AND PRACTICAL APPLICATIONS <ul style="list-style-type: none">• Real-World Scenarios<ul style="list-style-type: none">○ Analyzing case studies involving nutritional management in critical care.	Lecture Method

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PRETEST/ POST TEST QUESTIONNAIRE

NUTRITION IN CRITICAL ILLNESS

- 1. What is the primary reason critically ill patients often have increased nutritional needs?**
 - A) Reduced appetite
 - B) Increased metabolic demands due to stress and inflammation
 - C) Decreased energy expenditure
 - D) Limited access to food
- 2. Which tool is commonly used to assess malnutrition in critically ill patients?**
 - A) BMI (Body Mass Index)
 - B) SGA (Subjective Global Assessment)
 - C) NRS-2002 (Nutritional Risk Screening)
 - D) All of the above
- 3. What is the preferred route of nutrition delivery for most critically ill patients when the gastrointestinal tract is functioning?**
 - A) Total parenteral nutrition (TPN)
 - B) Enteral nutrition (EN)
 - C) Oral supplementation
 - D) None of the above
- 4. What is a potential complication of enteral nutrition in critically ill patients?**
 - A) Hyperglycemia
 - B) Feeding intolerance
 - C) Dehydration
 - D) All of the above
- 5. When calculating protein needs for critically ill patients, what is the general recommendation?**
 - A) 0.5 g/kg body weight
 - B) 1.0-1.5 g/kg body weight
 - C) 2.0-2.5 g/kg body weight
 - D) 0.8 g/kg body weight
- 6. Which of the following factors does NOT influence the nutritional requirements of critically ill patients?**
 - A) Age
 - B) Weight
 - C) Patient's favorite foods
 - D) Severity of illness

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7. **What is the primary advantage of enteral nutrition compared to parenteral nutrition?**
- A) Easier to administer
 - B) Less expensive
 - C) Preserves gut integrity and function
 - D) Requires less monitoring
8. **What is an important consideration when initiating nutrition support in critically ill patients?**
- A) Start with high-calorie formulas immediately
 - B) Assess tolerance and gradually increase feeding
 - C) Avoid all oral intake
 - D) Use only fat-based formulas
9. **Which micronutrient is particularly important for immune function and wound healing in critically ill patients?**
- A) Vitamin A
 - B) Vitamin C
 - C) Zinc
 - D) All of the above
10. **What is the recommended initial approach for feeding a critically ill patient who is intubated and sedated?**
- A) Begin parenteral nutrition immediately
 - B) Start with enteral feeding using a low-rate continuous infusion
 - C) Wait until the patient is fully awake and extubated
 - D) Only provide oral hydration

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ACADEMIC YEAR
2019-2020



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ADD ON COURSE FIRST AID

Aim of the course: To equip students with the essential skills and knowledge necessary to provide effective first aid in various healthcare settings.

Objectives: The student will be able to:

- Impart the knowledge about first aid and its techniques
- Demonstrate teamwork and communication skills during first aid interventions.

Outcome:

- Able to assess the needs of a patient
- Demonstrate the techniques of first aid.
- Able to transfer the patient from bed to stretcher wheel chair and vice versa

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SYLLABUS FIRST AID

Placement : I B.Sc Nursing

Total hours :16 Hours

Course description: The Course is designed to provide participants with comprehensive knowledge and practical skills necessary to respond to medical emergencies effectively. Participants will learn to recognize various emergency situations and apply appropriate first aid techniques in a timely manner.

Objectives: The student will be able to:

- Impart the knowledge about first aid and its techniques
- Demonstrate teamwork and communication skills during first aid interventions.


Outcome:

- Able to assess the needs of a patient
- Demonstrate the techniques of first aid.
- Able to transfer the patient from bed to stretcher wheel chair and vice versa

Mode of presentation: Lecture cum discussion and demonstration

Evaluation: Objective assessment .

UNIT	HOURS	CONTENT	TEACHING METHOD
I	4	INTRODUCTION TO FIRST AID <ul style="list-style-type: none">• Definition• Aims of first aid• Principles of first aid• Golden rules, supplies and kit for first aid	Lecture cum discussion
II	3	HANDLING THE EMERGENCIES <ul style="list-style-type: none">• Identifying the hazards• Triage & action plan	Lecture cum discussion and demonstration
III	3	STEPS IN FIRST AID <ul style="list-style-type: none">• Airway, breathing & circulation	Lecture cum discussion and demonstration


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		<p>resuscitation</p> <ul style="list-style-type: none"> • Call for medical assistance and reassurance of the victim 	
IV	6	<p>FIRST AID IN EMERGENCIES</p> <ul style="list-style-type: none"> • Poisoning • Bites and stings • Foreign bodies in the Eye, Ear, Nose, Throat • Fracture and dislocations • First aid in disaster 	Lecture cum discussion and demonstration

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ADD ON COURSE FIRST AID PRE/POST TEST QUESTIONNAIRE

1. **What is the first step in providing first aid to an unconscious person?**
 - a) Check for responsiveness
 - b) Assess breathing
 - c) Check for bleeding
 - d) Clear the airway
2. **Which of the following is NOT a symptom of shock?**
 - a) Pale, cool, clammy skin
 - b) Rapid pulse
 - c) Elevated body temperature
 - d) Rapid, shallow breathing
3. **What is the correct compression-to-breaths ratio for CPR on an adult victim?**
 - a) 15 compressions to 2 breaths
 - b) 30 compressions to 2 breaths
 - c) 30 compressions to 5 breaths
 - d) 5 compressions to 1 breath
4. **When should you remove a penetrating object from a wound?**
 - a) Immediately, to stop bleeding
 - b) Only if it's easy to remove
 - c) Never remove a penetrating object
 - d) After cleaning the wound with antiseptic
5. **Which position should you place a conscious choking victim in to perform abdominal thrusts?**
 - a) Lying flat on their back
 - b) Standing upright
 - c) Leaning forward
 - d) Sitting with legs crossed
6. **Which of the following is the recommended treatment for a minor burn?**
 - a) Apply butter or oil to the burn
 - b) Apply ice directly to the burn
 - c) Run cool water over the burn for at least 10 minutes
 - d) Wrap the burn with a dry bandage immediately
7. **What does the acronym "ABCDE" stand for in the context of first aid assessment?**
 - a) Airway, Breathing, Circulation, Disability, Exposure
 - b) Assess, Bandage, Cover, Direct pressure, Elevate
 - c) Alertness, Breathing rate, Circulation, Dehydration, Energy level
 - d) Airway, Breathing, Compressions, Defibrillation, Evaluation
8. **Which of the following is a symptom of a heart attack?**
 - a) Persistent coughing

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- b) Sudden difficulty in breathing
 - c) Persistent headache
 - d) Chest pain or discomfort
9. What is the recommended method for controlling severe bleeding from an extremity?
- a) Apply a tourniquet proximal to the wound
 - b) Apply direct pressure and elevate the limb
 - c) Apply ice directly to the wound
 - d) Leave the wound exposed to air
10. In case of a suspected spinal injury, what is the proper method to move the injured person?
- a) Drag them by the arms to a safe location
 - b) Support the head and neck, keeping the body aligned, and move them using a backboard
 - c) Lift them under the armpits and carry them to a safer place
 - d) Roll them onto their side and slide them to safety

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ADD ON COURSE

MAINTENANCE OF RECORDS IN HOSPITAL

Aim of the course: The aim of this course is to equip nursing students with the knowledge and skills necessary to maintain accurate, complete, and secure records in hospital settings, ensuring compliance with legal and ethical standards.

Objectives: The student will be able to:

- Develop skills in maintaining confidentiality and privacy of patient records in accordance with healthcare standards.
- Utilize electronic health record systems effectively for data entry, retrieval, and analysis

Outcome: By the end of the course, students will be able to:

- Demonstrate proficiency in documenting patient care accurately.
- Effectively utilize electronic health record systems for data entry and retrieval.

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SYLLABUS

MAINTENANCE OF RECORDS IN HOSPITAL

Placement: IV B.Sc. Nursing

Total hours: 16 hours

Course description: The Course is designed to equip nursing students with essential knowledge and practical skills in managing and maintaining accurate and confidential records within healthcare settings.

Objectives: The student will be able to:

- Develop skills in maintaining confidentiality and privacy of patient records in accordance with healthcare standards.
- Utilize electronic health record systems effectively for data entry, retrieval, and analysis

Outcome: By the end of the course, students will be able to:

- Demonstrate proficiency in documenting patient care accurately.
- Effectively utilize electronic health record systems for data entry and retrieval.

Mode of presentation: Lecture cum discussion

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	3	INTRODUCTION TO HOSPITAL RECORDS <ul style="list-style-type: none"> • Importance and objectives of hospital records • Types of hospital records: clinical, administrative, legal, etc • Overview of legal and ethical considerations in record-keeping 	Lecture cum discussion
II	6	PRINCIPLES OF DOCUMENTATION <ul style="list-style-type: none"> • Fundamentals of accurate 	Lecture cum discussion

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		<p>and complete documentation</p> <ul style="list-style-type: none"> • Common errors and challenges in record-keeping 	
III	7	<p>ELECTRONIC HEALTH RECORDS (EHR)</p> <ul style="list-style-type: none"> • Introduction to EHR systems and their benefits • Hands-on training in using EHR software for data entry and retrieval 	Lecture cum discussion & Demonstration

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ADD ON COURSE RECORD MANAGEMENT IN HOSPITAL

PRE/POST TEST QUESTIONNAIRE

1. What is the primary purpose of hospital record-keeping?
 - a) Billing purposes
 - b) Legal documentation
 - c) Patient care management
 - d) Staff scheduling
2. Which of the following is NOT typically included in a patient's health record?
 - a) Medical history
 - b) Social security number
 - c) Physician's personal notes
 - d) Billing information
3. True or False: Electronic health records (EHRs) are less secure than paper records.
 - a) True
 - b) False
4. What does HIPAA stand for?
 - a) Hospital Information Protection and Access Act
 - b) Health Information Privacy and Accountability Act
 - c) Health Insurance Portability and Accountability Act
 - d) Healthcare Information Protection and Assurance Act
5. Which of the following is an example of secondary data in hospital records?
 - a) Patient's vital signs
 - b) Physician's progress notes

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- c) Laboratory test results
- d) Patient's demographic information
6. What is the primary advantage of electronic health records (EHRs) over paper records?
- a) Lower cost
 - b) Better security
 - c) Faster access to information
 - d) Ease of disposal
7. Who is responsible for maintaining the confidentiality of patient records in a hospital?
- a) Only the hospital administration
 - b) Only the healthcare providers
 - c) Both the hospital administration and healthcare providers
 - d) Only the patient
8. Which organization sets the standards for electronic health record (EHR) systems in the United States?
- a) American Medical Association (AMA)
 - b) Centers for Disease Control and Prevention (CDC)
 - c) Health Level Seven International (HL7)
 - d) Office of the National Coordinator for Health Information Technology (ONC)
9. What is the purpose of a master patient index (MPI) in hospital records?
- a) To store patient billing information
 - b) To track patient admissions and discharges
 - c) To maintain a unique identifier for each patient
 - d) To organize physician's personal notes
10. Which of the following is NOT considered a best practice in hospital record-keeping?
- a) Using abbreviations to save time

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- b) Documenting all patient interactions promptly
- c) Reviewing records for accuracy and completeness
- d) Ensuring records are accessible only to authorized personnel

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COURSE TITLE: WOUND CARE MANAGEMENT

AIM:

To equip healthcare professionals with the knowledge and skills necessary for effective assessment, treatment, and management of wounds, promoting optimal healing and patient outcomes.

OBJECTIVES:

1. To differentiate between various types of wounds and their healing processes.
2. To develop skills for thorough wound assessment, including identifying factors that affect healing.
3. To explore appropriate treatment options and interventions for different wound types.
4. To understand strategies for preventing wound complications and promoting optimal healing.

LEARNING OUTCOMES:

By the end of the course, participants will be able to:

1. Classify wounds and describe their healing processes.
2. Conduct comprehensive wound assessments and document findings accurately.
3. Develop and implement evidence-based treatment plans for various wound types.
4. Educate patients and caregivers on wound care management and prevention strategies.

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COURSE CONTENT:

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO WOUND CARE <ul style="list-style-type: none"> • Overview of Wound Care <ul style="list-style-type: none"> ○ Importance of wound management in healthcare. ○ Historical perspectives and advancements in wound care. 	Lecture cum discussion
II	2	TYPES OF WOUNDS <ul style="list-style-type: none"> • Classification of Wounds <ul style="list-style-type: none"> ○ Acute vs. chronic wounds. ○ Surgical wounds, traumatic wounds, pressure ulcers, and diabetic ulcers. ○ Understanding the healing process (hemostasis, inflammation, proliferation, maturation). 	Experimental Learning
III	2	WOUND ASSESSMENT <ul style="list-style-type: none"> • Comprehensive Wound Evaluation <ul style="list-style-type: none"> ○ Techniques for wound assessment (size, depth, exudate, odor, surrounding tissue). ○ Identifying factors affecting wound healing (nutrition, comorbidities, medications). 	Group Discussion
IV	2	TREATMENT MODALITIES <ul style="list-style-type: none"> • Evidence-Based Treatment Approaches <ul style="list-style-type: none"> ○ Cleansing and debridement techniques. ○ Dressing selection and application (moist wound healing principles). ○ Advanced therapies (negative pressure wound therapy, bioengineered tissues). 	Lecture Method
V	2	INFECTION CONTROL AND MANAGEMENT	Participatory Learning


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		<ul style="list-style-type: none"> • Understanding Wound Infections <ul style="list-style-type: none"> ○ Signs and symptoms of infection. ○ Antimicrobial treatments and their application in wound care. 	
VI	2	<p>PAIN MANAGEMENT IN WOUND CARE</p> <ul style="list-style-type: none"> • Assessing and Managing Pain <ul style="list-style-type: none"> ○ Understanding pain in wound healing. ○ Pharmacological and non-pharmacological pain management strategies. 	Lecture Method
VII	2	<p>PREVENTIVE STRATEGIES</p> <ul style="list-style-type: none"> • Promoting Wound Healing and Prevention <ul style="list-style-type: none"> ○ Skin care and hygiene. ○ Education on preventing pressure ulcers and other wound complications. ○ Role of nutrition in wound healing. 	Lecture Method
VIII	2	<p>PATIENT AND CAREGIVER EDUCATION</p> <ul style="list-style-type: none"> • Effective Communication and Education <ul style="list-style-type: none"> ○ Teaching patients and caregivers about wound care. ○ Providing resources and support for self-management. 	Lecture Method

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PRETEST/ POST TEST QUESTIONNAIRE WOUND CARE MANAGEMENT

1. **What is the primary goal of wound care management?**
 - A) To cover the wound
 - B) To promote optimal healing and prevent complications
 - C) To keep the wound dry at all times
 - D) To apply a variety of dressings
2. **Which type of wound is characterized by tissue loss and is often caused by prolonged pressure?**
 - A) Abrasion
 - B) Laceration
 - C) Pressure ulcer
 - D) Surgical incision
3. **What is the initial step in assessing a wound?**
 - A) Choosing a dressing
 - B) Cleaning the wound
 - C) Measuring the wound
 - D) Identifying the wound type
4. **Which dressing type promotes a moist wound healing environment?**
 - A) Dry gauze
 - B) Hydrocolloid dressing
 - C) Adhesive tape
 - D) Non-adherent pad
5. **Which of the following factors can impede wound healing?**
 - A) Adequate hydration
 - B) Poor nutrition
 - C) Good blood circulation
 - D) Proper wound care
6. **What is the primary purpose of debridement in wound care?**
 - A) To clean the wound surface

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- B) To remove dead or contaminated tissue
 - C) To promote scab formation
 - D) To close the wound quickly
7. **Signs of infection in a wound may include:**
- A) Decreased redness and warmth
 - B) Increased drainage and odor
 - C) Increased pain relief
 - D) Faster healing time
8. **Which advanced wound care technique uses a vacuum to promote healing?**
- A) Hydrotherapy
 - B) Negative pressure wound therapy
 - C) Hyperbaric oxygen therapy
 - D) Electrical stimulation
9. **When educating a patient about wound care, which of the following should be emphasized?**
- A) Keeping the wound exposed to air
 - B) Regularly changing the dressing based on moisture levels
 - C) Applying ointments without medical advice
 - D) Ignoring any changes in the wound appearance
10. **What role does nutrition play in wound healing?**
- A) It has no significant impact.
 - B) Proper nutrition can enhance the healing process.
 - C) Increased fat intake is essential for healing.
 - D) Only protein is important, while carbohydrates and fats are not.

A. Indira

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ADD ON COURSE

BASIC CARDIAC LIFE SUPPORT (BCLS)

Aim of the course: To provide nursing students with the necessary skills and confidence to perform basic life support techniques in accordance with current guidelines and standards.

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

- Demonstrate proficiency in basic life support techniques including chest compressions and use of automated external defibrillators (AED).
- Recognize signs of cardiac arrest and initiate appropriate emergency responses.
- Apply principles of airway management and ventilation in simulated emergency scenarios.

Outcome: By the end of the course, nursing students should be able to:

- Perform high-quality chest compressions at the correct rate and depth.
- Use an AED safely and effectively during a cardiac arrest situation.
- Demonstrate effective ventilation techniques using bag-mask devices.

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Dr. Reddy
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ADD ON COURSE BASIC CARDIAC LIFE SUPPORT (BCLS) PRE/POST TEST TRAINING QUESTIONNAIRE

1. What is the correct compression rate for adult CPR?
 - A) 30 compressions per minute
 - B) 60 compressions per minute
 - C) 80 compressions per minute
 - D) 100 compressions per minute
2. Which action should you take first when encountering an unresponsive victim?
 - A) Check for breathing
 - B) Call for help
 - C) Perform chest compressions
 - D) Open the airway
3. What is the depth of chest compressions recommended for adult CPR?
 - A) 1 inch (2.5 cm)
 - B) 1.5 inches (4 cm)
 - C) 2 inches (5 cm)
 - D) 2.5 inches (6 cm)
4. During CPR, what is the compression-to-ventilation ratio for a single rescuer in adults?
 - A) 15:2
 - B) 30:2
 - C) 5:1
 - D) 10:1
5. When using an automated external defibrillator (AED), what is the first step after turning it on?
 - A) Apply the pads to the victim's chest
 - B) Assess the victim's breathing
 - C) Begin chest compressions
 - D) Analyze the heart rhythm
6. How often should you reassess the victim's responsiveness and breathing during CPR?
 - A) Every 1 minute
 - B) Every 2 minutes
 - C) Every 3 minutes
 - D) Every 5 minutes
7. What is the correct hand placement for chest compressions in adult CPR?
 - A) Lower half of the sternum
 - B) Upper half of the sternum
 - C) Center of the chest, between the nipples
 - D) Right side of the chest
8. Which action should be performed first before delivering rescue breaths?

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- A) Check for a pulse
 - B) Clear the airway
 - C) Position the head in the sniffing position
 - D) Assess for breathing
9. What is the recommended depth of chest compressions for pediatric CPR?
- A) 1 inch (2.5 cm)
 - B) 1.5 inches (4 cm)
 - C) 2 inches (5 cm)
 - D) 2.5 inches (6 cm)
10. In CPR for infants, what is the compression-to-ventilation ratio for a single rescuer?
- A) 15:2
 - B) 30:2
 - C) 5:1
 - D) 10:1

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SYLLABUS FIRST AID

Placement: I M.Sc. (N), II M.Sc.(N), I PBB Sc.(N), II PB B.Sc.(N)

Total hours : 16

Course description: The course is designed to equip nursing students with essential knowledge and skills to respond effectively in emergency situations involving cardiac arrest and other life-threatening events.

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

- Demonstrate proficiency in basic life support techniques including chest compressions and use of automated external defibrillators (AED).
- Recognize signs of cardiac arrest and initiate appropriate emergency responses.
- Apply principles of airway management and ventilation in simulated emergency scenarios.

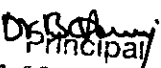
Outcome: By the end of the course, nursing students should be able to:

- Perform high-quality chest compressions at the correct rate and depth.
- Use an AED safely and effectively during a cardiac arrest situation.
- Demonstrate effective ventilation techniques using bag-mask devices.

Mode of presentation: Lecture cum discussion and demonstration

Evaluation: Objective assessment

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	Introduction to Basic Cardiac Life Support <ul style="list-style-type: none"> • Definition and importance of BCLS • Role of nurses in BCLS and emergency response 	Lecture cum discussion
	4	Assessment and Initial Response <ul style="list-style-type: none"> • Initial Assessment <ul style="list-style-type: none"> ○ Scene Safety ○ Checking Responsiveness ○ Activating 	Lecture cum discussion


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		<p>Emergency Medical Services (EMS)</p> <ul style="list-style-type: none"> • Primary Survey <ul style="list-style-type: none"> ○ Airway, Breathing, and Circulation (ABC) ○ Identifying Signs of Cardiac Arrest 	
II	4	<p>Basic Life Support Techniques</p> <ul style="list-style-type: none"> • Recognition of cardiac arrest and initial response • Chest compressions: technique, rate, and depth • Airway management: clearing obstructions, head-tilt-chin-lift maneuver • Rescue breathing: techniques and considerations 	Lecture cum discussion and demonstration
III	6	<p>Automated external defibrillator (AED) use</p> <ul style="list-style-type: none"> • Introduction to AEDs: purpose and function • Indications and contraindications for AED use 	Lecture cum discussion and demonstration

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COURSE TITLE: PSYCHOPHARMACOLOGY

AIM:

To provide healthcare professionals with a comprehensive understanding of psychopharmacology, enabling them to effectively prescribe, manage, and monitor pharmacological treatments for mental health conditions.

OBJECTIVES:

1. To define psychopharmacology and explore its historical development and significance in mental health treatment.
2. To explain the pharmacokinetics and pharmacodynamics of major classes of psychotropic medications.
3. To develop skills in selecting appropriate pharmacological treatments based on individual patient needs and conditions.
4. To learn how to monitor treatment effectiveness, manage side effects, and adjust dosages appropriately.

LEARNING OUTCOMES:

By the end of the course, participants will be able to:

1. Describe the key principles of psychopharmacology and the mechanisms of action of psychotropic drugs.
2. Identify the major classes of psychotropic medications and their indications.
3. Assess and monitor patients for effectiveness and side effects of pharmacological treatments.
4. Develop individualized treatment plans that incorporate pharmacological and non-pharmacological approaches.

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ADD ON COURSE

PSYCHOPHARMACOLOGY

COURSE CONTENT

UNIT	HOURS	CONTENT	TEACHING METHOD
I	2	INTRODUCTION TO PSYCHOPHARMACOLOGY <ul style="list-style-type: none"> • Overview of Psychopharmacology <ul style="list-style-type: none"> ○ Definition and scope. ○ Historical context and advancements in the field. 	Lecture cum discussion
II	2	PHARMACOKINETICS AND PHARMACO DYNAMICS <ul style="list-style-type: none"> • Understanding Drug Action <ul style="list-style-type: none"> ○ Absorption, distribution, metabolism, and excretion of medications. ○ Mechanisms of action for different drug classes. 	Experimental Learning
III	2	MAJOR CLASSES OF PSYCHOTROPIC MEDICATIONS <ul style="list-style-type: none"> • Antidepressants <ul style="list-style-type: none"> ○ Types (SSRIs, SNRIs, MAOIs, tricyclics) and indications. • Antipsychotics <ul style="list-style-type: none"> ○ Differences between first-generation and second-generation antipsychotics. • Anxiolytics and Sedatives <ul style="list-style-type: none"> ○ Benzodiazepines and non-benzodiazepine options. • Mood Stabilizers <ul style="list-style-type: none"> ○ Lithium and anticonvulsants. • Stimulants and Non-stimulants <ul style="list-style-type: none"> ○ Treatment of ADHD and other conditions. 	Group Discussion
IV	2	CLINICAL APPLICATIONS AND INDICATIONS	Lecture Method

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		<ul style="list-style-type: none"> • Selecting Appropriate Medications <ul style="list-style-type: none"> ○ Evidence-based approaches to pharmacotherapy for various mental health conditions (depression, anxiety disorders, schizophrenia, bipolar disorder). ○ Considerations for special populations (children, elderly, pregnant individuals). 	
V	2	<p>MONITORING AND MANAGING TREATMENT</p> <ul style="list-style-type: none"> • Assessing Treatment Efficacy <ul style="list-style-type: none"> ○ Tools and methods for monitoring patient progress. ○ Recognizing and managing side effects and drug interactions. ○ Importance of adherence and strategies to enhance it. 	Lecture Method
VI	2	<p>ETHICAL AND LEGAL CONSIDERATIONS</p> <ul style="list-style-type: none"> • Ethical Prescribing Practices <ul style="list-style-type: none"> ○ Informed consent and patient education. ○ Navigating conflicts of interest and maintaining professional integrity. 	Lecture Method
VII	2	<p>INTEGRATING PHARMACOLOGICAL AND NON-PHARMACOLOGICAL APPROACHES</p> <ul style="list-style-type: none"> • Holistic Treatment Strategies <ul style="list-style-type: none"> ○ Combining psychopharmacology with psychotherapy and lifestyle interventions. ○ Importance of interdisciplinary collaboration. 	Participatory Learning
VIII	2	<p>CASE STUDIES AND PRACTICAL APPLICATIONS</p> <ul style="list-style-type: none"> • Real-World Applications <ul style="list-style-type: none"> ○ Analysis of case studies involving pharmacological treatment decisions. 	Group Discussion

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		<ul style="list-style-type: none">○ Role-playing exercises for patient-provider interactions regarding medication management.	
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PRETEST / POST TEST QUESTIONNAIRE PSYCHO PHARMACOLOGY

1. **What is the primary action of selective serotonin reuptake inhibitors (SSRIs)?**
 - A) Increase dopamine levels
 - B) Decrease norepinephrine levels
 - C) Inhibit the reuptake of serotonin
 - D) Block acetylcholine receptors
2. **Which of the following is a common side effect of tricyclic antidepressants (TCAs)?**
 - A) Weight loss
 - B) Dry mouth
 - C) Increased energy
 - D) Insomnia
3. **What is the main mechanism of action for atypical antipsychotics?**
 - A) Dopamine receptor antagonism
 - B) Serotonin receptor antagonism
 - C) Norepinephrine reuptake inhibition
 - D) GABA receptor activation
4. **Which medication is commonly used as a mood stabilizer?**
 - A) Sertraline
 - B) Lithium
 - C) Olanzapine
 - D) Clonazepam
5. **What is a serious potential side effect of long-term use of antipsychotic medications?**
 - A) Weight gain
 - B) Neuroleptic malignant syndrome
 - C) Gastrointestinal bleeding
 - D) Hypertension

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6. Which class of medications is primarily used to treat Attention-Deficit/Hyperactivity Disorder (ADHD)?
 - A) Antidepressants
 - B) Stimulants
 - C) Mood stabilizers
 - D) Anxiolytics
7. What is the role of benzodiazepines in treating anxiety disorders?
 - A) They provide long-term anxiety management.
 - B) They are used for acute relief of anxiety symptoms.
 - C) They are first-line treatments for chronic anxiety.
 - D) They have no effect on anxiety symptoms.
8. What should be monitored regularly in patients taking lithium?
 - A) Liver function tests
 - B) Serum creatinine levels
 - C) Thyroid function tests
 - D) Serum lithium levels
9. Which of the following is a common side effect of SSRIs?
 - A) Sedation
 - B) Sexual dysfunction
 - C) Significant weight gain
 - D) Increased heart rate
10. What is the main advantage of using non-benzodiazepine anxiolytics (e.g., buspirone)?
 - A) They act immediately.
 - B) They have a lower risk of dependence.
 - C) They are more effective than benzodiazepines.
 - D) They are cheaper than benzodiazepines.

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