

## NURSING FOUNDATION - I (including First Aid module)

**PLACEMENT:** I SEMESTER

**THEORY:** 6 Credits (120 hours)

**PRACTICUM:** Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)

**DESCRIPTION:** This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Develop understanding about the concept of health, illness and scope of nursing within health care services.
2. Apply values, code of ethics and professional conduct in professional life.
3. Apply the principles and methods of effective communication in establishing communication links with patients, families and other health team members.
4. Develop skill in recording and reporting.
5. Demonstrate competency in monitoring and documenting vital signs.
6. Describe the fundamental principles and techniques of infection control and biomedical waste management.
7. Identify and meet the comfort needs of the patients.
8. Perform admission, transfer, and discharge of a patient under supervision applying the knowledge.
9. Demonstrate understanding and application of knowledge in caring for patients with restricted mobility.
10. Perform first aid measures during emergencies.
11. Identify the educational needs of patients and demonstrate basic skills of patient education.

**\*Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

### COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	<b>Introduction to health and illness</b> Concept of Health – Definitions (WHO), Dimensions Maslow's hierarchy of needs Health – Illness continuum Factors influencing health Causes and risk factors for developing illnesses Illness – Types, illness behavior Impact of illness on patient and family	Lecture Discussion	Essay Short answer Objective type

II	5 (T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts &amp; Meanings</b> <ul style="list-style-type: none"> <li>• Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary</li> <li>• Levels of Care – Primary, Secondary and Tertiary</li> <li>• Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities</li> <li>• Hospitals – Types, Organization and Functions</li> <li>• Health care teams in hospitals – members and their role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	12 (T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<b>History of Nursing and Nursing as a profession</b> <ul style="list-style-type: none"> <li>• <b>History of Nursing, History of Nursing in India</b></li> <li>• <b>Contributions of Florence Nightingale</b></li> <li>• <b>Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel</b></li> <li>• <b>Nursing as a profession – definition and characteristics/criteria of profession</b></li> <li>• <b>Values – Introduction – meaning and importance</b></li> <li>• <b>Code of ethics and professional conduct for nurses – Introduction</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	8 (T) 3 (SL)	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non-therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team members</p>	<b>Communication and Nurse Patient Relationship</b> <ul style="list-style-type: none"> <li>• <b>Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication</b></li> <li>• <b>Methods of effective communication/therapeutic communication techniques</b></li> <li>• <b>Barriers to effective communication/non-therapeutic communication techniques</b></li> <li>• <b>Professional communication</b></li> <li>• <b>Helping Relationships (Nurse Patient Relationship) – Purposes and Phases</b></li> <li>• <b>Communicating effectively with patient, families and team members</b></li> <li>• <b>Maintaining effective human relations and communication with vulnerable</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play and video film on Therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

			<b>groups (children, women, physically and mentally challenged and elderly)</b>		
<b>V</b>	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting  Maintain records and reports accurately	<b>Documentation and Reporting</b> <ul style="list-style-type: none"> <li>• <b>Documentation – Purposes of Reports and Records</b></li> <li>• <b>Confidentiality</b></li> <li>• <b>Types of Client records/Common Record- keeping forms</b></li> <li>• <b>Methods/Systems of documentation/Recording</b></li> <li>• Guidelines for documentation</li> <li>• Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording</li> <li>• Reporting – Change of shift reports, Transfer reports, Incident reports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs  Assess and record vital signs accurately	<b>Vital signs</b> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs</li> <li>• <i>Body temperature</i> – <ul style="list-style-type: none"> <li>○ Definition, Physiology, Regulation, Factors affecting body temperature</li> <li>○ Assessment of body temperature – sites, equipment and technique</li> <li>○ Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia</li> <li>○ Fever/Pyrexia – Definition, Causes, Stages, Types</li> </ul> </li> <li>• Nursing Management <ul style="list-style-type: none"> <li>○ Hot and Cold applications</li> </ul> </li> <li>• <i>Pulse:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting pulse</li> <li>○ Assessment of pulse – sites, equipment and technique</li> <li>○ Alterations in pulse</li> </ul> </li> <li>• <i>Respiration:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration</li> <li>○ Assessment of respirations – technique</li> <li>○ Arterial Oxygen saturation</li> <li>○ Alterations in respiration</li> </ul> </li> <li>• <i>Blood pressure:</i> <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP</li> <li>○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment</li> <li>○ Alterations in Blood Pressure</li> </ul> </li> <li>• Documenting Vital Signs</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Document the given values of temperature, pulse, and respiration in the graphic sheet</li> <li>• OSCE</li> </ul>
VII	3 (T)	Maintain equipment and linen	<b>Equipment and Linen</b> <ul style="list-style-type: none"> <li>• Types – Disposables and reusable <ul style="list-style-type: none"> <li>○ Linen, rubber goods, glassware, metal, plastics, furniture</li> </ul> </li> <li>• Introduction – Indent, maintenance, Inventory</li> </ul>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<p><b>Introduction to Infection Control in Clinical setting Infection</b></p> <ul style="list-style-type: none"> <li>• Nature of infection</li> <li>• Chain of infection</li> <li>• Types of infection</li> <li>• Stages of infection</li> <li>• Factors increasing susceptibility to infection</li> <li>• Body defenses against infection – Inflammatory response &amp; Immune response</li> <li>• Health care associated infection (Nosocomial infection)</li> </ul> <p><b>Introductory concept of Asepsis – Medical &amp; Surgical asepsis</b></p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> <li>• Hand Hygiene</li> <li>• (Hand washing and use of hand Rub)</li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Standard precautions</li> </ul> <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> <li>• Types of hospital waste, waste segregation and hazards – Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Observation of autoclaving and other sterilization techniques</li> <li>• Video presentation on medical &amp; surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	<p><b>Comfort, Rest &amp; Sleep and Pain</b></p> <ul style="list-style-type: none"> <li>• Comfort <ul style="list-style-type: none"> <li>○ Factors Influencing Comfort</li> <li>○ Types of beds including latest beds, purposes &amp; bed making</li> <li>○ Therapeutic positions</li> <li>○ Comfort devices</li> </ul> </li> <li>• Sleep and Rest <ul style="list-style-type: none"> <li>○ Physiology of sleep</li> <li>○ Factors affecting sleep</li> <li>○ Promoting Rest and sleep</li> <li>○ Sleep Disorders</li> </ul> </li> <li>• Pain (Discomfort) <ul style="list-style-type: none"> <li>○ Physiology</li> <li>○ Common cause of pain</li> <li>○ Types</li> <li>○ Assessment – pain scales and narcotic scales</li> </ul> </li> <li>• Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

			<p>devices, PCA</p> <ul style="list-style-type: none"> <li>• Invasive techniques of pain management</li> <li>• Any other newer measures <ul style="list-style-type: none"> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul> </li> </ul>		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p><b><i>Promoting Safety in Health Care Environment</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</i></b></li> <li>• <b><i>Reduction of Physical hazards – fire, accidents</i></b></li> <li>• <b><i>Fall Risk Assessment</i></b></li> <li>• <b><i>Role of nurse in providing safe and clean environment</i></b></li> <li>• <b><i>Safety devices –</i></b> <ul style="list-style-type: none"> <li>○ <b><i>Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-</i></b></li> </ul> </li> </ul> <p><b><i>Skill and Practice guidelines</i></b></p> <ul style="list-style-type: none"> <li>○ <b><i>Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

<b>XI</b>	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> <li>○ Admission bed</li> <li>○ Admission procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital <ul style="list-style-type: none"> <li>○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers</li> <li>○ Discharge Planning</li> <li>○ Discharge procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> <li>○ Care of the unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>XII</b>	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> <ul style="list-style-type: none"> <li>• Elements of Normal Movement, Alignment &amp; Posture, Joint Mobility, Balance, Coordinated Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Principles of body mechanics</li> <li>• Factors affecting Body Alignment and activity</li> <li>• Exercise – Types and benefits</li> <li>• Effects of Immobility</li> <li>• Maintenance of normal Body Alignment and Activity</li> <li>• Alteration in Body Alignment and mobility</li> <li>• Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method               <ul style="list-style-type: none"> <li>○ Range of motion exercises</li> <li>○ Muscle strengthening exercises</li> <li>○ Maintaining body alignment – positions</li> <li>○ Moving</li> <li>○ Lifting</li> <li>○ Transferring</li> <li>○ Walking</li> </ul> </li> <li>• Assisting clients with ambulation</li> <li>• Care of patients with Immobility using Nursing process approach</li> <li>• Care of patients with casts and splints</li> </ul>	Re-demonstration	type <ul style="list-style-type: none"> <li>• OSCE</li> </ul>
<b>XIII</b>	4 (T) 2 (SL)	Describe the principles and practice of patient education	<b>Patient education</b> <ul style="list-style-type: none"> <li>• Patient Teaching – Importance, Purposes, Process</li> <li>• Integrating nursing process in patient teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
<b>XIV</b>	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	<b>First Aid*</b> <ul style="list-style-type: none"> <li>• Definition, Basic Principles, Scope &amp; Rules</li> <li>• First Aid Management               <ul style="list-style-type: none"> <li>○ Wounds, Hemorrhage &amp; Shock</li> <li>○ Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries</li> <li>○ Transportation of Injured persons</li> <li>○ Respiratory Emergencies &amp; Basic CPR</li> <li>○ Unconsciousness</li> <li>○ Foreign Bodies – Skin, Eye, Ear, Nose, Throat &amp; Stomach</li> <li>○ Burns &amp; Scalds</li> <li>○ Poisoning, Bites &amp; Stings</li> <li>○ Frostbite &amp; Effects of Heat</li> <li>○ Community Emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> <li>• Module completion</li> <li>• National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

\*Mandatory Module



## **CLINICAL PRACTICUM**

**Clinical Practicum:** 2 Credits (160 hours), 10 weeks × 16 hours per week

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Demonstrate skill in implementing standard precautions and use of PPE
7. Demonstrate skill in meeting the comfort needs of the patients
8. Provide safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

## SKILL LAB

### Use of Mannequins and Simulators

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Side rails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheel chair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

**CLINICAL POSTINGS – General Medical/Surgical Wards**

10 weeks × 16 hours/week = 160 Hours

<b>Clinical Unit</b>	<b>Duration (in Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
General Medical/Surgical wards	2	Maintain effective human relations (projecting professional image)  Communicate effectively with patient, families and team members  Demonstrate skills in techniques of recording and reporting	<b>Communication and Nurse patient relationship</b> <ul style="list-style-type: none"> <li>• Maintaining Communication with patient and family and interpersonal relationship</li> <li>• Documentation and Reporting                             <ul style="list-style-type: none"> <li>○ Documenting patient care and procedures</li> <li>○ Verbal report</li> <li>○ Written report</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• OSCE</li> </ul>
	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs  Demonstrate skill in implementing standard precautions and use of PPE	<i>Vital signs</i> <ul style="list-style-type: none"> <li>• Monitor/measure and document vital signs in a graphic sheet                             <ul style="list-style-type: none"> <li>○ Temperature (oral, tympanic, axillary)</li> <li>○ Pulse (Apical and peripheral pulses)</li> <li>○ Respiration</li> <li>○ Blood pressure</li> <li>○ Pulse oximetry</li> </ul> </li> <li>• Interpret and report alteration</li> <li>• Cold Applications – Cold Compress, Ice cap, Tepid Sponging</li> <li>• Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter</li> </ul> <i>Infection control in Clinical settings</i> <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Care of patients with alterations in vital signs- 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	3	Demonstrate skill in meeting the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b>  <i>Comfort, Rest &amp; Sleep</i> <ul style="list-style-type: none"> <li>• Bed making-                             <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Closed</li> <li>○ Occupied</li> <li>○ Post-operative</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>

			<ul style="list-style-type: none"> <li>○ Cardiac bed</li> <li>○ Fracture bed</li> <li>● Comfort devices <ul style="list-style-type: none"> <li>○ Pillows</li> <li>○ Over bed table/cardiac table</li> <li>○ Back rest</li> <li>○ Bed Cradle</li> </ul> </li> <li>● Therapeutic Positions <ul style="list-style-type: none"> <li>○ Supine</li> <li>○ Fowlers (low, semi, high)</li> <li>○ Lateral</li> <li>○ Prone</li> <li>○ Sim's</li> <li>○ Trendelenburg</li> <li>○ Dorsal recumbent</li> <li>○ Lithotomy</li> <li>○ Knee chest</li> </ul> </li> </ul> <p><i>Pain</i></p> <ul style="list-style-type: none"> <li>● Pain assessment and provision for comfort</li> </ul> <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> <li>● Care of Patient's Unit</li> <li>● Use of Safety devices: <ul style="list-style-type: none"> <li>○ Side Rails</li> </ul> </li> <li>● Restraints (Physical)</li> <li>● Fall risk assessment and Post Fall Assessment</li> </ul>		
	2	Provide safe and clean environment		● Fall risk assessment-1	
		Demonstrate skill in admission, transfer, and discharge of a patient	<p><b>Hospital Admission and discharge, Mobility and Immobility and Patient education</b></p> <p><i>Hospital Admission and discharge</i></p> <p>Perform &amp; Document:</p> <ul style="list-style-type: none"> <li>● Admission</li> <li>● Transfer</li> <li>● Planned Discharge</li> </ul>		<ul style="list-style-type: none"> <li>● Assessment of clinical skills using checklist</li> <li>● OSCE</li> </ul>
		Demonstrate skill in caring for patients with restricted mobility	<p><i>Mobility and Immobility</i></p> <ul style="list-style-type: none"> <li>● Range of Motion Exercises</li> <li>● Assist patient in: <ul style="list-style-type: none"> <li>○ Moving</li> </ul> </li> </ul>	● Individual teaching-1	<ul style="list-style-type: none"> <li>● Assessment of clinical skills using checklist</li> <li>● OSCE</li> </ul>

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
	1	Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> <li>○ Turning</li> <li>○ Logrolling</li> <li>● Changing position of helpless patient</li> <li>● Transferring (Bed to and from chair/wheelchair/ stretcher)</li> </ul> <p><i>Patient education</i></p>		
		Demonstrate skills in assessing and performing First Aid during emergencies	<p><b>First aid and Emergencies</b></p> <ul style="list-style-type: none"> <li>● Bandaging Techniques <ul style="list-style-type: none"> <li>○ Basic Bandages: <ul style="list-style-type: none"> <li>▪ Circular</li> <li>▪ Spiral</li> <li>▪ Reverse-Spiral</li> <li>▪ Recurrent</li> <li>▪ Figure of Eight</li> </ul> </li> <li>○ Special Bandages: <ul style="list-style-type: none"> <li>▪ Caplin</li> <li>▪ Eye/Ear Bandage</li> <li>▪ Jaw Bandage</li> <li>▪ Shoulder Spica</li> <li>▪ Thumb spica</li> <li>▪ Triangular Bandage/ Sling (Head &amp; limbs) <ul style="list-style-type: none"> <li>▪ Binders</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	Assessment of clinical skills using checklist ● OSCE (first aid competencies)

## BIBLIOGRAPHY....

1. Potter A.P., Perry A.G. Fundamentals of Nursing, C.V. Mosby company, Louis 6th edition 2005.
2. Koziar B et al, Fundamentals of Nursing concepts, process and practice, Pearson education , Inc 2nd Indian Print 2004.
3. Dugas B.W. Introduction to patient care Saunders, 4th edition 1983.
4. Brunner and Suddarth Test book of Medical surgical nursing 10th edition 2002
5. Brunner & Sudharth Lippincot manual of nursing practice JB Lippincot company
6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore 6 th edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott company 2003.
8. Bolander, fundamentals of nursing, Saunders 1994
9. Basavanthappa B.T. Fundamental of Nursing, Jaypee Brother, 2002
10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincot, 5th edition 2005.

**Suggested Assessment/ Evaluation Methods**

<b>Scheme of Internal Assessment of theory out of 25 marks</b>					
<b>Sr. No</b>	<b>Theory</b>	<b>Quantity</b>	<b>Marks</b>	<b>Round off</b>	<b>Final Round off IA</b>
<b>1.</b>	Class Test I		50 marks	30	Out of 15
<b>2.</b>	Class Test II		75 Marks	30	
<b>3.</b>	Written Assignment	2	50	10	Out of 10
<b>4.</b>	Seminar/Microteaching/individual presentation	2	50	12	
<b>5.</b>	Group project/Work/Report	1	50	6	
<b>6</b>	Attendance	(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)		2	
<b>(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).</b>					

<b>Scheme of Internal Assessment of Practical - out of 25 marks</b>					
<b>Sr. No</b>	<b>Theory</b>	<b>Quantity</b>	<b>Marks</b>	<b>Round off</b>	<b>Final Round off for IA</b>
<b>1.</b>	<b>Clinical Assignments: -</b> <b>1 Clinical Presentation</b> <b>2 Drug presentation &amp; report</b> <b>3 Case study Report</b>	<b>1</b> <b>1</b> <b>1</b>	<b>3</b> <b>2</b> <b>5</b>	<b>10</b>	<b>Total=30/3=10</b>  <b>Round off to 10</b>
<b>2</b>	<b>Completion of Procedure and Clinical performance</b>	<b>1</b>	<b>50</b>	<b>3</b>	
<b>3</b>	<b>Continuous evaluation of clinical performance</b>	<b>1</b>	<b>100</b>	<b>10</b>	
<b>4</b>	<b>Attendance</b>	<b>(95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, &lt;80: 0)</b>		<b>2</b>	
<b>5.</b>	<b>End of Posting OSCE</b>			<b>5</b>	

<b>Sessional Examinations = 15 marks</b>					
<b>Sr. No</b>	<b>Theory</b>	<b>Quantity</b>	<b>Marks</b>	<b>Round off</b>	<b>Final Round off for IA</b>
<b>1.</b>	<b>OSCE</b>	<b>1</b>	<b>50</b>	<b>10</b>	<b>Total=30/2=15</b>
<b>2.</b>	<b>DOP</b>	<b>1</b>	<b>50</b>	<b>20</b>	
	<b>Total</b>		<b>100</b>		
<b>(Marks of each component to be rounded of the respective columns marks and the final IA need to be calculated out of 25 (15+10).</b>					<b>Round off to 15</b>