

(To be printed)

**ELECTIVE
MODULES**

BSc Nursing Program

(Modular content outline)

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HUMAN VALUES

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

1. Understand the concept and importance of human values.
2. Analyze the impact of human values in family, society and profession.
3. Apply human values in education and clinical practice.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain the concept of human values, nature and types	Introduction <ul style="list-style-type: none"> • Introduction to human values - Definition and nature of human values • Types of human values - Different categorization • Instrumental and extrinsic values • Personal and professional values • Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, non-violence 	<ul style="list-style-type: none"> • Lecture cum discussion • Discuss some of the human values having universal relevance • Value clarification exercise • Role play 	<ul style="list-style-type: none"> • Quiz
II	4	Understand the significance of human values and in nursing Identify the difference between human, ethical and moral values	Importance of human values <ul style="list-style-type: none"> • Need and importance of human values • Functions of values • Reflection on individual values • Human values, ethical values and moral values - differences and similarities 	<ul style="list-style-type: none"> • Reflective exercises and report • Sharing in groups • Discuss lessons from the lives and teachings of great leaders, reformers and administrators 	<ul style="list-style-type: none"> • Evaluation of reflective report/group work report
III	2	Explore the role of human values in family and society	Role of human values in family and society <ul style="list-style-type: none"> • Family values • Social standards • Influence of family and society 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers
IV	4	Discuss the role of educational institutions in inculcating human values	Role of education and human values <ul style="list-style-type: none"> • Teachers as role model • Development of accountability, appreciation and helping nature • Discipline as a human value • Value education strategies 	<ul style="list-style-type: none"> • Lecture cum discussion • Case scenario and discussion 	<ul style="list-style-type: none"> • MCQ • Short answers

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	Professional Values <ul style="list-style-type: none"> Professional values - examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications 	<ul style="list-style-type: none"> Case scenario and discussion Application in clinical practice - Reflection 	<ul style="list-style-type: none"> Evaluation of assignment
VI	2	Explain the influence of culture on values	Values and cross cultural influence <ul style="list-style-type: none"> Cultural values Universal application Universal declaration of human values and human rights 	<ul style="list-style-type: none"> Lecture cum discussion Case scenario and discussion 	<ul style="list-style-type: none"> Short answers

ASSESSMENT METHODS:

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

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DIABETES CARE

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept of NCDs and national NCD programs	Introduction <ul style="list-style-type: none"> • Introduction to Diabetes as Non communicable disease burden - global & national - Review • Diabetes risk factors, preventive measures & risk reduction measures • Role of nurse in national programs relevant to Diabetes prevention, control and care 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and assignments 	<ul style="list-style-type: none"> • Quiz
II	4	Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria	Pathophysiology and diagnosis of Diabetes <ul style="list-style-type: none"> • Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) • Relationship between blood glucose and insulin • Prediabetes condition • Types of Diabetes - Type I & II • Screening • Symptoms • Diagnostic Criteria 	<ul style="list-style-type: none"> • Review • Case scenario and discussion • Sharing in groups 	<ul style="list-style-type: none"> • Evaluation of group work report
III	4	Discuss the available treatment options	Diabetes treatment options <ul style="list-style-type: none"> • <i>Life style modifications</i> • <i>Diet therapy</i> • <i>Exercise</i> • <i>Medical therapy</i> <ul style="list-style-type: none"> ○ Oral antidiabetic agents used to treat diabetes ○ types, actions, side effects and contraindications 	<ul style="list-style-type: none"> • Drug study • Written assignments 	<ul style="list-style-type: none"> • Quiz • Test paper • Evaluation of written assignments

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Combination treatment regimen ○ Medication considerations in elderly ○ Insulin therapy - Types, regimen, preparation and administration ○ Recent advances in medication therapy 		
IV	3	Identify complications and provide timely support in management of complications	Complications of diabetes Diagnosis and management of <ul style="list-style-type: none"> • Hypoglycemia • Hyperglycemia • Diabetic ketoacidosis • Macrovascular complications • Diabetic retinopathy • Diabetic nephropathy • Neuropathy • Gestational diabetes in pregnancy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers • Essay • Case study reports
V	5	Identify the challenges of living with diabetes Achieve effective self-management skills	Self-Management <ul style="list-style-type: none"> • Challenges of living with diabetes • Role of self-care in diabetes management • Effective self-management skills to attain and maintain diabetes control • Monitoring blood glucose levels -methods to monitor diabetes control and analysis of blood glucose patterns Nutrition therapy <ul style="list-style-type: none"> • Nutritional needs of patients with diabetes • Nutritional assessment • Determination of body mass index (BMI), waist-to-hip ratio • Meal planning methods • Problems associated with diet therapy Physical activity <ul style="list-style-type: none"> • Role of exercise in diabetes management • Components of exercise prescription • Exercise needs assessment • Types of exercises • Benefits of yoga for people with diabetes • Strategies to prevent hypoglycemia during or after exercise Medication therapy	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice • Meal planning • Role play 	<ul style="list-style-type: none"> • Short answers • OSCE • Assessment of meal plan

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Understanding action, side effects and contraindications Insulin therapy - preparation and administration Role of diabetes educator in education and counseling <p>Complication identification and seeking appropriate help</p>		
VI	2	<p>Update the knowledge on diabetes, its management and care</p> <p>Discuss the role of diabetes educator</p> <p>Identify the role of complementary therapies</p>	<p>Recent updates in diabetes</p> <ul style="list-style-type: none"> Oral health and diabetes Managing diabetes during disasters Recent update on treatment and care modalities <ul style="list-style-type: none"> Role of diabetes educator in diabetes care, education, counseling and management Complementary therapies 	<ul style="list-style-type: none"> Lecture cum discussion Directed reading 	<ul style="list-style-type: none"> MCQ Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Meal planning) - 10 marks

LEARNING RESOURCES:

- Facilitator manual for training nursing staff on "Prevention and Management of Non-Communicable Diseases" developed by People to People Health Foundation (PPHF), 2019



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SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentation skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	<p>Personal Etiquette:</p> <ul style="list-style-type: none"> • Grooming and personal hygiene • Body language-Postures & facial expressions • Punctuality and respectfulness • Manners <p>Professional Etiquette:</p> <ul style="list-style-type: none"> • Meeting etiquette • Workplace etiquette • communication etiquette-Oral & written <p>Social Etiquette:</p> <ul style="list-style-type: none"> • What is Social Etiquette? • Why are social skills important? • Types of social skills • Conversational skills - Greetings, listening, interacting • Common courtesies - Thank you, No thank you, Excuse me, May I • Social skill defects <p>Other types:</p> <ul style="list-style-type: none"> • Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class • Virtual classroom etiquette • Social media etiquette 	<ul style="list-style-type: none"> • Demonstration • return demonstration 	<ul style="list-style-type: none"> • Feedback from faculty and co-students

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	Telephone etiquette: <ul style="list-style-type: none"> • Introduce yourself first • Clarity of speech • Active listening and take notes • Use appropriate language • Remain cheerful 	<ul style="list-style-type: none"> • Demonstration return Demonstration 	<ul style="list-style-type: none"> • Anonymous Assessment
III	3	Learn & apply Presentation skills.	Presentation Skills: <ul style="list-style-type: none"> • Introduction • Types of Presentation Skills • Structure • Importance of Presentation skills • Making a Presentation • Delivering a Presentation 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Sample presentations
IV	2	Empowered in Public Speaking	Public Speaking: <ul style="list-style-type: none"> • Elements of Public Speaking • Types of Public Speaking • How do you begin a speech • How do you make your speech good • Factors of Public Speaking 	<ul style="list-style-type: none"> • Lecture & Demonstration return Demonstration 	<ul style="list-style-type: none"> • Health talk
V	2	Practice appropriate time management and use planning tools	Time management: <ul style="list-style-type: none"> • Know how to spend time • Set priorities • Using a Planning Tool • Getting Organised/Schedule time appropriately 	<ul style="list-style-type: none"> • Roleplay 	<ul style="list-style-type: none"> • Adherence to Timeline
VI	2	Incorporate Motivational skills in practice	Motivational skills: <ul style="list-style-type: none"> • Forming and Changing Habit • Gratitude • Positivity • Mindfulness 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • 360 degree Feedback
VII	2	Develop Decision making skills	Decision making skills: <ul style="list-style-type: none"> • What is Decision making skills • The 5 Decision making skills • Styles of Decision making • How to develop decision making 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Critical thinking Competencies
VIII	2	Demonstrate Teamwork in workplace	Team work: <ul style="list-style-type: none"> • Differentiate team/teamwork • Examples of team work skills • Working with different teams • Build a team in your workplace environment 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Feedback from colleagues

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Time management/presentation/etiquette) - 10 marks



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COGNITIVE BEHAVIOURAL THERAPY (CBT)

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization-automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6	Explain the concept and techniques of CBT Use techniques to develop a therapeutic alliance based on CBT	Concepts and Techniques of CBT <ul style="list-style-type: none"> • Concept - Definition • Techniques and applications of CBT • Factors influencing effective delivery of CBT • CBT Model • The therapeutic relationship and setting goals with clients 	<ul style="list-style-type: none"> • Lecture and Discussion • Role play • Demonstration 	<ul style="list-style-type: none"> • Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals
II	4	Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model	The Cognitive Model <ul style="list-style-type: none"> • Three levels of thoughts • Automatic thoughts - development and tracking • Designing and implementing experiments to test automatic thoughts • Biofeedback in CBT 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on automatic thoughts and its testing 	<ul style="list-style-type: none"> • Evaluation of assignment
III	5	Describe strategies to identify and respond to cognitions including dysfunctional cognitions	Identifying, Evaluating and Responding to Cognitions <ul style="list-style-type: none"> • Socratic questioning - Technique of questioning • Behaviour experiments - Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Assignment on identifying and responding to dysfunctional cognitions 	<ul style="list-style-type: none"> • Evaluation of assignment
IV	5	Formulate thought records and action plans	Designing Effective Action Plans and Thought Records <ul style="list-style-type: none"> • Thought records components • Action plan components • Identifying underlying and new core beliefs and assumptions • Facilitating completion of the action plan and reviewing the action plan at the next session 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • Skills check: Formulate thought records and action plans and prepare worksheets

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ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Establishment of therapeutic relationship with client on CBT/Formulating thought records or action plans) - 10 marks

LEARNING RESOURCES:

1. Greenberger D, Padesky CA. Mind over Mood: Change How You Feel By Changing the Way You Think. The Guilford Press; 2016
2. Beck JS, Beck AT. Cognitive Therapy: Basics and Beyond. Guilford Publications; 2011

Websites:

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

NB:

- Brief notes on the content is attached below.

CORSE CONTENT (Brief notes below)

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

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

Techniques and Applications of CBT

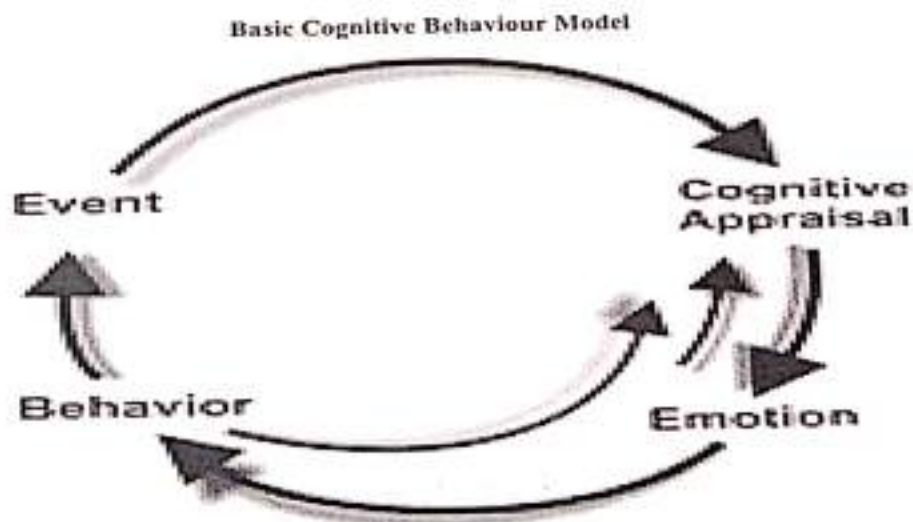
CBT is a cognitive technique and behavioural technique.

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

Factors influencing effective delivery of CBT

Collaboration, formulation, homework etc.

The CBT model



Source: From Wright JH, Basco MR, Thase ME: Learning Cognitive-Behavior Therapy for Mental Health Clinicians. Washington, DC: American Psychiatric Publishing; 2009, p 7.

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The therapeutic relationship and setting goals with clients

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

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

UNIT II (4 Hours): THE COGNITIVE MODEL

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

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

Automatic thoughts - development and tracking

- Moment to moment unplanned thoughts
- Explain and clarify identification of automatic thoughts with examples from thought records/worksheets

E.g: questions that include

- a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
- b. Circle hot thought

Designing and implementing experiments to test automatic thoughts

- Using scale or rating for automatic thoughts

Biofeedback in CBT

- Role and significance of Biofeedback in CBT

Skills Check: Assignment on automatic thoughts and its testing

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

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

Socratic questioning

- Technique of questioning

Behaviour experiments

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

Skills check: Assignment on identifying and responding to dysfunctional cognitions

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

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

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

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

Identifying underlying and new core beliefs and assumptions

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

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

- Motivating the clients to complete the plans

Skills check: Assignment on identifying thought records and action plans

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PERSONALITY DEVELOPMENT

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe how personality develops Explain factors contributing to personality development	Introduction to personality development <ul style="list-style-type: none"> • Definitions • Components of personality • Importance of personality in achieving goals and success in life • Factors influencing personality development <ul style="list-style-type: none"> ○ Biological factors ○ Environmental factors • Nature vs Nurture concept in personality development 	<ul style="list-style-type: none"> • Lecture and Discussion method • Guest lecture 	<ul style="list-style-type: none"> • Test paper • Quiz
II	5	Enumerate stages of personality development from infancy to late adulthood Explain various theories of personality development	Stages and theories of personality development <ul style="list-style-type: none"> • Development of personality from infancy to late adulthood • Theories of personality development <ul style="list-style-type: none"> ○ Psychoanalytic theory ○ Psychosocial theory ○ Trait and type theories of personality ○ Humanistic approaches to personality ○ Learning theories of personality 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Test paper
III	3	List various types of personalities	Assessment of personality <ul style="list-style-type: none"> • Types of personalities 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Visit report • Written exam

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describe effects of illness on personality change Describe various personality assessments	<ul style="list-style-type: none"> • Personality changes due to illness • Personality assessment 	<ul style="list-style-type: none"> • Visit to clinical psychology department • Guest lecture 	<ul style="list-style-type: none"> • Case discussion
IV	5	Discuss personality and career success Explain various methods of changing personality traits Explain nursing implications of personality	Personality and career success <ul style="list-style-type: none"> • Role of personality and career success • Methods of changing personality traits <ul style="list-style-type: none"> ○ Personal growth and self-efficacy • Personality characteristics required for a nurse • Nursing implications of personality 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Written exam
V	5	Explain various personality disorders	Personality disorders <ul style="list-style-type: none"> • Definition • Types • Signs and symptoms • Medical management • Nursing management • Psycho-social therapies 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Perform assessment of personality disorder patient and write assessment report

ASSESSMENT METHODS:

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



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ADDICTION PSYCHIATRY

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 Credit (20 hours)

THEORY: 06 hours

CLINICAL: 14 hours

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

LEARNING OUTCOMES:

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
1	6 (T) 14 (P)	<p>Explain and demonstrate skill in assessment of individuals with substance use disorders</p> <p>Explain and demonstrate skill in management and nursing management of individuals with substance use disorders</p>	<p>Substance use disorders, assessment and management</p> <ul style="list-style-type: none"> • Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. • Classification of Psychoactive Substances • Factors associated with substance related disorders • Psychosocial problems associated with substance use • Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach • Treatment related adverse effects and emergencies • Introduction to technology addiction and its management • Nursing Management of patients with substance use disorders • Rehabilitation issues 	<ul style="list-style-type: none"> • Lecture cum discussion • Counseling Techniques • Disease model of addiction - Assignment • 2 day posting/visit to a de-addiction centre 	<ul style="list-style-type: none"> • Perform assessment of individuals in in-patient or out-patient and write assessment report • Assessment of assignment • Performing health education at schools, colleges and other selected working areas - evaluation of education

CLINICAL: 14 hours

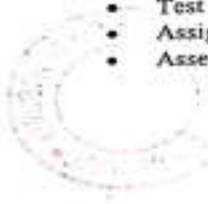
Clinical Practice Competencies:

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

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

ASSESSMENT METHODS:

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



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ADOLESCENT HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 10 hours

LAB: 2 hours

CLINICAL: 8 hours

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

LEARNING OUTCOMES:

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T) 2 (CL)	Describe the normal growth and development during adolescence Assess the physical, reproductive and sexual changes during adolescence Promoting the development of life skills among adolescents	Growth and development of adolescents <ul style="list-style-type: none"> • Review of Principles of Growth and Development • Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes • Promoting Growth and Development of Adolescents • Development of life skills among adolescents 	<ul style="list-style-type: none"> • Discussion & Demonstration • Visit to the School or Family with Adolescent 	<ul style="list-style-type: none"> • Perform assessment of Adolescent in School or Family and write assessment report
II	1 (T) 1 (Lab)	Discuss the nutritional requirements of adolescents, food habits and food	Nutritional needs of adolescents <ul style="list-style-type: none"> • Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Plan a One day Menu for an adolescent

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		fads prevalent in the adolescents			
III	2 (T) 2 (CL)	Identify the developmental needs of adolescents Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence	Developmental needs of Adolescents <ul style="list-style-type: none"> Developmental needs of Adolescents Developmental issues during Adolescence Psychosocial issues during Adolescence Challenges during Adolescence Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges 	<ul style="list-style-type: none"> Discussion Demonstration Visit to the Family with Adolescent 	<ul style="list-style-type: none"> Visit report
IV	1 (T) 1 (Lab) 2 (CL)	Demonstrate skills in communicating with adolescents Develop competency in providing the Guidance and Counselling to adolescents	Communication, guidance and counseling <ul style="list-style-type: none"> Communicating with adolescents Guidance and Counselling Role of Parents 	<ul style="list-style-type: none"> Discussion Demonstration Role Play 	<ul style="list-style-type: none"> Assessment of role play
V	2 (T) 2 (CL)	Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	Common health problems including mental health problems <ul style="list-style-type: none"> Common health problems among adolescents Adjustment & conduct disorders Mental disorders Eating disorders Substance use disorders 	<ul style="list-style-type: none"> Lecture cum discussion Visit to the Adolescent Clinic 	<ul style="list-style-type: none"> Visit report
VI	2 (T)	Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS	Reproductive and sexual health issues <ul style="list-style-type: none"> Reproductive and sexual health issues during adolescence Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception Sexually transmitted disorders, HIV/AIDS 	<ul style="list-style-type: none"> Lecture cum discussion 	<ul style="list-style-type: none"> Short answers

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CLINICAL: 8 hours

Clinical Practice Competencies:

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

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

ASSESSMENT METHODS:

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



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SPORTS HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

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

LEARNING OUTCOMES:

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	15 (T)	<p>Demonstrate understanding of sports health and Fitness pre-requisite for sports.</p> <p>Assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.</p> <p>Participate effectively as a member of sports health team.</p> <p>Understanding the importance of conditioning and sports injuries Rehabilitation.</p>	<ol style="list-style-type: none"> 1. Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical services System 5. Physiological Principle of strength Training/Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. On field management of sports injuries: Cryotherapy, sports taping etc. 10. Protective Equipment: protective wrapping, protective eye wear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping. 	<ul style="list-style-type: none"> • Guest lectures • Reading assignment by providing resources • Written assignment 	<ul style="list-style-type: none"> • Short answers • Objective test • Viva voce
II	5 (P)	To assess the sports injury and provide emergency care		<ul style="list-style-type: none"> • Field work 	<ul style="list-style-type: none"> • Evaluation of written field work

ASSESSMENT METHODS:

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

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ACCREDITATION AND PRACTICE STANDARDS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5	Describe the Quality assurance mechanism in nursing	Quality assurance in Nursing <ul style="list-style-type: none"> • Review the current trends and practices of quality assurance in nursing • Definition and significance of quality assurance • Process of quality assurance • Components of quality assurance model • Methods of quality assurance evaluation • Quality assurance models of nursing in India • Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
II	5	Explain the process of accreditation	Accreditation <ul style="list-style-type: none"> • Definition of accreditation • The concepts of accreditation • Objectives of accreditation • Significance of accreditation • Types of accreditation • Accreditation process • Criteria for accreditations/Principal areas to be assessed • National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IEEA, JCI, NABH etc. 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	5	Describe the accreditation standards for nursing institutions	Accreditation Standards for nursing institutions <ul style="list-style-type: none"> • Definition of standards 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay

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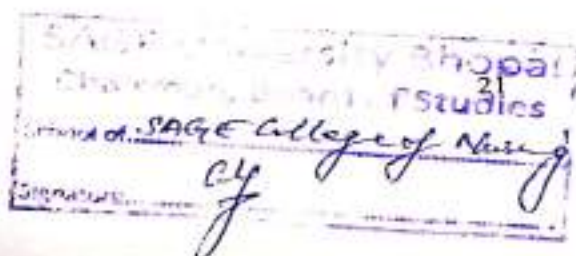
Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Indian Nursing Council (INC) Standards - college/school and hospital/health facility Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach INC's Performance standards for various nursing institutions International Council of Nurses (ICN) global standards for education and accreditation International Confederation of Midwives (ICM) standards for professional Midwifery Education WHO standards for educators 		
IV	5	Explain about the nursing practice standards and their rationale	Nursing Practice standards <ul style="list-style-type: none"> Code of ethics and professional conduct for nurses in India ICN - Code of ethics Definition of practice standards National and international standards for nursing practice <ul style="list-style-type: none"> INC standards for practice National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed)) ICM standards for professional Midwifery Practice ICN global standards for practice International nursing excellence - Magnet Recognition program, JCI standards India - NABH nursing excellence standards 	<ul style="list-style-type: none"> Lecture cum discussion Visit to NAAC or NABH accredited nursing institutions and health care facility 	<ul style="list-style-type: none"> MCQ Short answers Essay Visit report

ASSESSMENT METHODS:

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

LEARNING RESOURCES:

- UGC guidelines
- NACC guidelines
- NABH manual
- JCI manual
- INC, ICN, ICM & WHO websites - For education and practice standards



DEVELOPMENTAL PSYCHOLOGY

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

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

LEARNING OUTCOMES:

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

1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe growth and development	Introduction <ul style="list-style-type: none"> • Definition - Growth and development • Definition - Developmental psychology • Difference between growth and development • Dimensions of growth and development • Stages of development • Principles of development • Characteristics of development • Factors influencing the growth and development • Scope of developmental psychology 	<ul style="list-style-type: none"> • Review • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
II	2	Explain the theories related to the development of an individual	Theories related to development <ul style="list-style-type: none"> • Sigmund Freud Psychosocial development • Erik Erikson Psychosocial development • Piaget theory of cognitive development • Kohlberg's theory of moral development 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
III	3	Describe prenatal development and special concerns related to the prenatal development	Prenatal development <ul style="list-style-type: none"> • Term: Prenatal development • Stages of prenatal development • Principles of hereditary and twins mechanism 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Factors affecting the prenatal development • Process of labour • Complications during labour that affects the transition period • Postnatal period • Complications in postnatal period that affects the transition period • Measures to reduce the risk during prenatal development, process of labour and postnatal period • Genetic counselling • Rooming in or KMC 		
IV	2	Explain the dimensions of development and special concerns related to infancy	Infancy <ul style="list-style-type: none"> • Definition - Newborn and infancy • Normal characteristics of infancy • <i>Dimensions of growth and development in infancy:</i> <ul style="list-style-type: none"> ◦ Physical, physiological and motor development ◦ Cognitive development or intellectual development ◦ Emotional development ◦ Social development ◦ Moral or character development ◦ Language development • Special concerns in infancy • Remedial measures: Prevention and management • Newborn care and its significance • Breastfeeding and weaning and its significance • Parenthood • Low birth weight and its developmental consequences • Early infant stimulating programme 	<ul style="list-style-type: none"> • Lecture cum discussion • Symposium 	<ul style="list-style-type: none"> • Long Essay • Short Essay
V	2	Explain the dimensions of development and special concerns related to early childhood	Early childhood <ul style="list-style-type: none"> • Definition - Toddler and preschooler • Normal characteristics of toddler and preschooler • <i>Dimensions of growth and development in toddler and preschooler:</i> <ul style="list-style-type: none"> ◦ Physical and motor development ◦ Cognitive development or intellectual development ◦ Emotional development ◦ Social development ◦ Moral or character development ◦ Language development • Special concerns in toddler and preschooler • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Lower order basic needs according to Maslow and its significance • Parent child bonding and its significance • Toilet training and its significance 		
VI	2	Explain the characteristics, dimensions of development and special concerns related to middle and late adulthood	Middle and late childhood <ul style="list-style-type: none"> • Definition - School going children • Normal characteristics of School going children • <i>Dimensions of growth and development in middle and late childhood:</i> <ul style="list-style-type: none"> ○ Physical and motor development ○ Cognitive development or intellectual development ○ Emotional development ○ Social development ○ Language development ○ Moral or character development • Special concerns in school going children • Remedial measure: Prevention and management • Role of discipline in moral development • Role of play in the process of development • Effect of parental employment in the process of development • Effect of mass media in the process of development • Role of peer group in the process of development • Role of behavioural technique in the process of development • Parenting style and its significance • School based mental health programme and services • Teacher student relationship and its significance 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • Long Essay • Short Essay
3		Discuss the characteristics, dimensions of development and special concerns related to adolescence	Adolescence <ul style="list-style-type: none"> • Definition - Adolescence and puberty • <i>Review:</i> <ul style="list-style-type: none"> ○ Physiological and hormonal changes ○ Sexual maturation: primary and secondary characteristics ○ Psychological impact of puberty • Need for understanding the adolescence • Normal characteristics of adolescence • Misunderstanding about adolescence 	<ul style="list-style-type: none"> • Lecture cum discussion • Debate 	<ul style="list-style-type: none"> • Long Essay • Short Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Adjustment and adolescence • Dimensions of development in adolescence: <ul style="list-style-type: none"> ◦ Cognitive development of intellectual and mental development ◦ Personality development ◦ Emotional development ◦ Social development ◦ Moral development • Special concerns in adolescence • Remedial measure: Prevention and management • Role of peer group or gang in the process of development • Role of parent, family and its relationship in the process of development 		
VIII	2	Explain the characteristics, dimensions of development and special concerns related to adulthood	Adulthood <ul style="list-style-type: none"> • Definition - Early adulthood and middle adulthood • Physical changes in adulthood • Cognitive changes in adulthood • Personality development in adulthood • Emotional development in adulthood • Social development in adulthood • Unique issues in adulthood: career, marriage, parenthood • Special concerns in adulthood • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Short Essay
IX	2	Describe the dimensions of development and special concerns related to elderly	Elderly <ul style="list-style-type: none"> • Definition - Geriatric, Elderly • Theories of elderly • Physiological changes in elderly • Psychosocial changes in elderly • Special concerns in elderly • Remedial measure: Prevention and management • Terminal illness and elderly • Death and dying: Grief, palliative and hospice care 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion • Case study • Visit to the old age home 	<ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Visit report/case study report

ASSESSMENT METHODS:

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



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MENOPAUSAL HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & CLINICAL: 1 credit (20 hours)

THEORY: 10 hours

CLINICAL: 10 hours

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

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

1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1 (T)	Understand the concept and types of menopause	Introduction <ul style="list-style-type: none"> • Definition - menopausal health • Concept and types of menopause 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Objective test
II	2 (T)	Analyze the endocrinal changes during menopause	Role of hormones in menopause <ul style="list-style-type: none"> • Effect of hormones such as estrogen, androgen • Progesterone and gonadotrophin 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answers • Objective test
III	2 (T)	Describe Organ changes	Organ changes during menopause <ul style="list-style-type: none"> • Changes in the organs • Ovaries fallopian tubes, uterus, vagina, breast, bladder and urethra • Loss of muscle tone 	<ul style="list-style-type: none"> • Lecture • Written assignment 	<ul style="list-style-type: none"> • Short answers
IV	2 (T) 4 (CL)	Assess women to identify menopausal signs and symptoms	Assessment of menopausal women <ul style="list-style-type: none"> • History and physical examination • Diagnostic tests • Documentation 	<ul style="list-style-type: none"> • Lecture • Assessment of women 	<ul style="list-style-type: none"> • Short answers • Evaluation of assessment
V	3 (T) 6 (CL)	Describe management	Management of menopause <ul style="list-style-type: none"> • Identification of menopause • Management of the symptoms • Education and counseling of women and families • Hormone replacement therapy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case presentation 	<ul style="list-style-type: none"> • Short answers • Evaluation of Case report

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CLINICAL: 10 hours

Clinical Practice Competencies:

On completion of the course, the students will be able to

1. Counsel the women and her families
2. Understand the endocrinology of menopause
3. Perform the assessment and diagnose the women and plan proper nursing care
4. Educate the women about self care
5. Prepare the women for hormone replacement therapy

ASSESSMENT METHODS:

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



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HEALTH ECONOMICS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

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

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

1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyze the concept of cost in health care.
6. Discuss financing system of health care services in India.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Understand the meaning and purpose of Economics and Health Economics	Introduction to Economics <ul style="list-style-type: none"> • Definition and meaning • Dimensions of economics Micro and Macro-economics • Positive and Normative economics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers
II	4	<p>Explain the basic concepts, focus and areas of health economics</p> <p>Discuss the Implications of economic development to the health care services</p> <p>Describe the factors that contribute to health problems in India and their solution</p>	Introduction to Health Economics <ul style="list-style-type: none"> • Concept of health economics • Scope of Health economics • Focus of health economics • Areas of health economics • The economics of health and health care service, health and economic development. • Implications of economic development to the health care services • Mechanism and sources of health financing in the country. • Causes of health problems in India. • Solutions to health problems 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	4	<p>Explain the concept and types of cost</p> <p>Describe Cost benefit analysis and Cost-effectiveness analysis in health care</p>	Cost of Health Care <ul style="list-style-type: none"> • Concept of cost, types of costs • Opportunity cost, total fixed and variable cost, average marginal and sunk cost • cost benefit analysis and cost effectiveness analysis 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	4	<p>Understand the basic concept of financial management</p> <p>Explain the characteristics of health care industry</p>	<p>Demand and Supply in Health Care</p> <ul style="list-style-type: none"> • Concept of demand, need, supply, input, output, production function, industry and market • Structure of health care industry • Characteristics of health care services market • Demand side and supply side • Factors affecting demand • Factors influencing demand for medical care • Factors affecting supply 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on Demand for medical care 	<ul style="list-style-type: none"> • MCQ • Evaluation of Assignment
V	6	<p>Describe the sources of financing of health care services</p> <p>Discuss various health insurance schemes</p> <p>Explain the role of state and central government on financing of health care services.</p>	<p>Financing of Health Care in India</p> <ul style="list-style-type: none"> • Financing system and allocation • Sources of financing of health care services • Health plans and outlays, the relative role of state and central government on financing of health care services • Factors influencing the state's ability to finance health care services • Role of voluntary organizations in health care • Public Private Partnership in providing services in health care 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment - role of voluntary organizations in health care 	<ul style="list-style-type: none"> • Short answers • Evaluation of assignment

ASSESSMENT METHODS:

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



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SCIENTIFIC WRITING SKILLS

PLACEMENT: VII & VIII SEMESTER

Credit & Hours: 1 Credit (20 hours)

THEORY: 12 hours

PRACTICAL/LAB: 8 hours

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

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	Basics of good writing <ul style="list-style-type: none"> • What makes good writing - choice of words, components of sentences and sentence structure, using tenses • Clarity, brevity and fitness - punctuation, paragraphs, logic and organization • Motivation for writing 	<ul style="list-style-type: none"> • Discussion • Review of news article 	<ul style="list-style-type: none"> • Quiz
II	2 (T) 2 (L)	Explain the basics and principles writing a scientific manuscript Develop skills to cite and manage references	Basics of writing a scientific manuscript <ul style="list-style-type: none"> • Definition and types • Characteristics - clear, simple and impartial • Reading scientific literature • <i>General Principles:</i> <ul style="list-style-type: none"> ○ Ask right questions ○ Avoid jargon where possible ○ Focus on your reader ○ Don't show off ○ Create a compelling opening paragraph ○ Be confident ○ Learn how to KISS (Keep it short and simple) ○ Get active - Use the active voice rather than the passive one. ○ Check for errors ○ Use a style guide - writing style, referencing style ○ Tools for reference management 	<ul style="list-style-type: none"> • Lecture cum discussion • Reading scientific literature-Exercise 	<ul style="list-style-type: none"> • Quiz • Test paper
III	2 (T)	Develop skills in preparing conference	Writing for conferences and publications <ul style="list-style-type: none"> • Conferences 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Test paper

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentation skills. Describe the publishing process and ethics	<ul style="list-style-type: none"> o Developing conference materials: abstracts, posters and oral presentation. o Conference presentation skills • Publications: <ul style="list-style-type: none"> o Phases for writing-planning, writing and publishing phase o Reporting guidelines - CONSORT, STROBE etc o Journals - choosing the right type of journal o Publication ethics o Author's responsibility o Editorial process o Plagiarism check tools 	<ul style="list-style-type: none"> • Preparation of a conference paper/poster • Guided reading • Written assignment - reporting guidelines 	<ul style="list-style-type: none"> • Assessment of the written assignment
I	4 (T) 4 (L)	Develop skills in writing a research paper	Writing a research paper <ul style="list-style-type: none"> • General principles • Writing an Abstract • IMRAD format - <ul style="list-style-type: none"> o Introduction o Methods o Results o And o Discussion 	<ul style="list-style-type: none"> • Lecture cum discussion/ Workshop on writing • Exercise on writing an abstract • Exercise on writing an effective discussion • Writing exercise for preparation of research paper for publication 	<ul style="list-style-type: none"> • Evaluation of the prepared research manuscript for publication
IV	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	Overview of grant writing <ul style="list-style-type: none"> • Purposes • Funding opportunities • Principles • Writing a grant proposal 	<ul style="list-style-type: none"> • Exercise: Identify grant opportunities • Exercise: write a grant proposal 	<ul style="list-style-type: none"> • Evaluation of the exercise

ASSESSMENT METHODS:

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



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LACTATION MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

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

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

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

CONTENT OUTLINE

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

CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Develop competency in supporting breast feeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:

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

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SEXUALITY AND HEALTH

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 16 hours

PRACTICAL: 4 hours

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

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

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

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs Describe the changes that occur during puberty; secondary sexual characteristics	Introduction to Sexuality - <ul style="list-style-type: none"> • Anatomy of the human reproductive system and the basic functions; fertilization, conception. • Changes during puberty (physical, emotional and social) • Secondary sexual characteristics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers • Objective test
II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	Risk factors associated with exposure to blood-borne diseases - HIV, AIDS, Hepatitis <ul style="list-style-type: none"> • Sharing needles • Body piercing • Tattooing • Helping someone who is bleeding etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Group Discussion 	<ul style="list-style-type: none"> • Short answers • Objective test

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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine 'safer' sex practices Develop strategies to reduce sexual risk Explain the role of trust and ways to establish trust in a relationship	'Safer' sex practices: <ul style="list-style-type: none"> • Communicate with partner • Maintain abstinence • Limit partners • Access/use condoms/ contraceptives properly Strategies to reduce sexual risk: <ul style="list-style-type: none"> • Abstain from drugs and alcohol, date in groups, use assertive behavior • Expectations & commitments in a relationship • Role of trust and ways to establish trust in a relationship 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers • Objective test
IV	5	Analyze the implications and consequences of sexual assault on a victim Explain the legislations related to sexual assaults in India	Sexual assault/abuse <i>Implications and consequences of sexual assault on a victim</i> <ul style="list-style-type: none"> • Child sexual abuse • Sexual assault of boys • Incest • Intimate partner sexual abuse • Rapes Legislation related to sexual assault in India <ul style="list-style-type: none"> • Criminal Law amendment Act -2013 • Sexual Harassment at workplace • Protection of children against sexual offences 	<ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Guest lecture • Reading/written assignments 	<ul style="list-style-type: none"> • Short answers • Objective test
V	2	Develop understanding and skills on sexual health education	Sexual Health Education <ul style="list-style-type: none"> • Health education - principles and application • Health education on safer sex practices • Counselling the sexually assaulted/abused child/ adolescent/adults 	<ul style="list-style-type: none"> • Observe/practice at the education/ counseling clinic/ centre 	<ul style="list-style-type: none"> • Evaluation of the report
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	<ul style="list-style-type: none"> • Sexual health education - adolescents and young adults • Assessment of sexually abused victim - child/adolescent/adult 	<ul style="list-style-type: none"> • Clinical field 	<ul style="list-style-type: none"> • Assessment of sexually abused victim • Sexual health education

ASSESSMENT METHODS:

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

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STRESS MANAGEMENT

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20 hours)

THEORY: 15 hours

PRACTICAL: 5 hours

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

LEARNING OUTCOMES:

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

1. Describe stress and stressors.
2. Identify the causes of unwanted stress.
3. Understand how stress works and its effects on human behavior and physiology.
4. Develop techniques to avoid stress affect the personal and professional life.
5. Utilize effective stress reduction techniques.
6. Develop a Personal Action Plan for Stress Management.

CONTENT OUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
I	3 (T) 1 (P)	Describe stress and stressors. Identify the causes of unwanted stress.	Introduction <ul style="list-style-type: none"> • Concept of stress, definition • Types of stress: positive, negative • Various sources of stress: environmental, social, physiological, psychological • Types of stressors: internal and external 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session on identifying own stressors 	<ul style="list-style-type: none"> • Short answers • Objective test • Assessment of practice sessions
II	5 (T) 1 (P)	Understand how stress works and its effects on human behavior and physiology	Stress and its effect on human physiology and behaviour <ul style="list-style-type: none"> • Body's response to stress: Hans Selye's General Adaptation Syndrome • Stress Cycles: distress and wellness cycle • Cognitive appraisal of stressors • Stress symptoms: emotional, behavioural, physical • Stress and diseases: cancer, Gastric ulcer, Bronchial asthma, effect on endocrine glands, Psycho-sexual disease, Anxiety Neurosis • Assessing stress levels Holmes - Rahe - life change index 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session assessment of stress level of self and peer group, scoring & classifying the risk. 	<ul style="list-style-type: none"> • Short answers • Essay types • Preparing stress assessment scale
III	5 (T) 1 (P)	Develop techniques to avoid stress affect the personal and professional life.	Stress avoidance techniques <ul style="list-style-type: none"> • Individual difference in resistance to stress: optimism & pessimism • Strategies of stress prevention 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session • Role play on Conflict 	<ul style="list-style-type: none"> • Assessment of the skills based on the check list • Short answers

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
			& management ○ Challenging stressful thinking/resilience and stress ○ Problem solving and time management ○ Physical methods of stress reduction ○ Preparing for occupational stress ○ Care of self: Nutrition & other lifestyle issues ○ Conflict management in relationship	Management/ Use of problem - solving approach for professional problem	• Essay types
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques Develop a Personal Action Plan for Stress Management	Stress reduction strategies • Utilizing stress reduction techniques • Relaxation techniques: • abdominal breathing • progressive relaxation, • massage • biofeedback • autogenic training-self hypnosis • visualization and mental imagery • Enhance self esteem • Support groups	• Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation, • Develop a Personal Action Plan for Stress Management	• Assessment of the skills based on the check list

ASSESSMENT METHODS:

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



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JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

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

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

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	Introduction <ul style="list-style-type: none"> • Nursing - A Career in Life • Roles and responsibilities of an employee • Adaptation towards working environment • Career Guidance - Employment opportunities in Nursing 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Essay on career opportunities
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	Employability Skill <ul style="list-style-type: none"> • Job-readiness attributes <ul style="list-style-type: none"> ○ Communication skill ○ Technological skill ○ Teamwork skill ○ Interpersonal skill ○ Critical thinking and Problem-solving skill ○ Planning and organizing skill ○ Conceptual and analytical skill ○ Self confidence ○ Inter profession practice ○ Work psychology-positivity workplace attitude ○ Stress awareness and management • Soft skills 	<ul style="list-style-type: none"> • Lecture cum discussion • Role playing 	<ul style="list-style-type: none"> • Practical assessment
III	5	Describe the safe care and skills required to manage the workforce environment	Complexity of care <ul style="list-style-type: none"> • Safe Practice • Practice within scope of practice • Management of workload • Ability work effectively within the health care team • Legal and ethical boundaries 	<ul style="list-style-type: none"> • Lecture cum discussion • Written assignment on scope of practice 	<ul style="list-style-type: none"> • Assessment of assignment
IV	3	Explain the importance of employability towards meeting	Autonomy and Supervision <ul style="list-style-type: none"> • Autonomy - Accountability, Responsibility, Recognition of scope of practice • Supervision/Delegation 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz



Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	Application of Knowledge <ul style="list-style-type: none"> • Generalist Nursing Knowledge • Knowledge on Quality Care • Knowledge on Ethical aspects • Knowledge on Legal aspects • Critical Appraisal • Knowledge seeking behaviours 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Self-discovery exercise

ASSESSMENT METHODS

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



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