



# **MGM INSTITUTE OF HEALTH SCIENCES**

(Deemed to be University u/s 3 of UGC Act, 1956)

**Grade 'A' Accredited by NAAC**

Sector-01, Kamothe, Navi Mumbai -410 209

Tel 022-27432471, 022-27432994, Fax 022 -27431094

E-mail: [registrar@mgmuhs.com](mailto:registrar@mgmuhs.com); Website :[www.mgmuhs.com](http://www.mgmuhs.com)

## **Curriculum for Master of Science Nurse Practitioner in Emergency & Trauma Care (NPETC)**

(with effect from 2024-25 batch onwards)

Amended as per AC-52/2025, Dated 28/11/2025

## Amended History

1. Approved in AC-49/2024, [Resolution No. 3.21, (Annexure-18A,18B &18C)], Dated 25/04/2024.
2. Amended as per AC-52/2025, [Resolution No. 3.2, (Annexure-4)], Dated 28/11/2025.

Resolution No. 3.21 of Academic Council (AC-49/2024):

i) Resolved to approve the proposed M.Sc. (NPETC) Curriculum & Logbook to be implemented in MGM New Bombay College of Nursing (Navi Mumbai), MGM New Bombay Hospital (Vashi) & MGM Medical College hospital (Aurangabad) for the batch admitted from the Academic year 2024-2025 onwards, after approval from State and Central Statutory Councils. [ANNEXURE-18A, 18B & 18C].



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**Annexure-18A of AC-49/2024**

**M.Sc.**  
**Nurse Practitioner in**  
**Emergency and Trauma Care**



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*Nursing is an art; and if it is to be made an art, requires as exclusive a devotion, as hard a preparation as any painter's or sculptor's work; for what is the having to do with dead canvas or cold marble, compared with having to do with the living body.....the temple of God's spirit..... it is one of the fine arts. I have almost said the finest of fine arts.*

***Florence Nightingale***

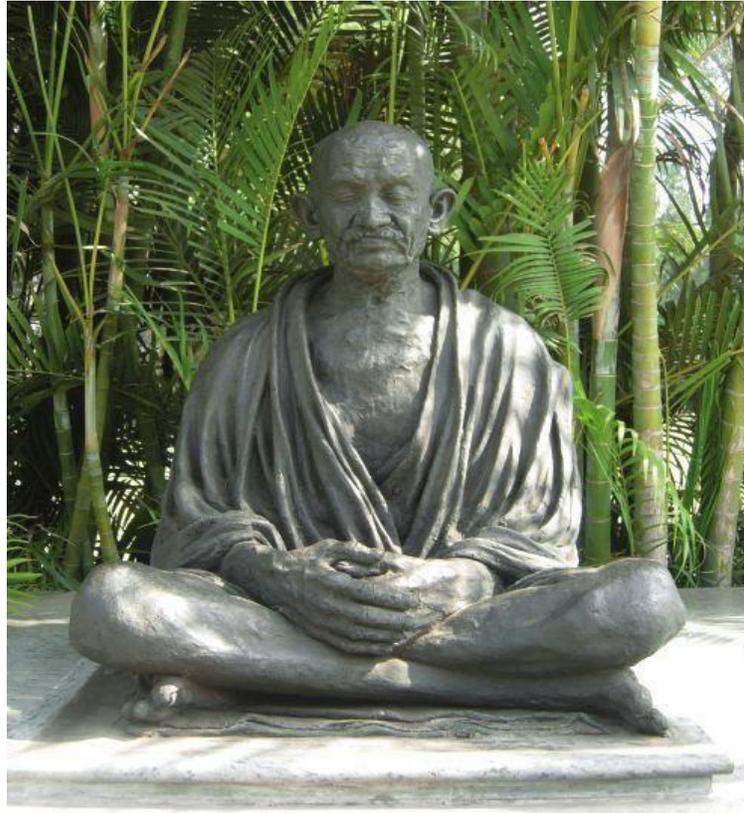


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## **THE VISION**

To emerge as a "Centre for excellence" offering nursing education and research of a very high standard to develop professionally competent nurses, recognized for excellence, leadership and compassionate care, in transforming the health locally and globally, by maintaining highest ethical standards.

## **MISSION**

- Provide quality patient care through excellence in nursing education, practice and research
- Academic excellence in nursing through dedication in patient care, commitment to research, innovation in learning and trust in human values.
- Enable the students to develop into outstanding professionals with high ethical standards capable of transforming the health in the global society.
- Achieve these through team efforts making the institution socially diligent trend setter in nursing education.



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## **PHILOSOPHY OF THE PROGRAM**

Mahatma Gandhi Mission Institute of Health Sciences was established in 2006 for Medical Education and Health care of the community. MGM New Bombay College of Nursing is a constituent unit of MGM Institute of Health Sciences is established to impart Graduate and Postgraduate education in Nursing. The Institute functions along with the philosophy and objectives of the University as well as that of the Indian Nursing Council.

We believe that .....

- Excellency in health care can be achieved through innovative research and through excellence in education of the health care professionals.
- Post graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.
- Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into Nursing practice, education, administration and development of research skills.
- The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.
- This programme provides the basis for the post masteral programme in Nursing. Further the programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.



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## **PROGRAM DESCRIPTION**

Emergency and Trauma Care Nurse Practitioner Program is intended to prepare registered B.Sc. Nurses to provide advanced nursing care to patients requiring emergency and trauma care. The nursing care is focused on stabilizing patients' condition, minimizing acute complications and maximizing restoration of health. These NPs are required to practice in the emergency and trauma care units of tertiary care centers. The program consists of various courses of study that are based on strong scientific foundations including evidenced based practice and the management of complex health systems. These are built upon the theoretical and practice competencies of B.Sc. trained nurses. On completion of the program and registration with respective SNRC they are permitted to practical competencies listed in the log book of the Council syllabus and also independently perform emergency assessment, order diagnostic tests, perform diagnostic and therapeutic procedures, handle medical equipment, administer drugs and therapies as per institutional protocols/standing orders. The NPs in Emergency and Trauma Care units when exercising this authority, they are accountable for the competencies in

- a) Patient Triage;
- b) Patient admission into emergency and trauma care units, transfer to wards/ICUs and discharge;
- c) Problem identification through emergency assessment;
- d) Selection/administration of medication or devices or therapies;
- e) Monitoring patient's response to the emergency management;
- f) Patients' education for use of therapeutics and trauma prevention;
- g) Knowledge of interactions of therapeutics, if any;
- h) Evaluation of outcomes;
- i) Recognition and management of complications and untoward reactions;
- j) Contribution towards evidence-based innovations in clinical practice.

The NP in Emergency and Trauma Care (ETC) is prepared and qualified to assume responsibility and accountability for patients requiring emergency and trauma care under his/her care.

The said post graduate degree will be registered as an additional qualification by the SNRC.



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The NP program is a nursing residency program with a main focus on competency-based training. The duration is of two years with the curriculum consisting of theory that includes core courses, advanced practice courses and clinical courses besides clinical practicum which is a major component

## **AIM**

The Emergency and Trauma Care NP program prepares registered B.Sc. nurses for advanced practice roles as clinical experts, managers, educators and consultants leading to M.Sc. Nursing (Nurse Practitioner in Emergency and Trauma Care).

## **OBJECTIVES**

On completion of the program, the NP will be able to;

1. Assume responsibility and accountability to provide competent care to patients with trauma and non- trauma related emergencies and appropriate family care in tertiary care centres;
2. Demonstrate clinical competence/expertise in providing emergency and trauma care which includes emergency assessment, diagnostic reasoning, management and complex monitoring;
3. Apply theoretical, pathophysiological and pharmacological principles and evidence base in implementing therapies/interventions in emergency and trauma care;
4. Assess and participate in treating patients with life threatening and limb threatening illnesses/injuries to stabilize and restore patient's health and minimize or manage complications independently or collaboratively as a part of emergency and trauma care team;
5. Collaborate with other health care professionals in the emergency and trauma care team, across the continuum of emergency care.



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## **NP in Emergency and Trauma Care Competencies (Adapted from ENA, 2019)**

### **A. Professional Role**

1. Practices in the role of provider in the emergency and trauma care setting.
2. Acts in accordance with legal and ethical professional responsibilities e.g., patient management, documentation, advance directives, billing and coding.
3. Integrates culturally competent decision making into emergency and trauma care and management.
4. Provides patient-family-centered care across the lifespan.
5. Provides care which is protective of vulnerable patients, families, and populations.
6. Appropriately documents all patient care in accordance with regulatory and institutional standards.
7. Maintains compliance with current requirements for billing and coding of services rendered.
8. Acts as a mentor, educator, and leader for others in the emergency care team.
9. Collaborates with others as a member of the emergency care team.
10. Engages in translation of current guidelines and best practices in the emergency care environment.
11. Participates in research to advance the science and body of knowledge in emergency care.
12. Actively participates in policy development.
13. Participates in disaster and mass casualty preparedness.

### **B. Management of Patient Health/Illness Status**

1. Obtains a comprehensive problem-focused history as is pertinent to the presenting complaint.
2. Performs a pertinent, developmentally appropriate physical examination as appropriate to the chief/presenting complaint.
3. Formulates differential diagnosis to determine emergent vs. non-emergent conditions and appropriate emergency management.
4. Utilizes advanced clinical reasoning specific to emergency and trauma care for prioritization, risk stratification, holistic decision-making, resource allocation and available services.
5. Prescribes therapeutic agents based on current, evidence-based recommendations for emergency care within defined scope of practice.
6. Formulates an individualized, dynamic plan of care to address the stabilization and initial treatment of urgent/emergent conditions.
7. Incorporates technological, diagnostic and procedural interventions (including point-of-care ultrasound) into the treatment plan, based on clinical findings, current recommendations, and patient



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treatment goals.

8. Re-assesses and modifies plan of care based on the dynamic patient condition.
9. Appropriately documents history, physical exam, medical decision-making, assessment and plan for emergency and trauma care.
10. Incorporates tools for standardized communication into interactions with other individuals.
11. Practices antibiotic stewardship in the selection of empiric antibiotic therapies.
12. Determines an appropriate plan for patient disposition.
13. Consults and collaborates with patients, families and the health care team to provide safe, effective, and individualized culturally competent care.
14. Develops a plan for safe, effective, and evidence-based follow up at discharge.
15. Initiates appropriate communications in the community.
16. Assesses health literacy in patients and families to promote informed decision-making and optimal participation in care.



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## Implementation of Curriculum – A Tentative Plan

<b>1<sup>st</sup> year Courses</b>	<b>Introductory Classes</b>	<b>Workshop</b>	<b>Theory integrated in Clinical Practicum</b>	<b>Methods of Teaching (Topic can be specified)</b>
1. Theoretical Basis for Advanced Practice Nursing (40)	8 hours		1 × 32 = 32 hours	Seminar/ Theory Application Lecture (Faculty)
2. Research Application and Evidence Based Practice in Emergency and Trauma Nursing (56+24)	8 hours	40 (5 days) + 8 hours	1 × 24 = 24 hours	Research Study Analysis/ Exercise/Assignment (Lab)
3. Advanced Skills in Leadership, Management and Teaching (56+24)	12+2 hours		1 × 26 = 26 hours 2.5 × 16 = 40 hours	Clinical Conference Seminar Exercises/ Assignment (Lab)
4. Advanced Pathophysiology (60)			1.5 × 40 = 60 hours	Case Presentation Seminar Clinical Conference
5. Advanced Pharmacology (54)	10 hours		1 × 44 = 44 hours	Nursing Rounds Drug Study Presentation Standing Orders/ Presentation
6. Advanced Health Assessment (70+48)	8 hours		2 × 26 = 52 hours 1.5 × 18 = 27 hours 1 × 15 = 15 hours 2 × 6 = 12 hours 2 × 2 = 4 hours	Clinical Demonstration (Faculty) Return Demonstration Nursing Rounds Physical Assessment (all systems) Case Study
<b>TOTAL</b>	<b>48 hours</b>	<b>48 hours</b>	<b>336 hours</b>	



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**I<sup>st</sup> year:** Introductory Classes = 1 week (48 hours), Workshop = 1 week (48 hours), 44 weeks = 7.5 hours per week (330/336 hours)

<b>II<sup>nd</sup> year Courses 1 week Block Classes (48 hours)</b>	<b>Theory integrated into Clinical Practicum</b>	<b>Methods of Teaching</b>
1. Foundations of Emergency and Trauma Nursing Practice (96 + 48 hours) = 144 hours	9 hours × 11 weeks = 99 hours	<ul style="list-style-type: none"><li>• Demonstration (lab)</li><li>• Return demonstration (lab)</li><li>• Clinical teaching</li><li>• Case study</li><li>• Seminar</li><li>• Clinical conference</li><li>• Faculty lecture</li></ul>
2. Emergency and Trauma Nursing I (96+48 hours) = 144 hours	9 hours × 16 weeks = 144 hours	<ul style="list-style-type: none"><li>• Demonstration (lab)</li><li>• Return Demonstration (lab)</li><li>• Clinical conference/journal club</li><li>• Seminar</li><li>• Case presentation</li><li>• Drug study(including drug interaction)</li><li>• Nursing rounds</li><li>• Faculty lecture</li></ul>
3. Emergency and Trauma Nursing II (96 + 48 hours) = 144 hours	9 hours × 16 weeks = 144 hours	<ul style="list-style-type: none"><li>• Demonstration (lab)</li><li>• Return Demonstration</li><li>• Nursing rounds</li><li>• Clinical conference/journal club</li><li>• Seminar</li><li>• Faculty lecture</li></ul>

**II<sup>nd</sup> year:** Block classes – 1 week, 45 weeks – 8.5/9 hours per week

Topic for every teaching method will be specified in the detailed plan by the respective teacher/institution concerned.



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## MSc NURSING (NPETC) PROGRAMME

### Courses of Instruction

#### First Year

Sl. No	Title	Hours		
		Theory	Lab/ Skill Lab	Clinical
<b>I</b>	<b>Core Courses</b>			
1	Theoretical Basis for Advanced Practice Nursing	40		
2	Research Application and Evidence Based Practice in Emergency and Trauma Nursing	56	24	336 (7weeks)
3	Advanced skills in Leadership, Management and Teaching Skills	56	24	192 (4weeks)
<b>II</b>	<b>Advanced Practice Courses</b>			
1	Advanced Pathophysiology applied to Emergency and Trauma Nursing	60		336 (7weeks)
2	Advanced Pharmacology applied to Emergency and Trauma Nursing.	54		336 (7weeks)
3	Advanced Health/physical Assessment	70	48	576 (12weeks)
	<b>Total – 2208 Hours</b>	336 (7weeks)	96 (2weeks)	1776 (37weeks)
[Theory =15%, Skill Lab+ Clinical =85%]				

#### Second Year

Sl. No	Title	Hours		
		Theory	Lab/ Skill Lab	Clinical
<b>III</b>	<b>Specialty Courses</b>			
1	Foundation of Critical Care Practice	96	48	576 (12 weeks)
2	Emergency and Trauma Nursing I	96	48	576 (12 weeks)
3	Emergency and Trauma Nursing II	96	48	624 (13 weeks)
	<b>Total Hours - 2208</b>	288 (6weeks)	144 (4weeks)	1776 (37 weeks)
[Theory =15%, Skill Lab+ Clinical =85%]				



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## MASTER PLAN

(As per Indian Nursing Council norms)

Number of weeks available in a year = 52 – 6 (Annual leave, Casual leave, sick leave = 6 weeks) = 46

weeks × 48 hours = 2208 hours,

Two years = 4416 hours (Examination during clinical posting)

Instructional hours:

- Theory = 624 hours,
- Skill Lab = 240 hours,
- Clinical = 3552 hours,
- Total = 4416 hours

**First year:** 336-96-1776 hours (Theory-Skill Lab-Clinical) (Theory = 15%, Skill Lab-Clinical = 85%)

First year = 46 weeks/2208 hours (46 × 48 hours)

(Theory + Lab: 7.5 hours per week for 44 weeks = 336 + 96 hours\*)

\*Theory + Lab = 96 hours can be given for 2 weeks in the form of introductory block classes and workshops

**Second year:** 288-144-1776 hours (Theory-Skill Lab-Clinical) (Theory = 15%, Skill Lab-Clinical = 85%)

Second year = 46 weeks/2208 hours (46 × 48 hours)

(Theory + Lab : 8.5 hours per week for 45 weeks = 384 + 48 hours)

(1 week Block Classes = 48 hours)

## CLINICAL PRACTICE

A. Clinical Residency experience - Minimum of 48 hrs/ week, however, it is flexible with different shifts and off followed by on call duty.

B. 8 hours duty with one day off in a week and on call duty one per week



## CLINICAL PLACEMENTS

**First Year: 44 Weeks** (excludes 2 weeks of Introductory block classes and Workshop)

Sl. No.	Area	Weeks
1	Emergency Department Adult	22
2	Emergency Department -Pediatric	5
3	Medical ICU	2
4	Surgical ICU	2
5	Cardio/Cardiothoracic ICU	2
6	Trauma ICU	2
7	Trauma Ward	2
8	Neuro ICU	2
9	Operation Theater	2
10	Burns Unit	2
11	Dialysis Unit	1
12	Total	44

**Second Year: 45 Weeks** (excludes one weeks of Introductory block classes)

Sl. No.	Area	Weeks
1	Emergency Department Adult	20
2	Emergency Department -Pediatric	5
3	Medical ICU	2
4	Surgical ICU	2
5	Cardio/Cardiothoracic ICU	2
6	Trauma ICU	2
7	Neuro ICU	2
8	Obstetric emergencies	2
9	Pediatric ICU	2
10	Psychiatry Emergency Unit	1
11	Hospital Disaster Management	2
12	Community Disaster Management (emerging threats like war/Conflicts, Training of General Public on BLS , Training of family members for home based care )	2
13	Visit to defence Research & Development Organization /National Exposure Visit/International Conference Visit / assignments)	1
	Total	45



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**SCHEME OF EXAMINATION**

Title	Theory%			Practical%		
	Hours	Internal	External	Hours	Internal	External
<b>First Year</b>						
<b>Core Courses</b>						
1. Theoretical Basis for Advanced Practice Nursing	3hrs	50				
2. Research Application and Evidence Based Practice in emergency & trauma nursing	3hrs	30	70			
3. Advanced skills in Leadership	3hrs	30	70			
<b>Advanced Practice Courses</b>						
4. Advanced Pathophysiology & Advanced Pharmacology relevant to Emergency & Trauma Nursing	3hrs	30	70			
5. Advanced Health/physical Assessment	3hrs	30	70		50	50

Title	Theory %			Practical%		
	Hours	Internal	External	Hours	Internal	External
<b>Second Year</b>						
<b>Specialty Courses</b>						
1. Foundation of Emergency & Trauma Nursing Practice	3hrs	30	70		100	100
2. Emergency & Trauma Nursing I	3hrs	30	70		100	100
3. Emergency & Trauma Nursing II	3hrs	30	70		100	100
4. Dissertation and Viva	3hrs				50	50



## EXAMINATION REGULATIONS –

### *Eligibility for appearing in the examination*

- Attendance minimum is 80% in theory and practical before appearing for final university examination but must complete 100% in practical before the award of degree.
- There is no minimum cut off for the internal assessment marks, as internal and external marks are added together for declaring pass.

### ***Examining and Degree Awarding Authority: Respective University.***

### *Classification of results*

- The declaration of results will be done as pass (60%) or fail and with rank.
- Pass marks is 60% and above in the aggregate of both internal and external University examination in theory and practical in every course/subject and less than 60% is fail. For calculating the rank, the aggregate of the two years 'marks will be considered.
- If a candidate fails in theory or practical, he/she has to reappear for the paper in which he/she has failed.
- Rank will not be declared for candidates who fail in any subject. Maximum period to complete the program is 4 years.

### ***Practical examination***

- OSCE type of examination will be followed alongside viva (oral examination)
- Maximum number of students per day – 10.
- Examination should be held in the clinical area only.
- The team of practical examiners will include one internal examiner {M.Sc. faculty with two years of experience in teaching the NP in Emergency and Trauma Care program/M.Sc. faculty (Medical Surgical Nursing preferable) with 5 years of Post PG experience}, one external examiner (same as above) and one medical internal examiner who should be a preceptor for NP in Emergency and Trauma Care program.

### ***Dissertation***

***Research Guides:*** Main guide – Nursing faculty (3 years Post PG experience) teaching NP program,  
Co-guide: Medical preceptor.

***Submission of Research Proposal:*** 6-9 months after date of admission in the first year.

***Guide Student Ratio:*** 1:5

***Research Committee:*** There shall be a separate research committee in the college/hospital to guide and oversee the progress of the research {minimum of 5 members with Principal or CNO who is M.Sc. (Nursing) qualified}.

Ethical clearance must be obtained by the hospital ethics committee since it involves clinical research.



**Topic Selection:** The topic should be relevant to emergency and trauma nursing that will add knowledge or evidence for nursing intervention. The research should be conducted in emergency and trauma care setting.

**Data Collection:** 7 weeks are allotted for data collection, which can be integrated during clinical experience after 6 months in first year and before 6 months in second year.

**Writing the Research Report:** 6-9 months in second year.

**Submission of Dissertation Final:** 3 months before completion of the second year.

**Dissertation Examination Internal Assessment:** Viva & Dissertation = 50 marks.

**University Examination:** Viva & Dissertation Report = 50 marks.

{Marking guide used for other M.Sc. (Nursing) specialties can be used for evaluation.}

## **VII. Assessment (Formative and Summative)**

- Clinical and Care Pathway/Case Study Report
- Objective Structured Clinical Examination (OSCE)

**Teaching Methods:** Teaching – Theoretical, Lab & Clinical can be done in the following methods and integrated during clinical posting:

- Clinical conference
- Case/clinical presentation
- In depth drug study, presentation and report
- Nursing rounds
- Clinical seminars
- Journal clubs
- Case study/Clinical or care pathway
- Advanced health assessment
- Faculty lecture in the clinical area
- Directed reading
- Assignments
- Case study analysis
- Workshops

**D. Procedures/Log Book:** At the end of each clinical posting, Clinical Log Book (Specific Procedural Competencies/Clinical Skills) **and** Clinical Requirements have to be signed by the preceptor every fortnight.

## **Institutional Protocol /Standing Orders based administration of drugs & ordering of investigations and therapies**

The students will be trained to independently perform emergency assessment, order diagnostic tests,



perform diagnostic and therapeutic procedures, handle medical equipment, administer drugs and therapies as per institutional protocols/standing orders. Administration of emergency drugs is carried out in consultation with concerned physician and endorsed later by written orders.



## **M.Sc. NURSE PRACTITIONER IN EMERGENCY AND TRAUMA CARE (NPETC)**

### **PROGRAMME OUTCOME**

After completing M.Sc Nurse Practitioner in Emergency and Trauma Care Programme, the graduate will be able to;

- PO1** : Demonstrate competency in providing holistic care to Trauma patients
- PO2** : Develops clinical competency in diagnostic reasoning, complex monitoring and treatment therapies in collaboration with treating doctor
- PO3** : Apply theoretical, patho-physiological and pharmacological principles and evidence base knowledge in implementing therapies / interventions in Emergency and Trauma care.
- PO4** : Appraise emergency conditions for providing emergent treatment to stabilize and restore patients' health.
- PO5** : Manage complications independently or collaboratively as a part of emergency and Trauma care team.
- PO6** : Collaborate with family members and other health care professionals in the emergency and Trauma care team, across the continuum of emergency care.



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**COURSE OUTCOME**

**First Year M.Sc. (Nurse Practitioner in Emergency and Trauma Care)**

**At the end of the course the student;**

**Theoretical Basis for Advanced Practice Nursing**

- CO1** : Explains the global health care challenges & health care delivery system in India.
- CO2** : Describes the scope & regulations related to advanced nursing practice.
- CO3** : Explains the competencies & trainings related to nurse practitioner.
- CO4** : Identifies the future challenges of nurse practitioners

**Research Application and Evidence Based Practice in Emergency and Trauma Care**

- CO5** : Explains the research process.
- CO6** : Conducts independent research projects.
- CO7** : Reports research findings through Scientific paper presentation and publications.
- CO8** : Computes the data and interprets the results.

**Advanced skills in Leadership, Management and Teaching**

- CO9** : Applies theories and principles of leadership.
- CO10** : Practices quality improvement strategies for managing patients in Emergency and Trauma units.
- CO11** : Applies principles of management for effective management of Emergency and Trauma units.
- CO12** : Develops teaching plan for educating nursing staff, patients and their relatives.



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#### **Advanced Pathophysiology & Pharmacology applied to Emergency and Trauma Nursing**

- CO13** : Integrates the knowledge of pathophysiology process in developing diagnosis and plan of care for Emergency and Trauma patients.
- CO14** : Applies the patho physiological principles in symptom management and secondary prevention among seriously ill trauma patients.
- CO15** : Administer medications to patients following pharmacological principles.
- CO16** : Applies sound knowledge of drug interactions in administration of medication to Emergency and Trauma patients.

#### **Advanced Health / Physical Assessment in Emergency and Trauma Nursing-Theory**

- CO17** : Describes the system wise focused physical examination.
- CO18** : Explains the assessment of children, pregnant women & psychiatric patients.
- CO19** : Identifies the screening and diagnostic tests relevant to the physical examination findings.
- CO20** : Describes system wise clinical monitoring parameters

#### **Advanced Health / Physical Assessment in Emergency and Trauma Nursing-Practical**

- CO21** : Demonstrate competency in general and focused physical assessment of patient's in Emergency department.
- CO22** : Analyses the results of appropriate screening and diagnostic tests based on the physical examination findings.
- CO23** : Prepares plan of care for Emergency and Trauma patients based on the clinical parameters
- CO24** : Documents assessment, diagnosis, management.



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**COURSE OUTCOME**

**Second Year M.Sc. (Nurse Practitioner in Emergency and Trauma)**

**At the end of the course the student;**

**Foundations of Emergency and Trauma Nursing Practice -Theory**

- CO25** : Describes holistic care applied to Emergency & trauma Nursing practice.
- CO26** : Explains the principles & assessment relevant to emergency & trauma care.
- CO27** : Identifies the need for Psychosocial management , family education & counselling in emergency & trauma unit.
- CO28** : Describes the infection control & quality assurance models relevant to Emergency & trauma care units.

**Foundations of Emergency and Trauma Nursing Practice -Practical**

- CO29** : Demonstrates skill in performing appropriate invasive and non-invasive procedures required for Emergency and Trauma patients.
- CO30** : Practice principles of Infection control relevant to emergency & trauma care unit.
- CO31** : Provide care related to management of acute trauma injuries.

**Emergency and Trauma Nursing – I Theory**

- CO32** : Describes the concept of triage.
- CO33** : Explains the care of patients with cardiovascular, respiratory, neurological, genitourinary & gastrointestinal emergencies.
- CO34** : Describes the care of patients with musculoskeletal, endocrine & hematological emergencies.



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**Emergency and Trauma Nursing – I Practical**

- CO35** : Develops skill in assessment of Emergency and Trauma patients with cardiac, pulmonary, neurology, nephrology, endocrine and gastrointestinal disorders
- CO36** : Demonstrates competency in providing comprehensive care to patients with alterations in cardiac, pulmonary and nephrology systems brought to Emergency Unit.
- CO37** : Demonstrates competency in providing comprehensive care to patients with alterations in neurology, endocrine and gastrointestinal systems brought to emergency Unit .

**Emergency and Trauma Nursing – II -Theory**

- CO38** : Explains the care of patients with sense organ, multisystem, toxicology & specific infections in emergencies.
- CO39** : Describes the care to patients with emergency situations among pregnant Women, children and psychiatric patients.
- CO40** : Explains trauma, disaster management & emergency medical services.

**Emergency and Trauma Nursing – II- Practical**

- CO41** : Demonstrates competency in providing comprehensive care to adult patients with alterations in haematological system, skin, multisystem organs and infectious diseases in emergency situations.
- CO42** : Demonstrates competency in providing comprehensive care to children, pregnant women and geriatric patients in emergency Unit.

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## **COURSE PLANNING**

**M.Sc (NPETC) PROGRAMME**

**First Year**



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**CORE COURSES**

**Theoretical Basis for Advanced Practice Nursing**

**Placement: First Year**

**Theory: 40 hours**

**Course Description:** This course provides the student with theoretical foundation for advanced nursing. The focus of the course is on the critical components of contemporary nursing knowledge; exploration of the nature of theory development in nursing; examination of relevance of concepts from basic and applied sciences; analysis and evaluation of nursing & related theories; and relevance of theory in terms of impact on professional nursing practice, and individuals, families, groups as clients in health care system.

**COMPETENCIES**

1. Analyses the global healthcare trends and challenges
2. Analyses the impact of Healthcare and Education policies in India on nursing consulting the documents available.
3. Develops in depth understanding of the healthcare delivery system in India, and its challenges.
4. Applies economic principles relevant to delivery of healthcare services in emergency & trauma care
5. Manages and transforms health information to affect health outcomes such as cost, quality and satisfaction.
6. Accepts the accountability and responsibility in practicing the Nurse practitioner's roles and competencies.
7. Actively participates in collaborative practice involving all healthcare team members in emergency & trauma care and performs the prescriptive roles within the authorized scope.
8. Engages in ethical practice having a sound knowledge of law, ethics and regulation of advanced nursing practice.
9. Uses the training opportunities provided through well planned preceptor ship and performs safe and competent Care applying to Nursing process.
10. Applies the knowledge of nursing theories in providing competent care to patients requiring emergency & trauma care.
11. Predicts future challenges of nurse practitioner's roles in variety of healthcare settings particularly in India



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**Theoretical Basis for Advanced Practice Nursing**

Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
1	2	Global Health Care Challenges Trends (Competency -1)		Lecture	Written test
2	2	Health System in India Health Care Delivery System in India Changing Scenario (Competency-3)	2	Lecture Cum Discussion	Assignment - Identify Health Care and Education policies and analyze its impact on Nursing
3	2	National Health Planning- 5 year plans & National Health Policy (Competency-2)		Seminar	Seminar Evaluation
4	4	Health Economics & Health Care financing (Competency-4)		Symposium	Symposium evaluation
5	2	Health Information system including Nursing Informatics (Use of computers) (Competency-5)	1	Lecture Cum Demonstration	Return demonstration
<b>Advanced Nursing Practice (ANP)</b>					
6	3	ANP-Definition, Scope, Philosophy, Accountability, Roles & Responsibilities (Collaborative practice and Nurse prescribing roles) (Competency 6&7)		Seminar/ Presentation	Seminar Evaluation
7	3	Regulation (accreditation of training Institutions and Credentialing) & Ethical dimension of advanced nursing practice role (Competence-8)	2	Symposium- Describe the Legal position in India for NP Practice. Discuss the future of nurse Prescribing Policies in India with relevance to these policies	Symposium Evaluation
8	3	Nurse Practitioner- Roles, Types, Competencies, Clinical Settings for practice, cultural competence (Competence-6)	2	Critiquing- Examine the Nursing protocols relevant to NP Practice found in Various ICUS in your Tertiary centre	Assignment Evaluation



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Unit	Theory Hours	Topic	Practical /Lab Lab	Learning Activity	Method of Assessment
9	2	Training for NP’s – Preceptorship(Competency-9)		Seminar	Seminar evaluation
10	4	Future Challenges of NP practice (Competence-11)		Individual & Group Discussion- Describe specific challenges and provide strategies to improve advanced practice nursing clinical education	Assignment evaluation
11	4	Theories of Nursing applied to APN (Competence-10)		Presentation of Nursing Theories	Assignment - Evaluate the application of nursing model and theories in the current health care delivery system
12	2	Nursing process applied to APN (Competence-10)		Preparation of Care plan with application of Nursing Theories	Care plan Evaluation - Apply theories from nursing and other disciplines to the advanced practice care of individuals and families
	33 hrs		7 hrs		

**Bibliography:**

1. Barkers, A.M.(2009), Advanced Practice Nursing. Massachussets: Jones & BarlettPublishers
2. Hickey, J.V, Quimette, R.M,& Venegoni, S.L.(1996). Advanced Practice nursing: Changingroles and Clinical applications. Philadelphia: Lippincott Williams and Wilkins.
3. Schober, M, & Affara, F.A. (2006). Advanced nursing practice. Oxford: Blackwellpublishing.
4. Stewart. G.J, & Denisco, S.M.(2015). Role Development for the Nurse practitioner.USA: Springer Publishing Company



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**Theoretical Basis for Advanced Practice Nursing**

**INTERNAL ASSESSMENT (THEORY)**

**Total Marks 50**

Sl. No	Item	Total Marks	Weightage in %	Marks
1	First term Examination	25 marks	40	10
2	Second term Examination	25 marks		
3	Written assignment /Term Paper ( Global and national health Care trends & Policies)	50 marks	40	10
4	Clinical Seminar ( Clinical /Care Pathway in specific Clinical condition /application of specific Nursing theory)	30 marks	20	5
	<b>Total</b>	130	100	25

**INTERNAL ASSESMENT +FINAL ASSESSMENT: Theoretical Basis forAdvanced Practice Nursing**

S.No	Assessment	Marks
1.	Internal Assessment	25
2.	Final theory College Exam	25
	<b>Grand Total</b>	<b>50</b>



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**RESEARCH APPLICATION AND EVIDENCE BASED PRACTICE IN  
EMERGENCY AND TRAUMA CARE NURSING**

Theory : 56 Hrs

Practical : 24Hrs (Lab/Skill lab)

Research Practicum = 336 hours (7 weeks) Evidence Based Project (EBP Project)

**COURSE DESCRIPTION** – This course is designed to assist the students to acquire sound knowledge in research methodology and to use the research findings in evidenced based practice. It will further enable the students to participate in clinical research to improve quality patient care Emergency and trauma care settings.

**COMPETENCIES**

1. Applies sound research knowledge and skills in conducting independent research in emergency and trauma nursing.
2. Participates in collaborative research to improve patient care quality.
3. Interprets and uses research findings in advanced practice to produce EBP.
4. Tests/evaluates current practice to develop best practices and health outcomes and quality care in advanced practice.
5. Analyzes the evidence for nursing interventions carried out in emergency and trauma nursing practice to promote safety and effectiveness of care.
6. Develops skill in writing scientific research reports.



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Unit	Theory Hours	Topic	Practical Hours	Teaching Learning Activities	Method of Assessment
I	2	<b>Research and advanced Practice Nursing</b> Significance of Research and enquiry related to Advanced nursing role	2	Lecture-cum discussion Identifying research priorities	
II	5	<b>Research for APN Practice</b> Testing current practice to develop best practice Health outcome and Indicators of quality care in advanced practice Promoting research culture	2	Journal club Lecture-cum discussion	Research article presentation
III	40 (5 days workshop)	<b>Research Knowledge and skills:</b> Research competencies essential for APNs (interpretation and use of research, evaluation of practice, participation in collaborative research)  • Introduction to Evidence Based Practice (EBP) project –PICOT question, steps of planning, implementation, evaluation and dissemination (project proposal and project report)  Writing research proposal and research report	13	Research studies analysis  Workshop Preparation of tool  Developing and presenting research proposal  Designing proposals for funding	Critiquing of research studies  <b>Assignment:</b>  Writing systematic review (Analyze the evidence for a given nursing intervention in ICU)
IV	5 (Workshop)	<b>Writing for publication</b> workshop – Manuscript preparation and finding funding sources)	5	Workshop/ seminar Preparation of manuscript for publication	Seminar



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Unit	Theory Hours	Topic	Practical Hours	Teaching Learning Activities	Method of Assessment
V	4	<b>Evidence based practice</b> Concepts, principles, importance and steps Integrating EBP to emergency and trauma nursing Areas of evidence in emergency and trauma care Barriers to implement EBP Strategies to promote EBP (Competency-3, 4, 5)	2	Seminar  Seminar	Seminar

## CLINICAL PLACEMENT

S.No	Area	Duration
1	Emergency ICU	2 weeks
2	MICU	2 weeks
3	SICU	2 weeks
4	CVTS ICU	2 weeks
	Total	8 weeks

## Assessment

Year	Theory Marks			Practical (Dissertation) Marks		
	Hours	Internal	External	Hours	Internal	External
First	3	30	70	-	-	-
Second	-	-	-	3	50	50



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## Dissertation:

- Ethical clearance should be obtained by the hospital ethics committee
- Topic Selection – The topic should be relevant to critical care nursing that will add knowledge or evidence for nursing intervention. The research should be conducted in any of the critical care settings.
- Submission of research proposal – between 6 to 9 months after the date of admission in the first year.
- Data collection – 7 weeks are allotted for data collection, which can be integrated during clinical experience after 6 months in first year and before 6 months in second year.
- Writing the research report – 6-9 months in second year.
- Submission of dissertation final – 9 months before completion of second year.
- Dissertation Examination -
 

Internal assessment	- Viva & dissertation report – 50
University Examination - Viva & dissertation report	– 50
marks	

## Internal Assessment: Theory

Sl. No	Items	Marks	Weightage in %	Marks out of 30
1.	<b>Test Papers</b>			
	First term Examination	50	<b>66</b>	<b>20</b>
	Second term Examination	70		
2.	<b>Assignments</b>			
	a) Preparation of Research instrument	50	<b>34</b>	<b>5</b>
	b) Writing systematic review	50		
	c) Journal club – analysis of Research Evidence for ED Nursing competencies (1)	20×1=20		<b>5</b>
<b>Total</b>		<b>240</b>	<b>100%</b>	<b>30</b>

## Bibliography:

- Burns, N., & Grove, S. K. (2011). Understanding nursing research: Building an evidence-based practice (5th ed.). 1<sup>st</sup> Indian reprint 2012, New Delhi: Elsevier.
- Polit, D. F., & Beck, C. T. (2012). Nursing research: Generating and assessing evidence for nursing practice (9th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Schmidt, N. A., & Brown, J. M. (2009). Evidence – based practice for nurses appraisal and application of research. Sd: Jones and Bartlet Publishers



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## **ADVANCED SKILLS IN LEADERSHIP, MANAGEMENT AND TEACHING**

### **Placement – First Year**

Theory: 56 Hrs, Practical: 24Hrs (Lab/Skill lab)

Clinical: - 192 Hrs (4 weeks)

### **Course Description:**

This course is designed to assist the students to develop a broad understanding of Principles, concepts, trends and issues related to leadership and management in emergency and Trauma care units. It would also provide opportunity to students to understand, appreciate and acquire skills in budgetary planning, supervision and management of manpower and supplies in emergency and Trauma care units. Further it would enable the students to understand the basic principles of education, and acquire skill in teaching.

### **Competencies**

1. Applies principles of leadership and management in ED.
2. Manages stress and conflicts effectively in emergency and trauma care units using sound knowledge of principles.
3. Applies problem solving and decision-making skills effectively.
4. Uses critical thinking and communication skills in providing leadership and managing patient care in emergency and trauma care units.
5. Builds teams and motivates others in emergency and trauma care units.
6. Develops unit budget, manages supplies and staffing effectively.
7. Participates appropriately in times of innovation and change.
8. Uses effective teaching methods, media and evaluation based on sound principles of teaching.
9. Develops advocacy role in patient care, maintaining quality and ethics in emergency and trauma care units
10. Provides counseling to families and patients in crisis situations particularly in end-of-life care.



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## Course Content

Unit	Theory Hours	Topic	Practical Hours	Teaching Learning Activities	Method of Assessment
1	2	Theories, styles of leadership and current trends			Written Exam
2	2	Theories, styles of management and current trends			Written Exam
3	4	Principles of leadership and management applied emergency and trauma care units			Written Exam
4	4	Stress management and conflict management - principles and application to emergency and trauma care units, effective time management		Seminar	Written Exam
5	4	Quality improvement and audit	2 2	Patient care audit Preparation of nursing care standards and protocols	Written Exam
6	5	Problem solving, critical thinking and decision making, communication skills applied to emergency and trauma nursing practice	2	Monitoring, evaluation, and writing report of infection control practices	<b>Term Paper</b> ICU work place violence
7	2	Team building, motivating and mentoring within emergency and trauma care units		Seminar	Written Exam
8	5	Budgeting and management of resources including human resources emergency and trauma care unit budget, material management, staffing, assignments	4	Preparation Staff patient assignment staff duty roster Unit budget Management of equipment and supplies	Written Exam
9	2	Change and innovation		Seminar	Written Exam
10	6	Staff performance, and evaluation (performance appraisals)	2	Assignment	Written Exam
11	2	Teaching - Learning theories and principles theories and principles applied to ETN	2	<b>Exercise</b> Development of teaching plan	



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Unit	Theory Hours	Topic	Practical Hours	Teaching Learning Activities	Method of Assessment
12	2	Competency based education and outcome based education	2	Preparation of Program & Course Outcomes	
13	8	Teaching methods/strategies, media: educating patients and staff in emergency and trauma care units	4	Preparation of teaching method and media for patients and staff	
14	4	Staff education and use of tools in evaluation	4	Micro teaching / patient education sessions Planning and conducting OSCE/OSPE Construction of tests	Micro teaching for staff  Construction of Test
15	2	APN - Roles as a teacher		Clinical Conference	
16	2	Advocacy roles in emergency and trauma care units		Clinical Conference	
<b>Total</b>	<b>56 hrs.</b>		<b>24 hrs</b>		

## **Bibliography:**

Bastable, S. B. (2010). Nurse as educator: Principles of teaching and learning for nursing practice (3rd ed.). New Delhi: Jones & Bartlett Publishers

Billings, D. M., & Halstead, J. A. (2009). Teaching in nursing: A guide for faculty (3rd ed.). St. Louis, Missouri: Saunders Elsevier.

Clark, C. C. (2010). Creative nursing leadership and management. New Delhi: Jones and Bartlett Publishers.

Mc Connel. (2008). Management principles for health professionals. Sudbury, M. A: Jones and Bartlett Publishers.

Roussel, L., & Swansburg, R. C. (2010). Management and leadership for nurse administrators (5th ed.). New Delhi: Jones and Bartlett Publishers.



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## Practical/Lab: 24 hours

1. Preparation of staff patient assignment
2. Preparation of unit budget
3. Preparation of staff duty roster
4. Patient care audit
5. Preparation of nursing care standards and protocols
6. Management of equipment and supplies
7. Monitoring, evaluation, and writing report of infection control practices
8. Development of teaching plan
9. Micro teaching/patient education sessions
10. Preparation of teaching method and media for patients and staff
11. Planning and conducting OSCE/OSPE
12. Construction of tests

## CLINICAL PLACEMENT

S. No	Area	Duration
1	EMS ICU	4 weeks
2	Casualty	3 weeks
	Total	7 weeks

## INTERNAL ASSESSMENT

Sl. No	Items	Marks	Weightage in %	Marks out of 30
1.	<b>Examination</b>			
	First term Examination	50	50	15
	Second term Examination	70		
2.	<b>Assignments</b>			
	Journal Club (Trends in Leadership / Management / Teaching )-1	20x1=20	50	5
	Term Paper – Mob violence in Trauma Emergency & Trauma Unit	50		5
	Microteaching for Staff (1)	20		5
	<b>Total</b>	<b>210</b>	<b>100</b>	<b>30</b>

## UNIVERSITY EXAMINATION

Theory Marks			Practical Marks		
Duration (Hours)	Internal	External	Hours	Internal	External
3	30	70	NIL		



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**ADVANCED PRACTICE COURSES**

**ADVANCED PATHOPHYSIOLOGY APPLIED TO EMERGENCY AND TRAUMA NURSING**

**Placement : First Year**

**Theory – 60 hours      Practical – 336 hours**

**Course description:**

The course is designed to enhance advanced knowledge on pathophysiology and the adaptive responses that will support clinical decision making about the diagnosis and treatment of Emergency and Trauma conditions

**Competencies:**

1. Integrates the knowledge of pathophysiological process in emergency and trauma conditions in developing diagnosis and plan of care.
2. Applies the pathophysiological principles in symptom management and secondary prevention of emergency and trauma conditions.
3. Analyzes the pathophysiological changes relevant to each emergency and trauma conditions recognizing the value of diagnosis, treatment, care and prognosis.



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**Course Content** : Theory -30 hours

Unit	Theory Hours	Content	Practical /lab hours	Teaching Learning Activities	Method of Assessment
1.	6	<b>Cardiovascular function</b>  <b>Advanced pathophysiological process of cardiovascular condition</b> Hypertensive disorder Coronary artery diseases Valvular heart disease Cardiomyopathy and heart failure Cardiac Tamponade Arrhythmias Cor pulmonale Heart block and conduction disturbances Peripheral artery disorder Venous disorders		Lecture cum discussion  Problem based learning,  Nursing rounds  Clinical conference  One minute preceptorship	Case presentation  Seminar,  Case studies  Journal writing
II	4	<b>Pulmonary function</b> <b>Advanced Pathophysiological process of pulmonary conditions</b> Chronic obstructive pulmonary disease Disorders of the pulmonary vasculature Infectious diseases Respiratory failure Chest trauma		Lecture cum discussion Problem based learning Nursing rounds Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing



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Unit	Theory Hours	Content	Practical /lab hours	Teaching Learning Activities	Method of Assessment
III	4	<b>Neurological functions</b> <b>Advanced Pathophysiological process of Neurological function</b> Seizure disorder Cerebrovascular disease Infections Spinal cord disorder Degenerative neurological diseases Neurological trauma Coma, unconsciousness		Lecture cum discussion Problem based learning, Nursing rounds Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing
IV	4	<b>Renal function</b> <b>Advanced Pathophysiological process of Renal function</b> Acute renal failure Chronic renal failure Infections & Urosepsis Testicular torsion Nephrotic syndrome Genito urinary trauma		Lecture cum discussion Problem based learning, Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing
V	4	<b>Gastrointestinal and hepatobiliary Function</b> <b>Advanced Pathophysiological process of hepatobiliary conditions</b> Gastrointestinal bleeding Intestinal obstruction Infections and inflammations Hepatic failure Gastrointestinal perforation Gastrointestinal tumors Abdominal trauma		Lecture cum discussion Problem based learning , Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing



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Unit	Theory Hours	Content	Practical /lab hours	Teaching Learning Activities	Method of Assessment
VI	4	<b>Endocrine function</b> <b>Advanced Pathophysiological process of endocrine function</b> Diabetic ketoacidosis Hyperosmolar non ketoticcoma Hypoglycemia Thyroid storm Myxedema coma Adrenal crisis Pheochromocytoma Syndrome of inappropriate antidiuretic hormone secretion		Lecture cum discussion Problem based learning, Nursing rounds Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing
VII	4	<b>Hematological function</b> <b>Advanced Pathophysiological process of Hematological conditions</b> Disorders of Red blood cells- Polycythemia, Anemia, Sickle cell diseases Disorders of white blood cells- Leucopenia, Neoplastic disorders Disorders of hemostasis- Platelet disorders ,Coagulation disorders, Disseminated intravascular coagulation		Lecture cum discussion Problem based learning, Nursingrounds Clinical conference One minute preceptors	Case presentation Seminar, Case studies Journal writing



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## B . Advanced Pathophysiology Applied to Emergency and Trauma Nursing

Hours of Instruction: Theory: 30 hours

Unit	Theory Hours	Content	Practical/ Lab Hours	Teaching Learning Activities	Method of Assessment
I	3	<b>Sense organs</b> <b>Advanced pathophysiological process of integumentary conditions</b> <b>Skin</b> <ul style="list-style-type: none"> <li>Wound healing</li> <li>Burns</li> <li>Skin and soft tissues infections</li> <li>Steven Johnson Syndrome</li> </ul> <b>Eye</b> <ul style="list-style-type: none"> <li>Infections and inflammations</li> <li>Foreign bodies</li> <li>Injuries</li> </ul> <b>ENT</b> <ul style="list-style-type: none"> <li>Infections and inflammations</li> <li>Foreign bodies</li> <li>Epistaxis</li> <li>Injuries</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Problem based learning ,</li> <li>Nursing rounds</li> <li>Clinical conference</li> <li>One minute preceptorship</li> </ul>	<b>Case presentation Seminar, Case studies Journal writing</b>
II	3	<b>Musculoskeletal system</b> <b>Advanced pathophysiological process of musculoskeletal conditions</b> Infections and inflammations			
III	4	<b>Multisystem dysfunction</b> <ul style="list-style-type: none"> <li>Shock- Hypovolemic, Cardiogenic, Distributive</li> <li>Systemic inflammatory syndrome</li> <li>Multiple organ dysfunction syndrome</li> <li>Poly Trauma</li> <li>Envenomation</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Problem based learning ,</li> <li>Nursing rounds</li> <li>Clinical conference</li> <li>One minute preceptors</li> </ul>	<b>Case presentation Seminar, Case studies Journal writing</b>
IV	3	<b>Toxicology</b> <b>Advanced pathophysiological process related to toxins</b> <ul style="list-style-type: none"> <li>Poisoning – Drug overdose, Chemicals, Corrosives, Herbal</li> </ul>			



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Unit	Theory Hours	Content	Practical/ Lab Hours	Teaching Learning Activities	Method of Assessment
V	3	<p>Specific infections</p> <p>Advanced pathophysiological process of specific infections</p> <ul style="list-style-type: none"> <li>• Common viral and bacterial infections</li> <li>• Food and water-borne infectious diseases</li> <li>• Air born infectious diseases</li> <li>• HIV infection and AIDS</li> <li>• Parasitosis – Malaria, Dengue</li> <li>• Rabies</li> <li>• Sepsis and septic shock</li> <li>• Tetanus</li> <li>• Pandemic – Flu Scars, Avian Influenza A(H5N1), COVID 19</li> </ul>			
VI	3	<p><b>Reproductive function</b></p> <p><b>Advanced Physiological process of reproductive conditions</b></p> <ul style="list-style-type: none"> <li>• Physiological changes in pregnancy</li> <li>• Conditions requiring emergency care</li> <li>Antenatal Emergencies</li> <li>• Hyperemesis gravidarum</li> <li>• Ectopic pregnancy</li> <li>• Antepartum hemorrhage</li> <li>• Pregnancy induced hypertension</li> <li>Intra-partum emergencies Obstructed labor , Ruptured uterus</li> <li>Post-partum emergencies- PPH</li> <li>Obstetrical shock , Puerperal sepsis</li> <li>HELLP syndrome, DIC</li> <li>Amniotic fluid embolism</li> <li>Gynecological Emergencies: Ovarian cyst/abscess/torsion Sexual assault</li> <li>Vaginal bleeding</li> </ul>		<p>Lecture cum discussion</p> <p>Problem based learning ,</p> <p>Nursing rounds</p> <p>Clinical conference</p> <p>One minute preceptorship</p>	<p>Case presentation</p> <p>Seminar,</p> <p>Case studies</p> <p>Journal writing</p>



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Unit	Theory Hours	Content	Practical/ Lab Hours	Teaching Learning Activities	Method of Assessment
VII	3	<p><b>Emergencies in children</b>  <b>Advanced pathophysiological process in various emergency conditions among children under each system</b>            Cardiovascular            Respiratory            Neurological            Gastrointestinal            Genitourinary            Endocrine            Haematology            Infectious disease emergencies            Skin lesions and burns            Poisoning, Foreign bodies, drowning            Accidents            Shocks</p>		Lecture cum discussion Problem based learning , Nursing rounds Clinical conference One minute preceptorship	Case presentation Seminar, Case studies Journal writing
VIII	4	<p><b>Mental Health Functions Advanced pathophysiological process of specific mental health conditions</b>            Suicide            Homicide            Substance abuse – alcohol, drugs            Panic attack            Acute depression            Sexual assault            Post-traumatic stress disorder (PTSD)</p>		Lecture cum discussion Problem based learning , Nursing rounds Clinical conference One minute preceptorship	Case presentation Seminar, Case studies Journal writing
IX	4	<p><b>Traumatic injuries</b>  <b>Advanced pathophysiological process of specific injuries</b>            Traumatic shock            Cranio-facial injuries            Musculo skeletal injuries and spinal injuries            Cardiothoracic injuries            Abdominal injuries            Injuries during pregnancy            Paediatric Trauma</p>			



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## ADVANCED PHARMACOLOGY RELEVANT TO EMERGENCY AND TRAUMA NURSING

**Placement : First Year**

**Theory – 54 hours    Practical – 336 hours**

### **Course description:**

This course is designed to enhance the advanced knowledge and clinical application of drug therapy with emphasis on mechanisms of drug actions, therapeutic effects, adverse effects, drug interactions with an integrated approach to pathophysiology and relevant considerations for illness management

### **Competencies:**

1. Applies the pharmacological principles in providing care to patients and families requiring Emergency and trauma care.
  2. Analyzes pharmacotherapeutics and pharmacodynamics relevant to drugs used in the treatment of emergency and trauma conditions.
  3. Performs safe drug administration based on principles and institutional protocols.
  4. Documents accurately and provides follow up care.
- Applies sound knowledge of drug interactions in administration of drugs to patients requiring emergency and trauma care and guiding their families in self-care management



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## Content

Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
I	2	<b>Introduction to pharmacology in Emergency &amp; Trauma Nursing:</b> History Classification of drugs and schedules		Lecture  Group discussion	Written test
II	2	<b>Pharmacokinetics &amp; Pharmacodynamics</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Absorption, Distribution, Metabolism, Distribution and Excretion in Emergency Care.</li> <li>• Plasma concentration, half life</li> <li>• Loading and maintenance Dose</li> <li>• Therapeutic index and drug safety</li> <li>• Potency and efficacy</li> <li>• Principles of drug administration               <ul style="list-style-type: none"> <li>▪ The rights of drug administration</li> <li>▪ Systems of measurement</li> <li>▪ Enteral drug administration</li> <li>▪ Topical drug administration</li> <li>▪ Parenteral drug administration</li> </ul> </li> </ul>		Lecture  Seminar	Written test
III	4	<b>Pharmacology and Cardiovascular alterations in Emergency care</b>  Vasoactive medications Vasodilator Vasopressor Inotropes <ul style="list-style-type: none"> <li>○ Cardiac glycosides- digoxin</li> <li>○ Sympathomimetics- dopamine, Dobutamine, Epinephrine, isoproterenol, norepinephrine, phenylephrine</li> <li>- Phosphodiesterase inhibitors – amrinone , milrinone</li> </ul>		Lecture,  Group discussion  Clinical conferences,  Problem based Learning ,	Drug presentation\  Patient Rounds,  Clinical Patient Log ,  Worksheets on case scenarios



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Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
		Antiarrhythmic Medications Cardiac Emergency condition <ul style="list-style-type: none"> <li>○ Medications to improve cardiac contractibility</li> <li>○ Medications in the management of - hypertension in emergency care</li> <li>○ Medications in the management of heart failure.</li> <li>○ Medications in the management of angina pectoris and myocardial infarction</li> <li>○ Medications in the management of dysrhythmias, heart block and conduction disturbances</li> <li>○ Medications in the management of pulmonary hypertension, valvular heart disease, cardiomyopathy.</li> <li>○ Medications in the management of Atherosclerotic disease of aorta and peripheral artery disease.</li> <li>○ Medications in the management of Deep vein thrombosis</li> <li>- Institutional protocols /standing orders for cardiac care emergencies</li> </ul>			
IV	4	<b>Pharmacology and pulmonary alterations in Emergency care</b> <b>Mechanical ventilation</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Medications used on patients with mechanical ventilator</li> <li>• Mechanical ventilation impact on pharmacotherapy- sedation and analgesia, Neuromuscular blockade, Nutrition</li> </ul> Pulmonary Emergency conditions <ul style="list-style-type: none"> <li>▪ Medications in the management of Status asthmaticus</li> <li>▪ Medications in the management of Pulmonary edema</li> <li>▪ Medications in the management of Pulmonary embolism</li> <li>▪ Medications in the management of Acute respiratory failure and acute respiratory distress syndrome</li> </ul>			



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Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
		<ul style="list-style-type: none"> <li>▪ Medications in the management of Chest trauma</li> <li>Medications in the management of Chronic obstructive pulmonary disease</li> <li>▪ Medications in the management of Pneumonia</li> <li>▪ Medications in the management of Pleural effusion</li> <li>▪ Medications in the management of Atelectasis</li> <li>• Standing orders for pulmonary care emergencies</li> </ul>			
V	4	Pharmacology and Neurological alterations in Emergency care <ul style="list-style-type: none"> <li>• Pain               <ul style="list-style-type: none"> <li>o NSAID</li> <li>o Opioids analgesia</li> </ul> </li> <li>• Sedation               <ul style="list-style-type: none"> <li>o Gamma amino butyric acid</li> </ul> </li> <li>stimulants               <ul style="list-style-type: none"> <li>o Dexmedetomidine</li> <li>o Analgo-sedation</li> </ul> </li> <li>• Delirium               <ul style="list-style-type: none"> <li>o Haloperidol</li> <li>o Atypical anti psychotics</li> </ul> </li> <li>• Medications used for local and general anesthesia               <ul style="list-style-type: none"> <li>o Local- amides, esters and miscellaneous agents</li> <li>o General- Gases, Volatile liquids, IV anesthetics</li> <li>o Non anesthetic drugs adjuncts to surgery</li> </ul> </li> <li>• Paralytic Medications               <ul style="list-style-type: none"> <li>o Non depolarizing and</li> <li>o depolarizing agents</li> </ul> </li> <li>Anxiolytics</li> </ul>			



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		<ul style="list-style-type: none"> <li>• <b>Autonomic drugs</b> <ul style="list-style-type: none"> <li>○ Adrenergic agents /Sympathomimetics</li> <li>○ Adrenergic blocking agents</li> <li>○ Cholinergic agents</li> <li>○ Anticholinergic agents</li> </ul> </li> <li>• <b>Medications in the management of Anxiety and Insomnia</b> <ul style="list-style-type: none"> <li>○ Antidepressants</li> <li>○ Benzodiazepines</li> <li>○ Barbiturates</li> </ul> </li> <li>• <b>Neurological emergency conditions</b> <ul style="list-style-type: none"> <li>○ Medications in the management of Psychoses</li> <li>○ Medications in the management of acute head injury and spinal cord injury with elevated intracranial pressure</li> <li>○ Medications in the management of muscle spasm</li> <li>○ Medications in the management of spasticity</li> <li>○ Medications in the management of cerebrovascular disease and cerebrovascular accident</li> <li>○ Medications in the management of Encephalopathy</li> <li>○ Medications in the management of Gillian bare syndrome and myasthenia gravis</li> <li>○ Medications in the management of Brain herniation syndrome</li> <li>○ Medications in the management of Seizure disorder</li> <li>○ Medications in the management of Coma , unconsciousness and persistent Vegetative State</li> <li>○ Appropriate Nursing care to safe guard patient</li> </ul> </li> <li>• Standing orders for neurological emergencies</li> </ul>		<p>Clinical conferences,</p> <p>Problem based Learning ,</p> <p>One minute preceptorship</p>	<p>Drug presentation,</p> <p>Patient Rounds,</p> <p>Clinical Patient Log ,</p> <p>Worksheets on case scenarios</p>



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Unit	Theory Hours	Content	Practical hours	Learning Activities	Method of Assessment
VI	3	<p><b>Pharmacology and Genitourinary alterations in Emergency care</b></p> <ul style="list-style-type: none"> <li>• Diuretics</li> <li>• Fluid replacement               <ul style="list-style-type: none"> <li>○ Crystalloids</li> <li>○ Colloids</li> </ul> </li> <li>• Electrolytes               <ul style="list-style-type: none"> <li>○ Sodium</li> <li>○ Potassium</li> <li>○ Calcium</li> <li>○ Magnesium</li> <li>○ Phosphorous</li> </ul> </li> <li>• Nephrology Emergency conditions</li> </ul> <p>Medication in the management of</p> <ul style="list-style-type: none"> <li>○ Acute/chronic renal failure</li> <li>○ Acute tubular necrosis</li> <li>○ infections</li> <li>○ genitourinary trauma</li> <li>○ Electrolyte imbalance</li> <li>○ Acid base balances</li> <li>○ Dialysis</li> </ul> <ul style="list-style-type: none"> <li>• Standing orders for nephrology emergencies</li> </ul>		<p>Problem based Learning,</p> <p>One minute preceptorship</p>	<p>Drug presentation,</p> <p>Patient Rounds, Clinical Patient Log ,</p> <p>Worksheets on case scenarios</p>
VII	4	<p><b>Pharmacology and gastrointestinal alterations in emergency care</b></p> <ul style="list-style-type: none"> <li>• Antiulcer drugs</li> <li>• Laxatives</li> <li>• Antidiarrheals</li> <li>• Antiemetic</li> <li>• Pancreatic enzymes</li> </ul> <p>Nutritional supplements, vitamins and minerals</p>			



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		<ul style="list-style-type: none"> <li>• Gastrointestinal Emergency care conditions</li> <li>Medications in the Management of               <ul style="list-style-type: none"> <li>○ Acute GI bleeding, Hepatic failure</li> <li>○ Infections &amp; Inflammations</li> <li>○ Abdominal injury</li> <li>○ hepatic encephalopathy</li> <li>○ acute intestinal obstruction</li> <li>○ Perforative peritonitis</li> <li>○ Gastro intestinal surgeries and Liver transplant</li> </ul> </li> <li>• Standing orders for gastrointestinal emergencies.</li> </ul>		Lecture,  Group discussion  Case presentation,  Clinical conferences,	Drug presentation,  Worksheets on case scenarios
VIII	4	<b>Pharmacology and endocrine alterations in Emergency care</b> <ul style="list-style-type: none"> <li>• Insulin and other hypoglycemic agents</li> <li>Endocrine Emergency Conditions</li> <li>Medications in the management of               <ul style="list-style-type: none"> <li>○ Diabetic keto acidosis,</li> <li>Hyperosmolar non ketotic coma</li> <li>○ Hypoglycemia</li> <li>○ Thyroid storm</li> <li>○ Myxedema Coma</li> <li>○ Adrenal crisis</li> <li>○ SIADH</li> </ul> </li> <li>• Standing orders for endocrine emergencies</li> </ul>		Problem based Learning , <ul style="list-style-type: none"> <li>• One minute preceptorship</li> </ul>	Drug presentation,  Patient Rounds,
IX	5	<b>Pharmacology and hematology alterations in Emergency care</b> Anticoagulants Antiplatelets drugs Thrombolytics  Hemostatics/ antifibrinolytics		Lecture, Group discussion Case presentation, Problem based Learning , Visit to blood bank	Drug presentation, Patient Rounds, Worksheets on case scenarios



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Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
		<ul style="list-style-type: none"> <li>• Hemopoietic growth factors               <ul style="list-style-type: none"> <li>○ Erythropoietin</li> <li>○ Colony stimulating factors</li> <li>○ Platelet enhancers</li> </ul> </li> <li>• Blood and blood products               <ul style="list-style-type: none"> <li>○ Whole blood, packed red blood cells, leukocyte –reduced red cells, washed red blood cells, fresh frozen plasma, cryoprecipitate</li> <li>○ Albumin</li> <li>○ Transfusion reactions, transfusion administration process</li> <li>○ Vaccines</li> <li>○ Immuno stimulants</li> <li>○ Immunosuppressants</li> </ul> </li> <li>Hematology emergency conditions</li> <li>Medications in the management of               <ul style="list-style-type: none"> <li>○ Anemia in acute illness.</li> <li>○ DIC.</li> <li>○ Thrombocytopenia and acute leukemia</li> <li>○ Heparin induced thrombocytopenia</li> <li>○ Sickle cell anemia</li> <li>○ Tumor lysis syndrome</li> </ul> </li> <li>• Standing orders for hematology emergencies</li> </ul>			



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Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
X	3	<p><b>Pharmacology and Sense Organs in Emergency Care</b></p> <ul style="list-style-type: none"> <li>• Dermatology emergency conditions</li> <li>• Medications used in burn management</li> <li>• Medications used in wound management</li> </ul> <p>Eye, ENT emergency conditions</p> <ul style="list-style-type: none"> <li>• Medications used in Eye infections</li> </ul> <p>Medications used in eye injuries</p> <ul style="list-style-type: none"> <li>• Medications used in ENT infections</li> <li>• Medications used in ENT injuries</li> <li>• Standing orders for dermatology emergencies</li> </ul>		Case presentation, Clinical conferences,	Drug presentation, Patient Rounds, Clinical Patient Log Worksheets on case scenarios
XI	4	<p><b>Pharmacology and multisystem alterations in Emergency care</b></p> <p>Medications in the management of</p> <ul style="list-style-type: none"> <li>○ Shock, sepsis, multiple organ dysfunction, systemic inflammatory response syndrome, anaphylaxis.</li> <li>○ Trauma, injuries (heat, electrical, near hanging, near drowning).</li> <li>○ bites, drug overdose and poisoning</li> </ul> <p>Fever in ED</p> <p>Antipyretics</p> <p>NSAIDS</p> <p>Corticosteroids</p> <p>Standing orders for multisystem emergencies</p>		Lecture, Group discussion Case presentation, Clinical conferences,	Drug presentation, Patient Rounds, Worksheets on case scenarios



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Unit	Theory Hours	Content	Practical hours	Teaching Learning Activities	Method of Assessment
XII	4	<p><b>Pharmacology and infections in Emergency care</b></p> <p>Antibacterial drugs</p> <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Beta lactams- pencillins, cephalosporins, monobactams, carbapenams</li> <li>○ Aminoglycosides</li> <li>○ Anti MRSA</li> </ul> <p>Quinolones</p> <ul style="list-style-type: none"> <li>○ Miscellaneous- Lincosamide group nitromidazole, tetracycline and chloramphenicol, polymyxins, antimalarials, anti fungals , antivirals</li> <li>• Anti fungal drugs</li> <li>• Antiprotozoal drugs</li> <li>• Anti viral drugs</li> <li>• Choice of antimicrobials</li> <li>• Infectious Emergency conditions</li> <li>○ Medications in the management of HIV, tetanus, SARS, Rickettsiosis, Leptospirosis, Dengue, Malaria, chickungunya, rabies, Avian flu and Swine Flu</li> <li>• Covid - 19</li> </ul> <p>Standing orders for infectious disease emergencies</p>		Lecture, Group discussion Clinical conferences, Problem based Learning ,	Drug presentation, Patient Rounds, Worksheets on case scenarios



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XIII	2	<p><b>Pharmacology and Emergencies in Children</b></p> <ul style="list-style-type: none"> <li>• Drugs used in various emergencies in children</li> <li>• Paediatric doses and calculations</li> </ul>		Lecture, Group discussion Clinical conferences, Problem based Learning ,	Drug presentation, Patient Rounds, Worksheets on case scenarios
XIV	2	<p><b>Pharmacology and Obstetric Emergencies</b></p> <p>Medications used in the management of the following</p> <ul style="list-style-type: none"> <li>• Antenatal emergencies</li> <li>• Hyperemesis gravidarum</li> <li>• Ectopic pregnancy</li> <li>• Antepartum haemorrhage</li> </ul> <p>Pregnancy induced hypertension</p> <ul style="list-style-type: none"> <li>• Intra-partum emergencies - Obstructed labor Ruptured uterus</li> <li>• Post-partum emergencies- PPH</li> </ul> <p>Obstetrical shock, Puerperal sepsis HELLP syndrome ,DIC, Amniotic fluid embolism</p> <ul style="list-style-type: none"> <li>• Gynecological Emergencies:</li> <li>• Ovarian cyst/abscess/torsion</li> <li>• Sexual assault</li> </ul> <p>Vaginal bleeding</p>		Lecture, Group discussion Clinical conferences, Problem based Learning ,	Drug presentation, Patient Rounds, Worksheets on case scenarios



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XV	3	<p><b>Pharmacology and Mental Health Alterations in Emergency Care</b></p> <ul style="list-style-type: none"> <li>Medications used in the management of the following               <ul style="list-style-type: none"> <li>• Suicide</li> <li>• Homicide</li> <li>• Substance abuse – alcohol, drugs</li> <li>• Panic attack</li> <li>• Acute depression</li> <li>• Sexual assault</li> <li>• Post-traumatic stress disorder (PTSD)</li> </ul> </li> </ul>		Lecture, Group discussion Clinical conferences, Problem based Learning ,	Drug presentation, Patient Rounds, Worksheets on case scenarios
XVI	3	<p><b>Pharmacology and Trauma related emergencies</b></p> <p>Medications used in pain management of the following</p> <p>Tetanus prophylaxis</p> <ul style="list-style-type: none"> <li>• Prophylactic antibiotics</li> <li>• Medication used in the following injuries               <ul style="list-style-type: none"> <li>○ Traumatic Shock</li> <li>○ Cranio-Facial Injuries</li> <li>○ Musculo skeletal injuries and spinal injuries</li> <li>○ Cardio thoracic injuries</li> <li>○ Abdominal injuries</li> <li>○ Injuries during pregnancy</li> <li>○ Paediatric Trauma</li> </ul> </li> </ul>		Lecture, Group discussion Clinical conferences, Problem based Learning ,	Drug presentation, Patient Rounds, Worksheets on
XVII	2	<p><b>Pharmacology in Disaster Management</b></p> <p>Medications used in the management of various disasters</p>			



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## **Bibliography**

- Johnson, T.J. (2012). Critical Care Pharmacotherapeutics, Jones & Bartlett Learning: United States of America.
- Wynne, A.L., Woo, T.M. & Olyaei, A.J. (2007). Pharmacotherapeutics for Nurse Practitioner Prescribers (2nd ed.), Philadelphia: Davis

## CLINICAL PLACEMENT

<b>S. No</b>	<b>Area</b>	<b>Duration</b>
<b>1</b>	EMS ICU	07 weeks
<b>2</b>	Casualty /HDU	5 weeks
<b>3.</b>	Neuro ICU	2 weeks
<b>4.</b>	Dialysis	1 week
	Total	15 weeks



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**ADVANCED PHARMACOLOGY AND PATHOPHYSIOLOGY RELEVANT TO  
 EMERGENCY AND TRAUMA NURSING**

**Internal Assessment - Theory**

S.No	Item	Marks allotted	Weightage	Out of 30 Marks
1.	<b>Examination</b>			
	First term Examination	50	67	20
	Pre final Examination	70		
2.	<b>Assignments</b>			
	Drug study & Presentation 5 x 20	100	33	5
	Case presentation & Case Study Report 2 x 20	40		5
<b>Total</b>		<b>260</b>	<b>100</b>	<b>30</b>

**UNIVERSITY EXAMINATION:**

Theory Marks			Practical Marks		
Duration (Hours)	Internal	External	Hours	Internal	External
3	30	70	Nil		



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**ADVANCED HEALTH / PHYSICAL ASSESSMENT IN EMERGENCY  
AND TRAUMA NURSING**

Theory : 70 Hours  
Practical/ Lab Hrs : 48 Hours Clinical : 576 Hrs

**Course Description** -The course is designed to develop advanced health assessment skills to identify critical conditions and carry out treatment /intervention to stabilize and restore patient's health.

**Competencies:**

1. Applies the physical assessment principles in developing appropriate system wise examination skills
2. Uses advanced health assessment skills to differentiate between variations of normal and abnormal findings
3. Orders screening and diagnostic tests based on the examination findings and institutional protocols
4. Analyzes the physical examination findings and results of various investigations and works collaboratively with emergency physicians for development of diagnoses
5. Documents assessment, diagnosis, and management and monitors follow up care in partnership with health care team members, patients, and families



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**Placement: First Year**

Theory : 70 Hours

Practical/ Lab Hrs: 48 Hours

## CONTENT

Unit	Theory Hrs	Theory	Practical/Lab Hrs	Teaching learning activities	Method of Assessment
I	4	<b>Introduction</b> History taking Physical examination	3	• Faculty demonstration ( clinical) Comprehensive Health history <b>Physical assessment (General)</b>	Return demonstration
II	6	<b>Cardiovascular system</b> <ul style="list-style-type: none"> <li>• Cardiac history</li> <li>• Physical examination</li> <li>• Cardiac laboratory studies - biochemical markers, hematological studies</li> <li>• Cardiac diagnostic studies - Electrocardiogram, echocardiography, stress testing, radiological imaging</li> </ul>	5	Faculty demonstration ( clinical) Focused Health history <b>Cardiovascular system assessment</b> <b>Demonstrations on Invasive BP monitoring</b>  <b>Witnessing Procedures</b> ECG Echocardiogram Stress Test <b>Interpretation of</b> Cardiac laboratory studies, biochemical markers, hematological studies PiCCO Peripheral vascular status	Return demonstration
III	6	<b>Respiratory system</b> History <ul style="list-style-type: none"> <li>• Physical examination</li> </ul> Respiratory monitoring - Arterial blood gases, pulse oximetry, end-tidal carbon dioxide monitoring		Faculty demonstration ( clinical) <b>Focused Health history</b>  <b>Respiratory system assessment</b>	Return demonstration



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Unit	Theory Hrs	Theory	Practical/ Lab Hrs	Teaching learning activities	Method of Assessment
		<ul style="list-style-type: none"> <li>Respiratory Diagnostic tests</li> <li>Chest radiography, ventilationperfusion scanning, pulmonary angiography, bronchoscopy, thoracentesis, sputum culture, pulmonary function test</li> </ul>	5	<p><b>Demonstrations on</b> Collection of blood sample Collection of sputum for culture</p> <p><b>Assisting Procedures</b> Bronchoscopy Pulmonary angiography Thoracentesis</p> <p><b>Witnessing Procedures</b> Chest X-ray Ventilation perfusion scanning</p> <p><b>Interpretation of</b> ABG pulse oximetry, End-tidal carbon dioxide monitoring Ventilation perfusion scanning Pulmonary functiontest</p>	
IV	6	<p><b>Nervous system</b> Neurological history</p> <ul style="list-style-type: none"> <li>General physical examination</li> <li>Assessment of cognitive function</li> <li>Assessment of cranial nerve function</li> <li>Motor assessment - muscle strength, power, and reflexes</li> <li>Sensory assessment - dermatome assessment</li> <li>Neuro diagnostic studies -CT scan, MRI, PET,EEG,EMG</li> </ul>	5	<p>Faculty demonstration( clinical) Focused Health history Nervous system assessment</p> <p><b>Demonstrations on</b> Glasgow coma scale Motor assessment Sensory assessment Cranial Nerve Assessment - Pain and sedation score</p> <p><b>Assisting Procedures</b> Lumbar puncture PET scan - ICP monitoring</p> <p><b>Interpretation of</b> CT scan, MRI, PET</p>	Return demonstration



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Unit	Theory Hrs	Theory	Practical/ Lab Hrs	Teaching learning activities	Method of Assessment
V	6	<b>Genitourinary system</b> <ul style="list-style-type: none"> <li>History</li> <li>Physical examination</li> <li>Assessment of renal function</li> <li>Assessment of electrolytes and acid base balance</li> <li>Assessment of fluid balance</li> </ul>	4	Faculty demonstration (clinical) Focused Health history Renal system assessment <b>Assisting Procedures</b> - Renal Biopsy <b>Interpretation of</b> Renal Function test Interpretation of fluid and electrolyte balance - Acid base abnormalities	Return demonstration
VI	4	<b>Gastrointestinal system</b> <ul style="list-style-type: none"> <li>History</li> <li>Physical examination</li> <li>Nutritional assessment</li> <li>Laboratory studies – Liver function studies, blood parameters, stool test</li> <li>Diagnostic studies – radiological and imaging studies, endoscopic studies</li> </ul>	3	Faculty demonstration Focused Health history Gastrointestinal system assessment <b>Demonstrations on</b> - Collection of blood samples <b>Assisting Procedures</b> Liver Biopsy <b>Witnessing Procedures</b> ERCP - Endoscopy - CT Scan, Ultrasound <b>Interpretation of</b> Bowel Sounds Abdominal pressure, Residual gastric volume, - Liver function test	Return demonstration
VII	4	<b>Endocrine system</b> <ul style="list-style-type: none"> <li>History, physical examination, laboratory studies, and diagnostic studies of</li> <li>Hypothalamus and pituitary gland</li> <li>Thyroid gland</li> <li>Parathyroid gland</li> <li>Adrenal gland</li> </ul>	3	Faculty demonstration Focused Health history Endocrine system assessment <b>Interpretation of</b> Laboratory studies, and diagnostic studies of Hypothalamus and pitui Thyroid gland Parathyroid gland Endocrine gland Adrenal gland	Return demonstration



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Unit	Theory Hrs	Theory	Practical/ Lab Hrs	Teaching learning activities	Method of Assessment
VIII	4	<b>Hematological system</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Laboratory studies - blood parameters</li> <li>• Diagnostic studies - bone marrow aspiration</li> </ul>	2	Faculty demonstration Focused Health history Hematologic system assessments <b>Assisting Procedures</b> - Bone marrow aspiration <b>Interpretation of</b> Laboratory studies - blood parameters	Return demonstration
IX	3	<b>Integumentary system</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Pathological examination- tissue examination</li> </ul>	2	Faculty demonstration Focused Health history Integumentary system assessment <b>Demonstrations on</b> -Collection of blood samples <b>Assisting Procedures</b> - Pathological examination - tissue examination	Return demonstration
X	6	<b>Musculoskeletal system</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination - gait assessment, joint assessment,</li> <li>• Laboratory studies –blood parameters (inflammatory enzymes, uricacid)</li> <li>• Diagnostic studies - Radiological and imaging studies,</li> </ul>	2	Faculty demonstration • Focused Health history <b>Musculoskeletal system assessment</b> <b>Demonstrations on</b> - Collection of blood samples <b>Witnessing Procedures</b> - EMG <b>Interpretation of</b> Laboratory studies Diagnostic studies	Return demonstration
XI	5	<b>Reproductive system (Male &amp; Female)</b> History Physical examination Laboratory studies Diagnostic studies	2	Faculty demonstration Focused Health history Reproductive system assessment <b>Interpretation of</b> Laboratory studies Diagnostic studies	Return demonstration



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Unit	Theory Hrs	Theory	Practical/ Lab Hrs	Teaching learning activities	Method of Assessment
XII	4	<b>Sensory Organs</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical examination</li> <li>• Laboratory studies               <ul style="list-style-type: none"> <li>• Diagnostic studies - Radiological and imaging studies, endoscopic studies</li> </ul> </li> </ul>	3	Faculty demonstration Focused Health history <b>Sensory organ assessment</b> <b>Interpretation of</b> Laboratory studies Diagnostic studies	Return demonstration
XIII	5	<b>Assessment of children</b> <ul style="list-style-type: none"> <li>• Growth and development</li> <li>• Nutritional assessment</li> <li>• Specific system assessment</li> </ul>	4	Faculty demonstration Focused Health history <b>Assessment of children</b> Growth and development of each age group Specific system assessment	Return demonstration Group discussion
XIV	5	<b>Assessment of Obstetric patients</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Physical assessment</li> <li>• Laboratory studies – Blood parameters</li> <li>• Diagnostic studies – Ultrasonogram, partogram</li> </ul>	3	Faculty demonstration Focused Health history <ul style="list-style-type: none"> <li>• older adult's assessment</li> </ul>	Return demonstration Seminar
XV	3	<b>Assessment of Psychiatric patients</b> <ul style="list-style-type: none"> <li>• History</li> <li>• Psychiatric assessment</li> <li>Laboratory studies – Blood parameters</li> </ul>	3	Faculty demonstration Focused Health history older adult's assessment	Return demonstration Seminar



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## **List of skills to be practiced in the skill lab (46 hours include demonstration by the faculty and practice by the students)**

- Comprehensive history taking
- Focused history taking (system wise)
- Comprehensive physical examination
- Focused physical examination (system wise)
- Monitoring clinical parameters (system wise)
- Invasive BP monitoring, Multi-parameter Monitors, ECG, Pulse index Continuous Cardiac Output (PiCCO), Peripheral vascular status, ABG, Pulse Oximetry, End Tidal CO<sub>2</sub> (ETCO<sub>2</sub>), Intracranial Pressure (ICP), Glasgow Coma Scale (GCS), Cranial nerve assessment, Pain (VAS) and Sedation (RASS) score, Motor assessment, Sensory assessment, Renal function tests, Fluid balance, acid base balance, electrolytes, Bowel sounds, Abdominal pressure, Residual gastric volume, Liver function tests, GRBS, Lab tests, Radiological and Imaging tests (system wise)
- Ordering and interpretation of screening and diagnostic tests (system wise) (Enclosed Appendix 3)
- Assessment of children-neonate and child
- Assessment of pregnant women

## **Bibliography**

- o Bickley, L.S. & Szilagyi, P.G. (2013). Bates' Guide to Physical Examination and History Taking (11th ed.), NewDelhi: Lippincott Williams and Wilkins.
- o Rhoads, J. (2006). Advanced Health Assessment and Diagnostic Reasoning, Philadelphia: Lippincott Williams &Wilkins.
- o Wilson, S.F. & Giddens, J.F. (2006). Health Assessment for Nursing Practice (4th ed.), St. Louis, Missouri:Saunders Elsevier.



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**CLINICAL PLACEMENT –ADVANCED HEALTH ASSESMENT**

<b>S.No</b>	<b>Area</b>	<b>Duration</b>
1	EMS ICU	04 weeks
2	PICU	02 weeks
3	Trauma ICU	02 weeks
4	OT	02 weeks
5	Burns	02 weeks
6	Trauma Ward	02 weeks
	<b>Total</b>	<b>14 weeks</b>



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## SCHEME OF EVALUATION

### ADVANCED HEALTH / PHYSICAL ASSESSMENT IN EMERGENCY AND TRAUMA NURSING

#### INTERNAL ASSESSMENT

#### THEORY:

SR NO	ITEM	TOTAL MARKS	WEIGHTAGE (%)	MARKS OUT OF 30
1	<b>Examination</b>			
	First term	50	67	20
	Pre Final	70		
2.	Written Assignment – (Diagnostic and Investigatory Reports – Interpretation and analysis of findings)	50	33	10
<b>GRAND TOTAL</b>			<b>100</b>	<b>30</b>

#### PRACTICAL

SRNO	ITEM	TOTAL MARKS	WEIGHTAGE (%)	MARKS
1	Clinical Performance Evaluation	100x4=400	20	10
2.	<b>Assignment</b>			
	Case Presentation & Case study report 2 X 20	40	10	5
3	End of Posting OSCE	20 x 1=20	20	10
4	Internal Practical Exam -OSCE	25	50	25
<b>GRAND TOTAL</b>		485	100	50

#### UNIVERSITY EXAMINATION

Time – 3 Hours

Theory Marks			Practical Marks		
Hours	Internal	External	Hours	Internal	External
3	30	70		50	50



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## **COURSE PLANNING**

**Second Year M.Sc Nursing (NPTEC)**



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## **EMERGENCY AND TRAUMA SPECIALTY COURSES**

**(Foundations of Emergency and Trauma Nursing Practice, Emergency and Trauma Nursing I and Emergency and Trauma Nursing II)**

### **Course Description: This course provides the student**

This course is designed to assist students to appraise the diagnostic and monitoring requirements and management necessary to maintain homeostasis of critically ill patients and communicate their significance and possible consequences to relevant members of the multidisciplinary team and demonstrate skilled, safe, effective and sensitive practice in the care of critically ill patients

### **COMPETENCIES**

- Applies advanced concepts of Emergency and Trauma nursing based on sound knowledge of these concepts.
- Uses invasive and noninvasive technology and interventions to assess, monitor and promote physiologic stability.
- Works in collaboration with other healthcare team members and prepares care/clinical pathways in assessment and management of patients with acute conditions.
- Consults with and is consulted by other health care professionals.
- Provides nursing care related to management of acute illness and injuries, health protection, disease prevention, anticipatory guidance, counseling, palliative care and end of life care.
- Uses advanced skills in complex and unstable environments.
- Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.
- Practices principles of infection control relevant to emergency and trauma care.
- Practices independently within the legal framework of the country towards the interest of patients, families and communities.
- Develops practice that is based on scientific evidence.
- Uses applicable communication, counseling, advocacy and interpersonal skills to initiate, develop and discontinue therapeutic relationships.
- Creates and maintains a safe therapeutic environment using risk management strategies and quality improvement.
- Adapts practice to the social, cultural and contextual milieu.



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## Foundations of Emergency and Trauma Nursing Practice

Placement – Second year    Theory: 96 hours    Practical /skill Lab: 48 hrs    Clinical : 576 hrs

### COURSE CONTENT

Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
I	10	<p><b>Introduction to Emergency and Trauma Nursing</b></p> <ul style="list-style-type: none"> <li>○ Introduction to the course</li> <li>○ Review of anatomy and physiology of vital organs (Brain, Spinal Cord, Lungs, Heart, Kidney, Liver, Pancreas, Thyroid, Adrenal and Pituitary gland)</li> <li>○ Historical review – Emergency and Trauma Nursing</li> <li>○ Definition of Emergency Nursing</li> <li>○ Principles of Emergency and Trauma Nursing</li> <li>○ Trends and scope of Emergency and Trauma Nursing</li> <li>○ Nursing Emergency and Trauma care unit set up (Resuscitation Area, Observation area, equipment, supplies, beds and accessories, use and care of various type of monitors &amp; ventilators, Flow sheets, supply lines and the environment)</li> <li>○ Personnel in Emergency and Trauma care unit</li> <li>○ Nursing staff, Doctors, Emergency Medical Technicians, Social workers, Ancillary Staff</li> </ul>	<p><b>Non invasive ventilation</b></p> <p>Low flow variable performance devices: nasal catheters/cannulae /double nasal prongs, face mask, face mask with reservoir bags</p> <p>High flow fixed performance devices : Entrainment (Venturi) devices, NIV/CPAP/Anesthetic masks, T pieces, breathing circuits</p> <p>Postural drainage</p> <p><b>Ventilation and ventilator support</b></p> <p>Connecting to ventilator</p> <p>Weaning from ventilator</p> <p>Extubation</p> <p>Humidifiers</p> <p>Nebulizers - jet, ultrasonic</p> <p>Inhalation therapy - metered dose inhalers (MDI), dry powder inhalers (DPI)</p>	<p>Lecture, Discussion, Problem based learning Clinical conference, Demonstration</p>	<p>Written test Seminar Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Learning activity	Method of Assessment
		Technology in Emergency & trauma Care Healthy Work environment Future challenges in Emergency & trauma Nursing			
II	5	<p><b>Concept of Holistic care applied to Emergency and Trauma Nursing practice</b></p> <ul style="list-style-type: none"> <li>○ Application of nursing process and integrated care/clinical pathways in caring for patients requiring emergency and trauma care</li> <li>○ Admission and monitoring of patients in Emergency and Trauma care unit</li> <li>○ Overview of Emergency and Trauma care unit Management</li> <li>○ Ensure adequate airway</li> <li>○ Ensure optimal tissue oxygenation</li> <li>○ Ensure adequate circulation</li> <li>○ Maintain temperature</li> <li>○ Ensure adequate pain management</li> <li>○ Maintain fluid and electrolyte balance</li> <li>○ Ensure initial symptomatic management</li> <li>○ Organ protection</li> <li>○ Infection control</li> </ul>	<p><b>Devices to measure oxygen/oxygenation</b></p> <p>Fuel cell</p> <p>Paramagnetic oxygen analyzer</p> <ul style="list-style-type: none"> <li>○ PO<sub>2</sub> electrodes- Clark electrodes</li> </ul> <p>Transcutaneous oxygen electrodes</p> <p>Oximetry - Pulse oximetry, Venous oximetry</p> <p>Capnography</p>	<p>re, Discussion, Problem based learning Clinical conference, Demonstration</p>	<p>Written test Seminar Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<p>Restraints in emergency and trauma care – physical, chemical and alternatives to restraints</p> <p>Death in Emergency and trauma care unit: End of life care/Care of dying, care of family, organ donation</p> <p>Transport of the emergency and trauma patients – By air ambulance and surface ambulance</p> <p>Stress and burnout syndrome among health team members</p>			
III	10	<p><b>Appraisal of the patients with emergency and trauma conditions</b></p> <ul style="list-style-type: none"> <li>○ Assessment of the patients with emergency and trauma conditions</li> <li>○ Emergency assessment</li> <li>○ Respiratory assessment</li> <li>○ Cardiac assessment</li> <li>○ Renal assessment</li> <li>○ Neurological assessment</li> <li>○ Gastrointestinal assessment</li> <li>○ Endocrine assessment</li> <li>○ Musculoskeletal assessment</li> </ul> <p>Integumentary assessment            Eye, ENT assessment            Assessment in children</p>	<p>Circulation and perfusion (including hemodynamic evaluation and waveform graphics)</p> <p>Invasive blood pressure monitoring</p> <p>Non-invasive BP monitoring</p> <p>Venous pressure (Peripheral, Central and Pulmonary artery occlusion pressure)</p>		



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<ul style="list-style-type: none"> <li>○ Assessment in pregnant women</li> <li>○ Assessment in patients with psychiatric conditions</li> </ul> <p><b>Monitoring of the patients with emergency conditions</b></p> <ul style="list-style-type: none"> <li>○ Arterial blood gas (ABG)</li> <li>○ Capnography</li> <li>○ Hemodynamics</li> <li>○ Electrocardiography (ECG)</li> <li>○ Glasgow Coma Scale (GCS)</li> <li>○ Richmond agitation sedation scale (RASS)</li> <li>○ Pain score</li> <li>○ Braden score</li> </ul>	Insertion and removal of arterial line Insertion and removal of central line Pulse index Continuous Cardiac output (PiCCO) Electrocardiography (ECG) -Waveforms	Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration
IV	14	Advanced Concepts and Principles of Emergency and trauma Care <ul style="list-style-type: none"> <li>• Principles of cardio-pulmonary-brain resuscitation</li> <li><input type="checkbox"/> BLS</li> <li><input type="checkbox"/> ACLS</li> <li><input type="checkbox"/> PALS</li> <li><input type="checkbox"/> NALS</li> </ul>	CPR (BLS and ACLS) Airway Management Laryngeal mask airway Cuff inflation and anchoring the tube Care of ET tube Tracheostomy care Suctioning - open/closed Chest physiotherapy Oxygenation and oximetry, care of patient with oxygen delivery devices <b>Fluids and electrolytes</b> Fluid calculation and administration (crystalloids and colloids) Administration of blood and blood products		



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Unit	Theory Hours	Topic	Practical /Lab	Learning activity	Method of Assessment
		<p>Airway management</p> <ul style="list-style-type: none"> <li>Oxygenation and oximetry, care of patient with oxygen delivery devices</li> <li>Ventilation and ventilator support (including humidification and inhaled drug therapy), care of patient with invasive and non-invasive ventilation</li> <li>Circulation and perfusion (including hemodynamic evaluation and waveform graphics)</li> <li>Types of shock and management</li> <li>Glycemic control, care of patient with glycemic imbalances</li> </ul>	<p><b>Inotrope calculation, titration and administration</b></p> <p>Cardiac glycosides – Digoxin</p> <p>Sympathomimetics - Dopamine, dobutamine, epinephrine, isoproterenol, norepinephrine, phenylephrine</p> <p>Phosphodiesterase inhibitors - amrinone, milrinone</p> <p>Electrolyte correction (Sodium, potassium, calcium, phosphorus, magnesium)</p> <p>Use of fluid dispenser and infusion pumps</p> <p>Evaluation of acid base status - Arterial blood gas (ABG)</p> <p>Thermoregulation, care of patient with hyper/hypothermia</p> <p>Temperature probes</p> <p>Glycemic control, care of patient with glycemic imbalances</p> <p>Monitoring GRBS</p> <p>Insulin therapy (sliding scale and infusion)</p> <p>potassium supplementation</p> <p>Dextrose IV</p>	<p>Lecture, Discussion, Problem based learning</p> <p>Clinical conference, Demonstration</p>	<p>Written test</p> <p>Seminar</p> <p>Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
V	8	<p><b>Pain and Management</b></p> <ul style="list-style-type: none"> <li>• Pain in patients with emergency and trauma conditions</li> <li>• Pain – Types, Theories</li> <li>• Physiology, Systemic responses to pain and psychology of pain</li> </ul> <p>Review</p> <ul style="list-style-type: none"> <li>• Acute pain services</li> <li>• Pain assessment – Pain scales, behavior and verbalization</li> <li>• Pain management- pharmacological (Opioids, benzodiazepines, propofol, Alpha agonist, Tranquilisers, Neuromuscular blocking agents)</li> <li>• Nonpharmacological management</li> <li>• Transcutaneous electrical nerve stimulation (TENS)</li> </ul>	<p><b>Calculation, loading and infusion</b> of</p> <p>-Morphine, Fentanyl, Midazolam, Lorazepam, Diazepam, Propofol, Clonidine, Desmedetomidine, Haloperidol</p> <p>Epidural analgesia- sensory and motor block assessment, removal of epidural catheter after discontinuing therapy, change of epidural catheter site dressing, insertion and removal of subcutaneous port for analgesic administration, intermittent catheterization for urinary retention for patients on epidural analgesia / PCA, dose titration for epidural infusion, epidural catheter adjustment, purging epidural drugs to check patency of catheter and also for analgesia</p>	<p>Lecture, Discussion, Problem based learning, Clinical conference, Demonstration</p>	<p>Written test Seminar Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
VI	8	<p><b>Psychosocial &amp; spiritual alterations: Assessment and management</b></p> <ul style="list-style-type: none"> <li>Stress and psychoneuroimmunology</li> <li>Post-traumatic stress reaction</li> <li>Acute Psychosis, Anxiety, Agitation, Delirium</li> <li>Alcohol withdrawal syndrome and delirium tremors</li> </ul> <p>Collaborative management Sedation and Relaxants</p> <ul style="list-style-type: none"> <li>Spiritual challenges in emergency and trauma care</li> <li>Coping with stress and illness</li> <li>Care of family of the patient with emergency and trauma condition</li> <li>Crisis counseling and communication</li> </ul>	Counseling		
VII	4	<p><b>Patient and family education and counseling</b></p> <ul style="list-style-type: none"> <li>Challenges of patient and family counseling</li> <li>Informational needs of patients and families in emergency and trauma care units</li> <li>Counseling needs of patient and family</li> <li>Crisis counseling techniques</li> </ul>	Family education	Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration
VIII	6	<p><b>Fluid, electrolyte and acid base alterations</b></p> <ul style="list-style-type: none"> <li>Review of Fluid, electrolyte and acid base balance</li> </ul> <p>Assessment and management of Fluid, electrolyte and acid base imbalances</p>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
IX	4	<p><b>Thermoregulation and management</b></p> <ul style="list-style-type: none"> <li>• Review on thermoregulation</li> <li>• Hyperthermia related emergencies</li> <li>• Hypothermia related emergencies</li> <li>• Management of patients with thermoregulatory emergencies</li> </ul>		Lecture, Discussion, Problem based learning, Clinical conference, Demonstration	Written test Seminar Return demonstration
X	5	<p><b>Infection control in emergency care</b></p> <p>Nosocomial infection in emergency care unit; methyl resistant staphylococcus aureus (MRSA) and other recently identified strains</p> <p>Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff</p> <ul style="list-style-type: none"> <li>○ Antimicrobial therapy – review</li> </ul>		Lecture, Discussion, Problem based learning, Clinical conference, Demonstration	Written test Seminar Return demonstration
XI	6	<p><b>Legal and ethical issues in Emergency and trauma care-Nurse's role</b></p> <p><b>Legal issues</b></p> <ul style="list-style-type: none"> <li>• Legislations and regulations related to emergency care</li> <li>Consumer Protection Act (CPA)</li> <li>Negligence &amp; Malpractice</li> <li>Medical futility</li> <li>• Constitutional Law: Patient decision making</li> <li>Legal responsibilities of nurses</li> <li>• Medico legal aspects in emergency and trauma care</li> <li>• Policies and protocol related to MLC</li> <li>Documentation related to MLC</li> </ul>		Lecture, Discussion, Problem based learning, Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<p><b>Ethical Issues</b></p> <p>Introduction</p> <ul style="list-style-type: none"> <li>Code of Ethics, code of professional conduct and practice standards of Nursing in India</li> </ul> <p>Ethical principles</p> <ul style="list-style-type: none"> <li>Ethical issues in emergency and trauma care</li> <li>Ethical decision making in emergency and trauma care – withholding treatment, managing Scarce resource in emergency care</li> <li>Strategies for promoting ethical decision making</li> <li>Brain death, Organ donation &amp; Counseling, Do Not Resuscitate (DNR), Euthanasia, Living will</li> </ul>			
XII	3	<p><b>Quality assurance</b></p> <ul style="list-style-type: none"> <li>Design of Emergency and trauma care units</li> <li>Quality assurance models applicable to Emergency and trauma care units Standards, Protocols, Policies, Procedures</li> <li>Infection control policies and protocols</li> <li>Standard safety measures</li> <li>Nursing audit relevant to emergency and trauma care</li> <li>Staffing</li> </ul>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Learning activity	Method of Assessment
XIII	3	<b>Evidence based practice in Emergency and Trauma Nursing</b> <ul style="list-style-type: none"> <li>○ Evidence based practice in emergency and trauma care</li> <li>○ Barriers to implementation</li> <li>○ Strategies to promote implementation</li> </ul>		Lecture, Discussion, Problem based learning, Clinical conference, Demonstration	Written test, Seminar, Return demonstration
	5	Class tests			
Total	96				

## List of skills to be practiced in the skill lab (46 hours include demonstration by the faculty and practice by the students)

- CPR (BLS and ACLS)

### **Airway Management**

- Airway maintenance techniques
- Head tilt and chin lift maneuver
- Jaw thrust maneuver
- Suctioning – open/closed
- Oropharyngeal airway
- Nasopharyngeal airway
- Laryngeal mask airway
- Definitive airway management
- Endo tracheal intubation
- Surgical airway management
- Cricothyroidotomy
- Tracheostomy

### **Oxygenation and oximetry, care of patient with oxygen delivery devices**

- Devices to measure oxygen/oxygenation
- Oximetry – Pulse oximetry, Venous oximetry
- PF (PaO<sub>2</sub>/FiO<sub>2</sub>) ratio
- Capnography
- Non-invasive ventilation
- Low flow variable performance devices: nasal catheters/cannulae/double nasal prongs, face mask, face mask with reservoir bags
- High flow fixed performance devices : Entrainment (Venturi) devices, NIV, T pieces, breathing circuits



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**Ventilation and ventilator support** (Deemed University u/s of UGC Act, 1956)

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- Setting up of ventilators
- Connecting to ventilator

- Weaning from ventilator
- Extubation
- Humidifiers
- Nebulizers – jet, ultrasonic
- Inhalation therapy – metered dose inhalers (MDI), dry powder inhalers (DPI)

### **Circulation and perfusion (including hemodynamic evaluation and waveform graphics)**

- Non-invasive BP monitoring
- Invasive blood pressure monitoring
- Venous pressure (Peripheral, Central and Pulmonary artery occlusion pressure)
- Insertion and removal of arterial line
- Insertion and removal of central line
- Pulse index Continuous Cardiac output (PiCCO)
- Electrocardiography (ECG)
- Waveforms

### **Fluids and electrolytes**

- Fluid calculation and administration (crystalloids and colloids)
- Administration of blood and blood products
- Inotrope calculation, titration and administration
- Cardiac glycosides – Digoxin
- Sympathomimetics – Dopamine, dobutamine, epinephrine, isoproterenol, norepinephrine, phenylephrine
- Phosphodiesterase inhibitors – amrinone, milrinone
- Electrolyte correction (Sodium, potassium, calcium, phosphorus, magnesium)
- Use of fluid dispenser, syringe pump and infusion pumps

### **Evaluation of acid base status**

- Arterial blood gas (ABG)
- Correction of acidosis and alkalosis

### **Thermoregulation, care of patient with hyper/hypothermia**

- Temperature probes
- Emergency care management of hyper and hypothermia

### **Glycemic control, care of patient with glycemic imbalances**

- Monitoring GRBS
- Insulin therapy (sliding scale and infusion)
- Management of Hyperglycemia – IV fluids, insulin therapy, potassium supplementation
- Management of hypoglycemia – Dextrose IV



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## **Pharmacological management of pain, sedation, agitation, and delirium**

- Calculation, loading and infusion of – Morphine, Fentanyl, Midazolam, Lorazepam, Diazepam, Propofol,
- Clonidine, Dexmedetomidine, Haloperidol, Ketamine
- Epidural analgesia – sensory and motor block assessment, removal of epidural catheter after discontinuing therapy, change of epidural catheter site dressing, insertion and removal of subcutaneous port for analgesic administration, intermittent catheterization for urinary retention for patients on epidural analgesia/PCA, dose titration for epidural infusion, epidural catheter adjustment, purging epidural drugs to check patency of catheter and also for analgesia
- Counseling Family education

## **CLINICAL PLACEMENT**

<b>S.No</b>	<b>Area</b>	<b>Duration</b>
1	EMS ICU	04 Weeks
2	Casualty	04 Weeks
3	Trauma ICU	02 Weeks
4	Community Disaster Management	02 Weeks
5.	Visit	01 Week
	<b>Total</b>	<b>13 Weeks</b>



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## INTERNAL ASSESSMENT

### Foundations of Emergency and Trauma Nursing Practice

#### THEORY

SR NO	ITEM	TOTAL MARKS	PERCENTAGE(%)	MARKS OUT OF 30
<b>1</b>	<b>Examination</b>			
	First term	50	67	20
	Prefinal	70		
<b>2</b>	<b>Assignments</b>			
	Written Assignments ( ED Protocols )	50	33	10
	<b>GRAND TOTAL</b>	<b>170</b>	<b>100</b>	<b>30</b>

#### PRACTICAL

SR NO	ITEM	TOTAL MARKS	PERCENTAGE(%)	MARKS
<b>1</b>	Drug study Presentation & Report	20	10%	10
<b>2</b>	Case presentation & case Study Report ( Family education /counseling ) 2 X 20	40	5%	5
<b>3</b>	Case presentation ( Application of clinical /Care Path way ) 2 X20	40	5%	5
<b>4</b>	Clinical Performance Evaluation	3x100=300	20%	20
<b>5</b>	End of Posting OSCE	20x1=20	10%	10
<b>6</b>	Internal Practical Exam -OSCE	50	50%	50
	<b>GRAND TOTAL</b>	<b>470</b>	<b>100%</b>	<b>100</b>

#### UNIVERSITY EXAMINATION

Duration	Theory Marks		Practical Marks		
	Internal	External	Hours	Internal	External
3 Hours	30	70		100	100



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## Emergency and Trauma Nursing I

**Placement – Second year**

**Hours of instruction: Theory : 96hours, Practical: 48hours Clinical : 552 hours**

Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
I	5	<p><b>Introduction</b> Review of anatomy &amp; physiology of vital organs</p> <p><b>Triage</b> History, Concepts in Triage, Triage Systems, Triage Acuity Rating Systems, The Triage Process, Ambulance Triage, Triage Documentation, Triage Reassessment, Triage Nurse role and qualifications</p> <p><b>Ambulance system</b> Air and Surface Patient Transport, Types of Transport, Transport Process, Centralized Accident and Trauma Services (CATS) Ambulance</p>		<b>Discussion</b>	<b>Written Test</b>
II	12	<p><b>Cardiovascular Emergencies</b></p> <ul style="list-style-type: none"> <li>Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>Special diagnostic studies</li> <li>Cardiovascular conditions requiring emergency management</li> <li>Cardiac arrhythmias – Heart block and Dysthymias</li> <li>Coronary heart disease – Acute coronary syndrome, Angina Pectoris, Stable angina, Myocardial</li> </ul>	<p>Thrombolytic therapy ,</p> <p>Use of equipment and their settings</p> <p>Defibrillator, PiCCO),</p> <p>Pacemakers,</p>	<p>Lecture, Discussion, Problem based learning</p> <p>Clinical conference, Demonstration</p>	<p>Written test</p> <p>Seminar</p> <p>Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<p>infarction</p> <p>Contractility disorders –</p> <p>Vascular and thromboembolic disorders – aortic dissection/aneurysm rupture, deep vein thrombosis, hypertensive emergencies, occlusive arterial disease, thrombophlebitis, pulmonary embolism, pulmonary hypertension</p> <ul style="list-style-type: none"> <li>• Cardiovascular therapeutic management</li> </ul> <p>Defibrillation</p> <p>Cardioversion</p> <ul style="list-style-type: none"> <li>• Implantable cardioverter defibrillators</li> </ul> <p>Pacemakers</p> <p>Thrombolytic therapy</p> <ul style="list-style-type: none"> <li>• Radiofrequency catheterablation</li> <li>• Percutaneous Transluminal Coronary Angioplasty (PTCA)</li> <li>• Cardiac surgery –Coronary artery bypass grafting (CABG)/Minimally invasive coronary artery surgery (MICAS), Valvular surgery, vascular surgery, Cardiac transplant</li> <li>• Mechanical circulatory assistive devices – Intra aortic balloon pump</li> <li>• Effects of cardiovascular medications</li> <li>• Ventricular assist devices (VAD)</li> <li>• Extra corporeal membrane oxygenation (ECMO)</li> </ul> <p>Recent advances and development</p>			



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
III	12	<p><b>Respiratory Emergencies</b></p> <ul style="list-style-type: none"> <li>○ Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>○ Special diagnostic studies</li> <li>○ Pulmonary conditions requiring emergency care management</li> <li>○ Acute Inflammatory and Infectious disorders – asthma, Status asthmaticus bronchitis, bronchiolitis, pneumonia, empyema, COPD exacerbation, lung abscess, pleurisy and pleural effusion</li> <li>○ Other disorders: acute lung injury, atelectasis, ARDS, spontaneous pneumothorax</li> <li>○ Acute complications of pulmonary and metastatic tumours</li> <li>○ Pulmonary therapeutic management</li> <li>○ Bronchial hygiene: Nebulization, deep breathing and coughing exercise, chest physiotherapy and postural drainage</li> <li>○ Chest tube insertion and care of patient with chest drainage</li> <li>○ Mechanical ventilation – Invasive and Non-invasive ventilation</li> <li>○ Recent advances and development</li> </ul>	<ul style="list-style-type: none"> <li>○ Tracheostomy Care</li> <li>○ Nebulization</li> <li>○ Chest physiotherapy</li> <li>○ Chest tubeinsertion</li> <li>○ Chest drainage</li> </ul>	<p>Lecture, Discussion, Problem based learning Clinical conference, Demonstration</p>	<p>Written test Seminar Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
IV	12	<p><b>Neurological Emergencies</b></p> <ul style="list-style-type: none"> <li>○ Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>○ Special diagnostic studies</li> <li>○ Neurological conditions requiring emergency care management</li> <li>○ Acute Inflammatory and Infectious disorders – brain abscess, encephalitis, Guillain-Barrè syndrome, meningitis, peripheral facial palsy (Bell's palsy), temporal arteritis</li> <li>○ Tumours common presentations and acute complications of neurological and metastatic tumours</li> <li>○ Vascular disorders: carotid artery dissection, stroke, subarachnoid haemorrhage, subdural and extradural haematoma, transient ischaemic attack, venous sinus thrombosis</li> <li>○ Acute complications of neurological conditions coma, increased intra cranial pressure, acute peripheral neuropathies, encephalopathy, seizures and status epilepticus</li> <li>○ Organ donation – Brain death criteria</li> <li>○ Neurologic therapeutic management</li> <li>○ Intracranial pressure – Assessment and management of intracranial hypertension</li> <li>○ External Ventricular Drain</li> </ul>	<ul style="list-style-type: none"> <li>○ Monitoring GCS</li> <li>○ Conscious and coma monitoring</li> <li>○ Monitoring ICP</li> <li>○ Sedation score</li> <li>○ Brain Death Evaluation</li> </ul>	<p>Lecture, Discussion, Problem based learning</p> <p>Clinical conference, Demonstration</p>	<p>Written test</p> <p>Seminar</p> <p>Return demonstration</p>



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Unit	Theory Hours	Topic	Practical / Lab	Teaching Learning activity	Method of Assessment
		Stroke protocol and the concept of stroke team Thrombolysis in acute ischemic stroke, Mechanical thromboembolectomy Craniotomy Process of organ donation Recent advances and development			
V	12	<b>Genitourinary and Renal Emergencies</b> Review of Clinical assessment, pathophysiology, and pharmacology Special diagnostic studies Nephrology conditions requiring emergency care management Acute Inflammatory and Infectious disorders – epididymo-orchitis, glomerulonephritis, pyelonephritis, prostatitis, sexually transmitted diseases, urinary tract infections Metabolic disorders – acute renal failure, nephrotic syndrome, nephrolithiasis, uraemia Renal calculi, Vascular disorders: Ischaemia and Bleeding Other disorders – comorbidities in dialysis and renal transplanted patients, complications of urological procedures and devices, haemolytic uraemic syndrome Nephrology therapeutic management Insertion of indwelling urethral catheter Suprapubic cystostomy Testicular torsion reduction Renal Replacement therapy: Dialysis – Haemodialysis and peritoneal dialysis Recent advances and development	Priming of dialysis machine Preparing patient for dialysis, Cannulating for dialysis Starting and closing dialysis	Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical / Lab	Teaching Learning activity	Method of Assessment
VI	10	<p><b>Gastrointestinal Emergencies</b></p> <p>Review of Clinical assessment, pathophysiology, and pharmacology</p> <p>Special diagnostic studies</p> <p>Gastrointestinal conditions requiring emergency care management</p> <p>Acute Inflammatory and infectious disorders – appendicitis, cholecystitis, cholangitis, diverticulitis, exacerbations and complications of inflammatory bowel diseases, gastritis, gastroenteritis, gastro-esophageal reflux disease, hepatitis, pancreatitis, peptic ulcer, peritonitis</p> <p>Metabolic disorders hepatic disorders, hepatic failure</p> <p>Mechanical problems – foreign bodies, hernia strangulation, intestinal obstruction and occlusion</p> <p>Vascular disorders/Ischaemia and bleeding: ischaemic colitis, upper and lower gastrointestinal bleeding, mesenteric ischaemia</p> <p>Other problems complications of gastrointestinal devices and surgical procedures</p> <p>Gastrointestinal therapeutic management</p> <p>Gastric lavage, Peritoneal lavage</p> <p>Abdominal paracentesis</p> <p>Recent advances &amp; development</p>	<ul style="list-style-type: none"> <li>○ Abdominal pressure Monitoring</li> <li>○ Calculation of calorie and protein requirements,</li> <li>○ Special diets - Sepsis, Respiratory failure, Renal failure, Hepatic failure, Cardiac failure, Weaning, Pancreatitis</li> <li>○ Enteral feeding NG / Gastrostomy / Pharyngeal/ Jejunostomy feeds</li> <li>○ Total parenteral nutrition</li> </ul>	<p>Lecture,</p> <p>Discussion,</p> <p>Problem based learning</p> <p>Clinical conference,</p> <p>Demonstration</p>	<p>Written test</p> <p>Seminar</p> <p>Return demonstration</p>



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Unit	Theory Hours	Topic	Practical /Lab	Teaching learning activity	Method of Assessment
VII	8	<ul style="list-style-type: none"> <li>○ <b>Musculoskeletal Emergencies</b> <ul style="list-style-type: none"> <li>• <b>Review of Clinical assessment, pathophysiology, and pharmacology</b></li> <li>• <b>Special diagnostic studies</b> <ul style="list-style-type: none"> <li>• Musculoskeletal conditions requiring emergency care management</li> </ul> </li> </ul> </li> <li>○ Acute Inflammatory and Infectious disorders, bursitis, cellulitis, complications of systemic rheumatic diseases, necrotising fasciitis, osteomyelitis, soft tissue infections</li> <li>○ Metabolic disorders complications of osteoporosis and other systemic diseases</li> <li>○ Tumours: pathological fractures</li> <li>• <b>Orthopedic therapeutic management</b></li> <li>○ Antibiotic therapy</li> </ul>			
VIII	10	<p><b>Endocrine alterations</b></p> <ul style="list-style-type: none"> <li>• Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>• Special diagnostic studies</li> <li>• Endocrine conditions requiring emergency care management               <ul style="list-style-type: none"> <li>✓ Neuroendocrinology of stress and critical illness</li> <li>✓ Diabetic ketoacidosis, Hyperosmolar non ketotic coma</li> <li>✓ hypoglycemia</li> <li>✓ Thyroid storm</li> <li>✓ Myxedema coma</li> <li>✓ Adrenal crisis</li> <li>✓ SIADH</li> </ul> </li> </ul>	Collection of blood samples for cortisol levels, sugar levels, and thyroid hormone levels, Calculation and administration of corticosteroids, Calculation and administration of	Lecture, Discussion, Problem based learning, Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learningactivity	Method of Assessment
		<ul style="list-style-type: none"> <li>• Endocrine therapeutic management</li> <li>✓ Recent advances &amp; development</li> </ul>	Insulin - Review		
IX	10	Hematological Emergencies <ul style="list-style-type: none"> <li>• Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>Special diagnostic studies</li> <li>• Hematology conditions requiring emergency care management               <ul style="list-style-type: none"> <li>□ Anaemia – in acute illness, sickle cell crisis</li> <li>□ Complications of lymphomas and leukaemias</li> <li>□ Acute Inflammatory and Infectious disorders neutropenic fever, infections in immuno- compromised patients</li> <li>□ Vascular disorders/Ischaemia and bleeding: acquired bleeding disorders (coagulation factor deficiency, disseminated intravascular coagulation), drug induced bleeding (anticoagulants, antiplatelet agents, fibrinolytics), idiopathic thrombocytopenic purpura, thrombotic thrombocytopenic purpura, DIC</li> <li>□ Transfusion reactions</li> </ul> </li> </ul> Hematology therapeutic management <ul style="list-style-type: none"> <li>□ Autologous blood transfusion</li> <li>✓ Recent advances and development</li> </ul>			
	5	Class tests			
<b>Total</b>	<b>96 Hours</b>				



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**List of skills to be practiced in the skill lab (69 hour include demonstration by the faculty and practice by the students).**

## **Cardiovascular alterations**

- Thrombolytic therapy
- Use of equipment and their settings – Defibrillator, PiCCO, Pacemakers, Intra-aortic balloon pump (IABP), ECMO

## **Pulmonary alterations**

- Tracheostomy Care
- Nebulization
- Chest physiotherapy
- Chest tube insertion
- Chest drainage

## **Neurological alterations**

- Monitoring GCS
- Monitoring ICP
- Sedation score
- Application of cervical collar and cervical traction
- Brain Death Evaluation

## **Genitourinary and Renal alterations**

- Insertion of indwelling urethral catheter
- Suprapubic cystostomy
- Dialysis
- Haemodialysis
- Peritoneal dialysis
- Testicular torsion reduction

## **Gastrointestinal alterations**

- Insertion of nasogastric tube
- Abdominal paracentesis

## **Musculoskeletal alterations**

- Use of splints and immobilizing devices

## **Endocrine alterations**

- Collection of blood samples for cortisol levels, sugar levels, and thyroid hormone levels
- Calculation and administration of corticosteroids
- Calculation and administration of Insulin – Review

## **Hematological alterations**

- Infection control practices – reverse barrier technique
- Blood transfusion
- Care of invasive lines
- Bone marrow aspiration



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## CLINICAL PLACEMENT – EMERGENCY & TRAUMA NURSING I

S.No	Area	Duration
1	EMS ICU	7 Weeks
2	PICU	2 Weeks
3	MICU	1 Week
4	SICU	1 Week
5	CVTS ICU	2 Weeks
6	Neuro ICU	2 Weeks
	Total	15 Weeks

## SCHEME OF EVALUATION THEORY

SR NO	ITEM	TOTAL MARKS	WEIGHTAGE(%)	MARKS OUT OF 30
1	<b>Examination</b>			
	First term	50	67	20
	Pre final	70		
2	<b>Assignments</b>			
	Clinical Seminar 6 X10	6x10=60	50	10
	Journal club	1 X 20=20		
	<b>GRAND TOTAL</b>	<b>200</b>	<b>100</b>	<b>30</b>

## PRACTICAL

SR NO	ITEM	TOTAL MARKS	WEIGHTAGE (%)	MARKS
1	Clinical presentation & Case study report	20 x 2 =40	20%	20
2	Clinical Performance Evaluation	6x100=600	20%	20
3	End of Posting OSCE	20x1 =20	10%	10
4	Internal Practical Exam -OSCE	50	50%	50
	<b>GRAND TOTAL</b>	<b>710</b>	<b>100%</b>	<b>100</b>

## UNIVERSITY EXAMINATIONS

Theory Marks			Practical Marks		
Duration (Hours)	Internal	External	Hours	Internal	External
3	30	70		100	100



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**Emergency and Trauma Nursing - II**

Hours of instruction: Theory: 96 hours,  
 Practical: 48 hours    Clinical: 624 hours

Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
I	10	<b>Sense Organ Emergencies</b> <ul style="list-style-type: none"> <li>• Review of Clinical assessment, pathophysiology, and pharmacology</li> <li>• Special diagnostic studies</li> <li>• Conditions requiring emergency care management</li> <li>• Skin</li> <li>• Burns</li> <li>• Wounds</li> <li>• Therapeutic management</li> <li>• Management of wounds</li> <li>• Fluid resuscitation in burns</li> <li>• Acute Inflammatory and Infectious disorders – conjunctivitis, periorbital cellulitis, uveitis</li> <li>• Vascular disorders: retinal artery and vein occlusion, vitreous haemorrhage</li> <li>• Foreign bodies in the eye</li> <li>• Other conditions – acute glaucoma, acute vision loss, retinal detachment</li> <li>• Therapeutic management</li> <li>• Eye irrigation</li> <li>• Foreign body removal</li> <li>• Recent advances and development</li> </ul>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<ul style="list-style-type: none"> <li>• ENT</li> <li>• Acute infections and inflammations of Ear, Nose and Throat</li> <li>• Complications of tumours, airway obstruction</li> <li>• Foreign bodies</li> <li>• Acute Inflammatory and Infectious disorders angio-oedema, epiglottitis, laryngitis, paratonsillar abscess, Ludwig's angina</li> <li>• Therapeutic management</li> <li>• Airway management techniques</li> <li>• Inspection of oropharynx and larynx</li> <li>• Otoscopy</li> <li>• Insertion and replacement of tracheostomy tube</li> <li>• Foreign body removal</li> <li>Recent advances and development</li> </ul>			
<b>II</b>	<b>10</b>	<p><b>Multi system alterations requiring emergency care</b></p> <ul style="list-style-type: none"> <li>Shock Sepsis</li> <li>Systemic inflammatory response syndrome</li> <li>Multiple Organ Dysfunction</li> <li>• Anaphylaxis</li> <li>• DIC</li> <li>• Other injuries (Heat, Electrical, Near Hanging, Near drowning)</li> <li>• Electricity – electrical and lightning injuries</li> <li>• Flora and Fauna – injuries from exposure, bites and stings</li> <li>• High-altitude (medical problems)</li> </ul>	<p>Triage</p> <p>Trauma team activation</p> <p>Administration of anti snake venom</p> <p>Antidotes</p>	<p>Lecture,</p> <p>Discussion,</p> <p>Problem based learning</p> <p>Clinical conference,</p> <p>Demonstration</p>	<p>Written test</p> <p>Seminar</p> <p>Return demonstration</p>



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		<ul style="list-style-type: none"> <li>• Temperature – heat and cold related emergencies)</li> <li>• Water – near- drowning, dysbarism and complications of diving, marine fauna</li> </ul> <p>Recent advances and development</p>			
<b>III</b>	<b>5</b>	<p><b>Toxicology</b></p> <ul style="list-style-type: none"> <li>• General principles of toxicology and management of poisoned patients</li> <li>• Principles of drug interactions</li> <li>• Poisoning – Drug overdose, Chemicals, Corrosives, Herbal</li> <li>• Forensic issues</li> <li>• Basics of relevant legislation in India</li> <li>• Appropriate history collection and physical examination</li> <li>• Recognise and preserve evidence (Sample collection)</li> <li>• Appropriate reporting and referrals (e.g. child abuse or neglect, gunshot and other forms of penetrating wounds, elder abuse, sexual assault allegations)</li> <li>• Therapeutic management</li> <li>• Administration of antidotes</li> <li>• Gastric lavage</li> <li>• Decontamination</li> </ul> <p>Recent advances and development</p>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
IV	10	<b>Specific infections in emergency care</b> Common viral and bacterial infections Food and water-born infectious diseases Air born infectious diseases HIV infection and AIDS Parasitosis – Malaria, Dengue Rabies Sepsis and septic shock Tetanus Pandemic – Flu Scares, Avian Influenza A(H5N1), COVID 19 Recent advances and development	Isolation precautions Disinfection and disposal of equipment	Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration
V	10	<b>Emergency care in Obstetrics and Gynaecology</b> <ul style="list-style-type: none"> <li>• Physiological changes in pregnancy</li> <li>• Conditions requiring emergency care</li> <li>• Antenatal emergencies</li> <li>• Hyperemesis gravidarum</li> <li>• Ectopic pregnancy</li> <li>• Antepartum haemorrhage – abruptio placentae, placenta praevia</li> <li>• Pregnancy induced hypertension</li> <li>• Intra-partum emergencies</li> <li>• Eclampsia</li> <li>• Obstructed labor</li> <li>• Ruptured uterus</li> <li>• Post-partum emergencies</li> <li>• PPH</li> <li>• Obstetrical shock</li> <li>• Puerperal sepsis</li> </ul>	partogram equipments - incubators, warmers	Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<ul style="list-style-type: none"> <li>• HELLP syndrome</li> <li>• DIC</li> <li>• Amniotic fluid embolism</li> <li>• Gynecological Emergencies</li> <li>• Ovarian cyst/abscess/torsion</li> <li>• Pelvic inflammatory disease</li> <li>• Sexual assault               <ul style="list-style-type: none"> <li>○ Vaginal bleeding</li> </ul> </li> <li>• Therapeutic management               <ul style="list-style-type: none"> <li>Emergency delivery</li> <li>Management of PPH</li> </ul> </li> <li>Recent advances &amp; development</li> </ul>			
<b>VI</b>	<b>10</b>	<p><b>Emergency care in children</b></p> <ul style="list-style-type: none"> <li>• Prominent anatomical and physiological differences and applications</li> <li>• Medical and Surgical emergencies:               <ul style="list-style-type: none"> <li>• Respiratory</li> <li>• Cardiovascular</li> <li>• Neurological</li> <li>• Gastrointestinal</li> <li>• Genitourinary</li> <li>• Endocrine</li> <li>• Infectious disease emergencies</li> <li>• Skin lesions and burns</li> <li>• Poisoning, Foreign bodies, drowning</li> <li>• Accidents</li> <li>• Shocks</li> <li>• Selected pediatric challenges</li> <li>• Ventilatory issues</li> <li>• Medication administration</li> <li>• Pain Management</li> </ul> </li> <li>Child abuse and Sexual assault, Interaction with children and families</li> </ul>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test



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Unit	Theory Hours	Topic	Practical /Lab	Teaching learning activity	Method of Assessment
VII	6	<b>Emergency care in Psychiatry</b> <ul style="list-style-type: none"> <li>• Review of Psychiatric assessment, pathophysiology, and pharmacology</li> <li>• Psychiatric conditions requiring emergency care management</li> <li>• Common psychiatric emergencies – acute psychosis, anorexia and bulimia complications, anxiety and panic attacks, conversion disorders, deliberate self-harm and suicide attempt, depressive illness, personality disorders, substance, drug and alcohol abuse</li> <li>Sexual assault</li> <li>• Post-traumatic stress disorder (PTSD)</li> <li>• Therapeutic management</li> <li>• Electro Convulsive Therapy</li> </ul>		Lecture, Discussion, Problem based learning Clinical conference, Demonstration	Written test Seminar Return demonstration
VIII	15	<b>Trauma Management</b> Concepts in trauma care , Biomechanics of injury, trauma prevention			



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
		<p>Initial assessment &amp; early management of trauma</p> <ul style="list-style-type: none"> <li>• Immediate management of pelvic trauma, resuscitation, transport of pregnant women</li> <li>• Management of:               <ul style="list-style-type: none"> <li>▪ Airway in trauma</li> <li>▪ Dental and facial injuries</li> <li>▪ Cardio thoracic injuries</li> <li>▪ Traumatic Shock</li> <li>▪ Head injuries</li> <li>▪ Cranio Facial Injuries</li> <li>▪ Musculo skeletal injuries and spinal injuries</li> <li>▪ Abdominal and pelvic injuries</li> <li>▪ Poly trauma</li> <li>▪ Paediatric Trauma</li> <li>▪ Geriatric trauma</li> <li>▪ Pain management – Narcotics, local anaesthesia, nerve blocks</li> <li>▪ Post-trauma rehabilitation</li> <li>▪ Role of a nurse in trauma management</li> </ul> </li> <li>• Therapeutic management               <ul style="list-style-type: none"> <li>▪ Endotracheal intubation, Cricothyroidotomy</li> <li>▪ ICD insertion</li> <li>▪ Massive transfusion protocol</li> <li>▪ Crush injury protocol</li> <li>▪ Wound management</li> <li>▪ Pain Management techniques</li> <li>▪ Immobilisation techniques</li> </ul> </li> <li>• Recent advances and development</li> </ul>			



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Unit	Theory Hours	Topic	Practical /Lab	Teaching Learning activity	Method of Assessment
IX	10	<b>Disaster management</b> <ul style="list-style-type: none"><li>• Introduction</li><li>• Concepts &amp; Principles of disaster management</li><li>• Types of disaster</li><li>• Terminologies in disaster management</li><li>• Disaster triage</li><li>• Hazard identification and risk analysis</li><li>• Disaster management cycle</li><li>• Community disaster management</li><li>• In hospital disaster management</li><li>• Mass casualty management</li><li>• Psychosocial aspects in disaster management</li><li>• Ethics in disaster management</li><li>• Policies and authorities related to emergency/disaster management; International, national, state, institutional</li></ul> Recent advances and development			



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<b>X</b>	<b>5</b>	<b>Pre-hospital care</b> Emergency Medical Services – organisation • Ambulance – Policies & protocol, administration, staffing,resources, • Paramedic training and function • Collaboration with other emergency services – Government,police, fire department, NGOs Transportation of the critically illpatient • Telecommunication and telemedicine procedures • Preparation towards transportation Standing orders • Monitoring and treatment during transportation			
	<b>5</b>	<b>Class Test</b>			
<b>Total</b>	<b>96</b> <b>Hours</b>				



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**List of skills to be practiced in the skill lab (69 hours include demonstration by the faculty and practice by the students).**

## **Sense organs alterations**

- Burn fluid resuscitation
- Burn feeds calculation
- Burn dressing
- Burns bath
- Wound dressing
- Foreign body removal – Eye, Ear, Nose and Throat
- Eye irrigation

## **Multi system alterations requiring emergency care**

- Administration of anti-snake venom
- Administration of Antidotes
- Gastric lavage
- Cooling and warming techniques
- Toxicology
- Eye irrigation
- Skin decontamination
- Forensic sample collection

## **Specific infections in emergency care**

- Isolation precautions
- Disinfection and disposal of equipment

## **Emergency care in Obstetrics and Gynaecology**

- Obstetrical assessment, partogram
- Vaginal examination using speculum
- Use equipment – incubators, warmers
- Assessment of the sexual assault victim

## **Emergency care in Paediatrics**

- Paediatric airway management
- PALS
- Intraosseous cannulation



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- **Emergency care in Psychiatry**
  - Psychiatric assessment
- **Trauma management**
  - Airway management techniques in Trauma
  - ICD insertion
  - Fluid resuscitation
  - Intraosseous cannulation
  - Focused assessment with sonography in trauma
  - Splinting
  - Log rolling
  - Wound management
  - Suturing
  - Reduction of fractures and dislocation of joints
  - Nerve blocks
- **Disaster management**
  - Formulate protocol for In – Hospital disaster management
  - Hazard vulnerability mapping
  - Training community volunteers on Disaster management
  - Decontamination
- **Pre-hospital care**
  - Checklist
  - For transfer of critically ill patient

**The skills listed under the Specialty courses such as Foundations of Emergency and Trauma Nursing Practice, Emergency and Trauma Nursing I and Emergency and Trauma Nursing II are taught by the faculty in skill lab. The students after practicing them in the lab, will continue to practice in the Emergency and Trauma Care (ETC) Unit. The log book specifies all the requirements to be completed and the list of skills that are to be signed by the preceptor once the students develop proficiency in doing the skills independently.**



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## **Learning Resources**

### **1. List of Textbooks**

- Abliash K.P.P. (2019). *Emergency Medicine, Best Practices at CMC (EMAC)* (2nd ed.), Jaypee Brothers Publications.
- Brunner and Suddarths (2014). *Text Book of Medical Surgical Nursing*, Vol. 1 (13th ed.), South Asian Edition, Published by Wolters Kluwer.
- Daniel Limmer, Michael F. O'keefe. *Emergency Care* (12th ed.), Pearson Education, Inc., 2011. ISBN 10:013254380X, ISBN 13:9780132543804.
- Fraser M. Diane & Cooper A Margaret (2001). *Myles Text Book for Midwives* (14th ed.), Churchill Livingstone, Edinburgh.
- Hickey, A. Joanne (2003). *The Clinical Practice of Neurological and Neurological Nursing* (5th ed.), Lippincott Company, Philadelphia.
- John, G., Subramani, K., Peter, J.V., Pitchamuthu, K. & Chacko, B. (2011). *Essentials of Critical Care* (8th ed.), Christian Medical College: Vellore.
- Kathleen Sanders Jordan, *Emergency Nursing Care Curriculum* (5th ed.), Philadelphia.
- W.B. Saunders Company: A division of Harcourt Brace & Company, 2000.
- Karen A., McQuillan, Eileen Whalen (2008). *Trauma Nursing*.
- Morton, P.G. & Fontaine, D.K. (2013). *Critical Care Nursing: A Holistic Approach* (9th ed), Lippincott Williams and Wilkins: Philadelphia.
- Nelson (2011). *Text book of Paediatrics* (19th ed.), Elsevier Publications, Philadelphia.
- Newberry, Lovene (2003). *Sheehy's Emergency Nursing – Principles and Practices* (6th ed.), Mosby St. Louis.
- Patrica Kunz Howard, Rebeca A. Steinmann. *Sheehy's Emergency Nursing Principles and Practice* (6th ed.), Elsevier. ISBN 13:9780323055857.
- Perrin, K.O. (2009). *Understanding the Essentials of Critical Care Nursing*. New Jersey: Pearson Education.
- Rosens E, John Marx (2006). *Emergency Medicine Concepts & Clinical Practice* (6th ed.), Mosbys Elsevier.
- 116 THE GAZETTE OF INDIA : EXTRAORDINARY [PART III—SEC.4]
- Suresh David (2012). *Textbook of Emergency Medicine* (2nd ed.), Wolterscluwer, Lippincott, Williams & Williams. ISBN 13:978818473628. ISBN 13:978818473202.
- Tintinalli, E. Judith (2000). *Emergency Medicine* (5th ed.), McGraw Hill New York.
- Walsh, Mike & Kent, Andrew (2001). *Accident and Emergency Nursing* (4th ed.), MPS Books Limited Bodmin, Cornwall.

### **2. List of Journals**

- Journal of Emergency Nursing (<http://www.jenonline.org/>)
- The Advanced Emergency Nursing Journal (AENJ) (<http://journals.lww.com/aenjournal/pages/default.aspx>)

### **3. List of Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)**

- Nursecom (<http://www.nursecom.com/webTutorials.html>)
- Emergency nursing resources (<https://www.ena.org/ienr/enr/Pages/Default.aspx>)



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4. Other learning materials such as computer-based programs/CD, professional standards or regulations and software.

- BLS and CPR complete CD package
- Electronic materials provided by the faculty like e-lectures and e-books.

**Recommended Course to Complete:**

- BLS
- ACLS
- ATLS
- PALS

## CLINICAL PLACEMENT-EMERGENCY & TRAUMA NURSING II

S.No	Area	Duration
1	EMS ICU	6 Weeks
2	PICU	2 Weeks
3	MICU	1 Week
4	SICU	1 Week
5	OBGY	2 Weeks
6	Causality	4 Weeks
7	Psychiatry Emergency Unit	1 Week
	<b>Total</b>	<b>17 Weeks</b>

## INTERNAL ASSESSMENT

### THEORY

SR NO	ITEM	TOTAL MARKS	WEIGHTAGE (%)	MARKS OUT OF 30
<b>1</b>	<b>Examination</b>			
	First term	50	67	20
	Prefinal	70		
<b>2</b>	<b>Assignment</b>			
	Clinical Seminar	5 x10=50	33	10
	<b>GRAND TOTAL</b>	<b>170</b>	<b>100</b>	<b>30</b>



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## PRACTICAL

SR NO	ITEM	TOTAL MARKS	PERCENTAGE(%)	MARKS
1	Clinical presentation	20 x 2= 40	10%	10
2	Case study report (Developed Clinical /Care Pathway)	20X 2= 40	20%	10
3	Clinical Performance Evaluation	6x100=600	20%	20
4	End of Posting OSCE	20x1=20	10%	10
5	Internal Practical Exam -OSCE	50	50%	50
	<b>GRAND TOTAL</b>	<b>750</b>	<b>100%</b>	<b>100</b>

## UNIVERSITY EXAMINATIONS

Theory Marks			Practical Marks		
Duration (Hours)	Internal	External	Hours	Internal	External
3	30	70		100	100

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Annexure-18B of AC-49/2024

## SEMINAR/PRESENTATION EVALUATION CRITERIA

Name of the Student : \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the Supervisor : \_\_\_\_\_

Total Marks: 30

Date :

S.No	Presentation skills	Marks Allotted	Marks Obtained
1.	Coverage of content (Relevant and current knowledge)	10	
2.	Clarity and credibility in presentation	2	
3.	Well organized	2	
4.	Interesting and creative	1	
5.	Group involvement & effective handling of questions	2	
6.	Confidence and resourcefulness	1	
7.	Professional outlook-poise, emotional stability	1	
8.	Time management	1	
<b>WRITING SKILLS</b>			
9	Content coverage (Relevant and current knowledge)	5	
10	Organization in presenting the content (Introduction, text and conclusion)	3	
11	Use of illustrations	1	
12	References	1	
<b>Grand Total</b>		30	

Remarks: \_\_\_\_\_

Signature of Preceptor

Signature of Faculty



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## TERM PAPER - EVALUATION CRITERIA

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 50

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	20	
2	Organization	5	
3	Illustration	20	
4	Resources Used	5	
	<b>Total Marks</b>	<b>50</b>	

Remarks:-

Signature of Preceptor

Signature of Faculty



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Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

## EVALUATION CRITERIA FOR PRESENTATION

Sl. No.	Criteria	Marks Assigned	Marks Obtained
I.	<b>Content</b>	<b>5</b>	
	▪ Organization	1	
	▪ Coverage	2	
	▪ Use of current literature and research evidence	1	
	▪ Appropriateness	1	
II.	<b>Presentation</b>	<b>10</b>	
	▪ Introduction	1	
	▪ Coverage of subject content	2	
	▪ Sequencing	1	
	▪ Depth of knowledge	2	
	▪ Integration of subject matter	1	
	▪ Explanation and clarification	2	
	▪ Time management	1	
III.	<b>AV Aids</b>	<b>3</b>	
	▪ Relevant, clear and visible	1	
	▪ Creativity	1	
	▪ Used effectively at the right time	1	
IV.	<b>Speaker's quality</b>	<b>3</b>	
	▪ Grooming	1	
	▪ Modulation	1	
	▪ Gestures and mannerism	1	
V.	<b>Group participation</b>	<b>2</b>	
VI.	▪ Encourages participation	1	
VII.	▪ Rewards people for their efforts	1	
VIII.	<b>References</b>	<b>2</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks

Date & Signature of the Students

Date & Signature of the Preceptor



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## EVALUATION CRITERIA FOR DISSERTATION

Names of the Student: .....

Subject: \_\_\_\_\_

Topic of presentation: .....

Date:.....

S.N.	Criteria	1	2	3	4	5
I.	<b>Statement of the problem</b>					
	<ul style="list-style-type: none"> <li>▪ Significance of the problem selected</li> <li>▪ Framing of title and objectives</li> </ul>					
II.	<b>Organization</b>					
	<ul style="list-style-type: none"> <li>▪ Inclusion of related studies on the topic, and its relevance</li> <li>▪ Operational definition</li> </ul>					
III.	<b>Research Design</b>					
	<ul style="list-style-type: none"> <li>▪ Use of appropriate research design</li> <li>▪ Usefulness of the research design to draw the inferences among study variables / conclusion</li> </ul>					
IV.	<b>Sampling Design</b>					
	<ul style="list-style-type: none"> <li>▪ Identification and description of the target population</li> <li>▪ Specification of the inclusion and exclusion criteria</li> <li>▪ Adequate sample size justifying study design to draw conclusions.</li> </ul>					
V.	<b>Data Collection Procedure</b>					
	<ul style="list-style-type: none"> <li>▪ Preparation of appropriate tool</li> <li>▪ Pilot study including validity and reliability of tool</li> <li>▪ Use of appropriate procedure / method for data collection</li> <li>▪ Clear and logical organization of the findings</li> </ul>					
VI.	<b>Analysis of data and interpretation</b>					
	<ul style="list-style-type: none"> <li>▪ Clear presentation of the tables ( title, table &amp; column heading)</li> <li>▪ Selection of appropriate statistical tests</li> </ul>					
VII.	<b>Ethical Aspects</b>					
	<ul style="list-style-type: none"> <li>▪ Use of appropriate consent process</li> <li>▪ Use of appropriate steps to maintain ethical aspects and principles (Physical harm etc.)</li> </ul>					
VIII.	<b>Interpretation of the findings</b>					
	<ul style="list-style-type: none"> <li>▪ Consistent and appropriate discussion of the findings</li> </ul>					
IX.	<b>Conclusion</b>					
	<ul style="list-style-type: none"> <li>▪ Summary &amp; recommendations for Nursing practice / Education / Administration</li> </ul>					
X.	<b>Presentation / Report writing</b>					
	<ul style="list-style-type: none"> <li>▪ Organization of project work including language &amp; style of presentation</li> </ul>					
<b>Total Marks</b>		<b>(100)</b>				

Remark: .....

Date & Signature of the Student

Date & Signature of the Preceptor



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## EVALUATION CRITERIA FOR SYSTEMATIC REVIEW

Names of the Student: \_\_\_\_\_

Topic: \_\_\_\_\_

Total Marks: 50

Date : \_\_\_\_\_

S.N.	Criteria	1	2	3	4	5
1.	<b>Title</b> <ul style="list-style-type: none"><li>Reflects the topic of the review</li></ul>					
2.	<b>Abstract</b>					
3.	<b>Review of literature</b> <ul style="list-style-type: none"><li>Adequate Literature reviews</li><li>Use of relevant studies</li></ul>					
4.	<b>Methodology</b>					
	<ul style="list-style-type: none"><li>Use of appropriate research design</li></ul>					
	<ul style="list-style-type: none"><li>Data collection and measurement Procedures</li></ul>					
	<ul style="list-style-type: none"><li>Validity, reliability</li></ul>					
5.	<ul style="list-style-type: none"><li>Clear and logical presentation of data analysis</li></ul>					
	<b>Discussion</b>					
	<ul style="list-style-type: none"><li>Appropriate discussion of the findings</li></ul>					
	<ul style="list-style-type: none"><li>Limitation of the studies</li></ul>					
	<ul style="list-style-type: none"><li>Strength and weaknesses of the review</li></ul>					
	<ul style="list-style-type: none"><li>Any implications</li></ul>					
	<b>Total Marks</b>					

Remark: \_\_\_\_\_

Date & Signature of the Students

Date & Signature of the Preceptor



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## **Journal club outline**

1. Introduction-Background knowledge
2. Overview of article-selection and its significance
3. Content review and critical appraisal of content (Research paper-problem, objectives, methods, results, discussion and future implications for critical care nursing practice and relevant research)
4. Conclusion

## **Outline for Journal Club Presentation-Research paper**

### **I. Introduction**

#### A. Study objective/purpose

- Is the purpose of the study clearly stated?

#### B. Hypotheses

- Is the research question or hypothesis clearly stated?

### **II. Methodology/Study Design**

#### A. Design of the experiment/trial

- Is it a clinical trial, cohort, case-control, cross-sectional, or case-series?

#### B. Population/sample

1. What are the criteria for inclusion and exclusion of subjects?

2. What limitations result?

#### C. Treatment allocation

1. How are subjects chosen or recruited? Randomly?

2. If not:

- a. Are they representative of the population?

- b. How were patients selected for the study to avoid bias?

- c. If historical controls were used, were methods and criteria the same for the experimental group, and were cases and controls compared on prognostic factors?

3. If there is a control group, how is it chosen?

4. How are patients followed up? Who are the dropouts, and how

many are there? Were the circumstances for patients dropping out explained by the authors?

5. Do the authors explain or give a reference to any unusual method used in the study?

Continued.....



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## D. Outcome measures

1. Are there multiple endpoints?
2. Are subgroup analyses performed and, if so, reported appropriately?

## E. Statistical analysis

1. Are the statistical methods used in the study specified in sufficient detail?
2. Is there a statement about the sample size or power? (Statements on power are especially critical in a negative study).
3. Do the statistical tests answer the research questions? Are all relevant outcomes reported?
4. Were repeated measures made over time, and if so, were they analyzed appropriately?

## III. Results

- A. Do the results relate to research questions proposed in the study objectives?
- B. Are actual values reported (e.g., means, standard deviations, proportions), not just the results of statistical tests?
- C. In paired designs, is the magnitude and range of the differences reported?
- D. Are groups similar on baseline measures? If not, were appropriate analyses done to take differences into consideration?
- E. Are appropriate graphics used to present results clearly?

## IV. Study Discussion/Students' Conclusions

### A. Interpretation of results

1. Are the questions posed in the study adequately addressed?
  2. Are the conclusions justified from the data?
  3. Does the student reflect on the clinical and statistical significance of results from the study?
- B. Does the student compare results from the study to those of similar studies performed?

### C. Discuss study limitations

1. Are shortcomings of the study addressed and constructive suggestions given for the future research?

### D. Applicability of results

1. Do the authors extrapolate beyond the data?



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## JOURNAL CLUB EVALUATION

NAME OF THE STUDENT:.....

COURSE : ..... YEAR I/II:.....

TOPIC : ..... DATE : .....

S.No.	Paper selection and Presentation skills	Marks allotted	Marks obtained
1.	Paper selection (From peer reviewed journal and current knowledge relevant to critical care nursing practice)	4	
2.	Quality of research (Research question, objectives, methods, results & discussion) / content reviewed	4	
3.	Critical appraisal of the content/results of research	4	
4.	Interesting and creative, Use of AV aids-organization and clarity	2	
5.	Group involvement & effective handling of questions	2	
6.	Organization, clarity and credibility in presentation	2	
7.	Professional outlook-poise, emotional stability	1	
8.	Time management	1	
<b>TOTAL</b>		<b>20 Marks</b>	

Remarks:-

Signature of preceptor

Signature of faculty



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## EVALUATION CRITERIA-RESEARCH INSTRUMENT

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 50

Marks obtained:-

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	<b>Content</b>		
	Adequacy	5	
	Appropriateness to objectives	5	
	Appropriateness to design	5	
	Relevance	5	
	Clarity	5	
	Comprehensiveness	5	
	Construction of Item	5	
2	Organization	5	
3	Illustration	5	
4	Resources Used-Literature Review	5	
	<b>Total Marks</b>	<b>50</b>	

Remarks:

Date & Signature of the Supervisor



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## **Guidelines for Construction of Test**

### **Steps:**

1. Planning for the test
  - Subject
  - Marks
  - Time
  - Type of Examination
  - Topics
  - Difficulty level
2. Designing the test
  - Weightage to the content
  - Weightage to the objectives
  - Weightage to the form of objectives
  - Weightage to the difficulty level
  - Scheme of options
3. Preparation of blue print
4. Writing of items
5. Question wise analysis
6. Editing of question paper
7. Answer Key



# MGM INSTITUTE OF HEALTH SCIENCES

KAMOTHE, NAVI MUMBAI

(Deemed University u/s of UGC Act, 1956)

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## TEACHING / MICRO TEACHING EVALUATION (Family/student education)

NAME OF THE STUDENT: .....

COURSE: ..... YEAR I/II: .....

TOPIC: ..... DATE: .....

AUDIENCE: ..... DURATION: .....

S.No.	Particulars	Marks allotted	Marks obtained
I.	<b>PREPARATION OF TEACHING PLAN</b>	<b>3</b>	
	Objectives		
	Content (appropriate, adequate, organization, recent updates)		
	References		
II.	<b>PREPARATION OF SETTING</b>	<b>2</b>	
	Seating, lighting, ventilation, cleanliness, availability of resources		
III.	<b>PRESENTATION</b>	<b>10</b>	
	Learning outcomes/objectives made clear to the audience		
	Clarity in presentation		
	Organization of content		
	Confidence in presentation		
	Appropriate eye contact, posture, Language, manners and discipline		
	Group involvement & Sustaining the interest of the group		
	Keeping the interest of the group		
	Clarifying doubts and leading discussions		
	Use of appropriate illustrations		
	Time management		
IV	<b>TEACHING AID</b>	<b>3</b>	
	Appropriate and effective use		
	Creativity & clarity		
	<b>ASSIGNMENT/PLAN FOR FOLLOW UP</b>	<b>2</b>	
	Relevant & Achievable		
	Total	<b>20</b>	

Remarks:

Signature of preceptor

Signature of faculty



# MGM INSTITUTE OF HEALTH SCIENCES

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## DRUG STUDY PRESENTATION

NAME OF THE STUDENT: \_\_\_\_\_

COURSE: \_\_\_\_\_ YEAR I/II: \_\_\_\_

TOPIC: \_\_\_\_\_

S.No.	Presentation skills	Marks allotted	Marks obtained
1.	<b>Coverage of content -12</b>		
1.1	Drug name –generic with dosage, therapeutic ranges & route of administration	3	
1.2	Mechanism of Action, metabolism and excretion	2	
1.3	Side effects, adverse reactions, drug interactions and management incl. anaphylaxis management	3	
1.4	Precautions and monitoring	1	
1.5	Patient's response to drug treatment	1	
1.6	Overdose-symptoms & treatment	2	
2.	Clarity and credibility in presentation	1	
3.	Well organized	1	
4.	Interesting and creative, use of illustrations	2	
5.	Group involvement & effective handling of questions	1	
6.	Confidence and resourcefulness	1	
7.	Professional outlook-poise, emotional stability	1	
8.	Time management	1	
	<b>TOTAL</b>	20	

REMARKS:

Signature of preceptor

Signature of faculty



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## DRUG STUDY REPORT

NAME OF THE STUDENT: \_\_\_\_\_

COURSE: \_\_\_\_\_ YEAR I/II: \_\_\_\_

TOPIC: \_\_\_\_\_

S.No.	Particulars	Marks allotted	Marks obtained
1.	Drug name –generic with dosage, therapeutic ranges & route of administration	3	
2	Mechanism of Action, metabolism and excretion	2	
3	Side effects, adverse reactions, drug interactions and management incl. anaphylaxis management	3	
4	Precautions and monitoring	1	
5	Patient's response to drug treatment	1	
6	Overdose-symptoms & treatment	2	
7	Discussion and conclusion	2	
8	Organization in presenting the written content	2	
9	Use of illustrations	2	
10	References	2	
	<b>Total</b>	<b>20</b>	

REMARKS:-

Signature of preceptor

Signature of faculty



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## CLINICAL PRESENTATION EVALUATION

NAME OF THE STUDENT: .....

COURSE: ..... YEAR I/II: .....

TOPIC: .....

DATE: .....

S. No.	Presentation skills	Marks allotted	Marks obtained
1.	Coverage of content -12		
1.1	Brief patient presentation	4	
1.2	Relevant normal physiology and abnormal physiological changes/processes related to critical condition	8	
2.	Clarity and credibility in presentation	1	
3.	Well organized	1	
4.	Interesting and creative, use of illustrations	2	
5.	Group involvement & effective handling of questions	1	
6.	Confidence and resourcefulness	1	
7.	Professional outlook-poise, emotional stability	1	
8.	Time management	1	
	<b>TOTAL</b>	<b>20</b>	

REMARKS:-

Signature of preceptor

Signature of faculty



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## CASE STUDY

NAME OF THE STUDENT:.....

COURSE: ..... YEAR I/II:.....

TOPIC: .....

DATE:.....

S.No.	Particulars	Marks allotted	Marks obtained
1.	Introduction of patient, history & physical examination, and Diagnostic tests – significant findings	5	
2.	Diagnosis and relevant pathophysiology	1	
3.	Management plan (Identification of outcomes & Development of plan for care/care pathway)	2	
4.	Management (Treatment and nursing interventions including family education and counseling) & Achievement of outcomes (Patients responses to treatment and interventions)	4	
5	Discussion and conclusion	2	
6	Organization in presenting the written content	2	
7	Use of illustrations	2	
8	References	2	
	<b>Total</b>	<b>20</b>	

REMARKS:

Signature of preceptor with date

Signature of faculty with date



# MGM INSTITUTE OF HEALTH SCIENCES

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## CLINICAL PRESENTATION(HEALTH ASSESSMENT)

NAME OF THE STUDENT:.....

COURSE: .....YEAR I/II:.....

TOPIC:.....

DATE:.....

S.No.	Presentation skills	Marks	Marks
		allotted	obtained
1.	Coverage of content -12		
1.1	ABCDE initial assessment of critically ill	3	
1.2	Focused History	3	
1.3	Focused physical examination	3	
1.4	Diagnostic /lab tests and interpretation & probable diagnosis	3	
2.	Clarity and credibility in presentation	1	
3.	Well organized	1	
4.	Interesting and creative, use of illustrations	2	
5.	Group involvement & effective handling of questions	1	
6.	Confidence and resourcefulness	1	
7.	Professional outlook-poise, emotional stability	1	
8.	Time management	1	
	<b>TOTAL</b>	20	

**Remarks:**

Signature of preceptor with date

Signature of faculty with date



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## CASE STUDY REPORT (HEALTH ASSESSMENT)

NAME OF THE STUDENT:.....

COURSE: .....YEAR I/II:.....

TOPIC:.....

DATE:.....

S.No.	Particulars	Marks allotted	Marks obtained
1.	Patient history & significant findings (includes ABCDE initial assessment)	6	
2.	Physical examination & significant findings	3	
3.	Diagnostic /lab tests and interpretation	3	
4.	Discussion and conclusion of findings with probable diagnosis	2	
5	Organization in presenting the written content	2	
6	Use of illustrations	2	
7	References	2	
	<b>Total</b>	20	

**Remarks:**

Signature of preceptor with date

Signature of faculty with date



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## ADVANCED HEALTH ASSESSMENT

End of posting practical examination (ET Unit)

Marks allotted-10 marks

Core competency Domains (Duration & Marks)				
ation (5)	Health assessment (Focused History and Physical Examination) <b>Adult</b>	Interpretation of History /physical exam findings and Lab results & Identification of health diagnosis/monitoring skills	Plan of care /therapeutic management (interventions – procedural competencie sincluding drug administration )	Family education & counseling
I	10 minutes ( 4 marks)			
II		10 minutes ( 4 marks)		
III			10 minutes ( 4 marks)	
IV				10 minutes (4 marks)
V	Rest station ( 5/10 minutes)			

OSCE

– 16 marks

ORAL EXAMINATION – 04 marks

**Total 20/2 = 10 marks**



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## ADVANCED HEALTH ASSESSMENT

### a. INTERNAL PRACTICAL EXAM- OSCE (Marks allotted- 25 marks)

Stations(5)	Core competency Domains (Duration &Marks)			
	Health assessment (Focused History and Physical Examination) <b>Adult</b>	Health assessment (Focused History and Physical Examination) <b>Pediatric</b>	Interpretation of History /physical exam findings andLab results & Identification of health diagnosis	Monitoring clinical parameters ( competencies )
I	10 minutes ( 5 marks)			
II		10 minutes ( 5 marks)		
III			10 minutes ( 5 marks)	
IV				10 minutes (5 marks)
V	Rest station ( 5/10 minutes)			

OSCE –4x5 = 20 Marks Oral examination = 5 marks

Total – 25 Marks

{End of posting can follow the same as above having 5 stations with 5 minute duration each station( marks- 4x4=16, oral exam-4 marks, total=20/2=10 marks)}



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## ADVANCED HEALTH ASSESSMENT

### EXTERNAL PRACTICAL EXAM- OSCE (Marks allotted- 50 marks)

Station (10)	Core competency Domains (Time Duration in minutes & Marks)							
	Health assessment (History Taking )		Health assessment (Physical Examination)		Interpretation of findings and health diagnosis		Monitoring clinical parameters ( Procedural competencies )	
	Focused History (Adult )	Focused History (Pediatric )	Physical Examination (Adult)	Physical Examination (Pediatric)	History & Physical Exam	Lab & Diagnostic tests	1	2
I	10 min ( 5 marks)							
II		10 min ( 5 marks)						
III			10 min ( 5 marks)					
IV				10 min ( 5 marks)				
V	Rest station 1 ( 5/10 minutes)							
VI					10 min (5 marks)			
VII						10 min (5 marks)		
VIII							10 min (5 marks)	
IX								10 min (5 marks)
X	Rest Station 2 (5/10 minutes)							

On completion of procedural competencies in log book and clinical requirements, the NP student is qualified to appear for final practical examination

OSCE- 8 x 5 = 40 marks

Oral Examination = 10

marks TOTAL – 50 marks



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## COMPETENCY BASED CLINICAL PERFORMANCE EVALUATION

NAME OF THE STUDENT: .....

ICU/UNIT ..... YEAR I/II: .....

DATE: FROM ..... TO .....

Sl.	COMPETENCIES	1	2	3	4
<b>I.</b>	<b>CLINICAL PRACTICE COMPETENCIES</b>				
1.	Performs initial assessment of the critically ill patient (ABCDE approach) to identify need for emergency action				
2.	Obtains comprehensive and focused age specific history of critically ill patient from patient/family members				
3.	Performs appropriate clinical/physical examination using correct techniques				
4.	Accurately interprets findings of history, physical examination and investigations				
5.	Works collaboratively with Intensivist for development of diagnosis for the presenting problem while prioritizing the care				
6.	Documents initial assessment and plan of care accurately				
7.	Applies the pathophysiological principles in developing diagnosis, plan of care, symptom management and secondary prevention of critical illnesses				
8.	Uses invasive and noninvasive technology and advanced skills to assess, monitor and promote physiologic stability in the management of emergency situations as per institutional protocols				
9.	Demonstrates critical thinking in clinical decision-making and selects appropriate interventions.				
10.	Provides culturally safe and competent care applying nursing process/care pathways.				
11.	Performs safe drug administration based on pharmacological principles, sound knowledge of drug interactions and as per institutional standing orders				
12.	Documents drugs administered accurately and provides followup care				
13.	Seeks appropriate assistance from preceptor to maintain patient and environment safety				
14.	Evaluates and documents patients' responses to care provided and the effectiveness of care.				
15.	Provides anticipatory guidance and counseling to families and patients in crisis situations particularly end of life care				



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Sl.	COMPETENCIES	1	2	3	4
<b>II.</b>	<b>MANAGEMENT, TEACHING &amp; RESEARCH COMPETENCIES:</b>				
16.	Manages and transforms health information to effect health outcomes such as cost, quality and satisfaction				
17.	Applies problem solving, critical thinking and decision making skills effectively in managing patient care in ICU				
18.	Creates and maintains a safe therapeutic environment using risk management strategies and quality improvement				
19.	Provides education appropriate to age and needs of patients using effective teaching methods, media and evaluation				
20.	Analyzes the evidence for nursing interventions carried out in critical care nursing practice to promote safety and effectiveness of care				
<b>III</b>	<b>PERSONAL AND PROFESSIONAL COMPETENCIES:</b>				
21.	Assumes personal accountability and responsibility in practicing the Nurse practitioner's roles and competencies and articulates role to public and other health care professionals				
22.	Engages in ethical practice having a sound knowledge of law, ethics and regulation of advanced nursing practice				
23.	Actively participates in collaborative practice involving all critical care team members and performs the NP roles within the authorized scope				
24.	Builds effective interpersonal relationship and communication with patients, families and critical care team based on trust and respect and integrity				
25.	Assumes personal responsibility for professional development				
	<b>TOTAL SCORE (100)</b>				

**Key:** 4.Outstanding/excellent (90-100%) 3. Proficient/competent (75 to <90%) 2.Needs improvement (50 to <75%) 1.Unsatisfactory/unacceptable (25 to <50%)

**Remarks by Preceptor:** \_\_\_\_\_  
(Include general impressions, unusual incidents and justify scores 1 and 4)

**Remarks by Faculty** \_\_\_\_\_

Signature of Preceptor with Date

Signature of faculty with Date

**Remarks by Student** \_\_\_\_\_

Signature of student with date

Resolution No. 3.2 of Academic Council (AC-52/2025): Resolved to approve the Clinical Audit Report Format as part of Assignment for the subject of Advanced Leadership, Management and Teaching skills in the First Year M.Sc. Nurse Practitioner in Emergency and Trauma Care (NPETC) Programme from the Academic Year 2025-2026 onwards. [ANNEXURE-4].



## MGM NEW BOMBAY COLLEGE OF NURSING

Nursing College Building, MGM Educational Campus,  
Plot No. : 1 & 2, Sector – 01, Kamothe, Navi Mumbai – 410209

### Annexure-4 of AC-52/2025

### EVALUATION CRITERIA FOR CLINICAL AUDIT REPORT

Name of the Student : .....

Batch : .....

Subject : .....

Topic of Audit : .....

Date : .....

S.N.	Criteria	1	2	3	4	5
I.	<b>Introduction</b>					
	<ul style="list-style-type: none"> <li>▪ Significance of the problem selected</li> <li>▪ objectives</li> </ul>					
II.	<b>Organization</b>					
	<ul style="list-style-type: none"> <li>▪ Inclusion of Need on the topic</li> <li>▪ Adequate Supporting data for the need</li> </ul>					
III.	<b>Method</b>					
	<ul style="list-style-type: none"> <li>▪ Use of appropriate Method</li> <li>▪ Inclusion of Appropriate Standard practice for Audit</li> </ul>					
IV.	<b>Sampling Design</b>					
	<ul style="list-style-type: none"> <li>▪ Identification and description of the target population</li> <li>▪ Specification of the inclusion and exclusion criteria</li> <li>▪ Adequate sample size justifying study design to draw conclusions.</li> </ul>					
V.	<b>Data Collection Procedure</b>					
	<ul style="list-style-type: none"> <li>▪ Preparation of appropriate tool</li> <li>▪ Validity and reliability of tool</li> <li>▪ Use of appropriate procedure/ method for data collection</li> <li>▪ Clear and logical organization of the findings</li> </ul>					
VI.	<b>Analysis of data and interpretation</b>					
	<ul style="list-style-type: none"> <li>▪ Clear presentation of the table s(title ,table &amp; column heading)</li> <li>▪ Selection of appropriate statistical tests</li> </ul>					
VII.	<b>Discussion of the findings</b>					
	<ul style="list-style-type: none"> <li>▪ Consistent and appropriate discussion of the findings</li> </ul>					
VIII.	<b>Conclusion</b>					
	<ul style="list-style-type: none"> <li>▪ Summary</li> </ul>					
IX.	<b>Recommendations</b>					
	<ul style="list-style-type: none"> <li>•For Nursing practice/Education/ Administration</li> </ul>					
X.	<b>Quality Improvement Plan</b>					
	<ul style="list-style-type: none"> <li>▪ Plan for Improvement in Practice</li> <li>▪ Schedule for Reaudit</li> </ul>					
<b>Total Marks</b>						
<b>(100)</b>						



## **MGM NEW BOMBAY COLLEGE OF NURSING**

Nursing College Building, MGM Educational Campus,  
Plot No. : 1 & 2, Sector – 01, Kamothe, Navi Mumbai – 410209

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### **Clinical Audit Report Format**

1. Introduction
2. Need for audit
3. Aims & Objectives
4. Method
5. Sampling Design
6. Data Collection Procedure
7. Analysis & Interpretation of Data
8. Discussion
9. Conclusion
10. Recommendation
11. Quality Improvement Plan
12. References



# MGM INSTITUTE OF HEALTH SCIENCES

KAMOTHE, NAVI MUMBAI

(Deemed University u/s of UGC Act,1956)

## CASE PRESENTATION/CASE STUDY OUTLINE

1. Introduction (Introductory sentence about the patient)
2. Initial assessment-ABCDE approach
  - 2.1. Airways-Voice, breath sounds
  - 2.2. Breathing- Respiratory rate, chest wall movements, chest percussion, lung auscultation, pulse oximetry
  - 2.3. Circulation- skin color, sweating, capillary refill, palpable pulse rate, heart auscultation, BP, ECG
  - 2.4. Disability-Level of consciousness using AVPU (alert, voice responsive, pain responsive, unresponsive), limb movements, blood glucose, pupillary light reflexes
  - 2.5. Exposure-expose skin, temperature
3. History-Chief complaints/history of present illness
  - 3.1. Nature-location, intensity, associated symptoms
  - 3.2. Time of onset, circumstances, evolution of complaints
  - 3.3. Relieving and aggravating factors
  - 3.4. Treatment received for the present complaint
  - 3.5. Other past medical history-associated illnesses
  - 3.6. Medication, allergies, substance use
  - 3.7. Family history
  - 3.8. Relevant social history
4. Physical examination (Focused/system-wise)
  - 4.1. General appearance (description)
  - 4.2. Vital signs
  - 4.3. Skin
  - 4.4. Head, Eye, ENT
  - 4.5. Respiratory system
  - 4.6. Cardiovascular system
  - 4.7. Neurological
  - 4.8. GI
  - 4.9. Abdomen
  - 4.10. Genitourinary system
  - 4.11. Extremities
  - 4.12. Significant positive and negative findings

Continued.....



# **MGM INSTITUTE OF HEALTH SCIENCES**

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## **CASE PRESENTATION/CASE STUDY OUTLINE**

5. Interpretation of lab and other diagnostic tests
6. Summary and probable health diagnosis
7. Management and Outcome
  - 7.1 Management plan-outcome identification
  - 7.2 Medical and Nursing/integrated plan
  - 7.3 Management provided-treatments-drugs, surgery, emergency procedures, Ventilator 7.4 support, nutritional and fluid support, nursing measures
  - 7.4 Patient's progress-objective measures
  - 7.5 Resolution of care-improvement or deterioration
8. Discussion-summarize the case and lessons learned
9. References



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## CLINICAL CONFERENCE

### OUTLINE:

1. Conceptualization (Pathophysiology/case study)
2. Assessment
3. Integration with treatment
4. Clinical data
5. Treatment of treatment progress
6. Application for the future
7. Ethical questions

**CARE PATHWAY/INTEGRATED CLINICAL PATHWAY** (For specific disease or symptom eg. Chest pain, heart failure, acute respiratory failure, poly trauma, CABG)

**OUTLINE** (On admission, Day 1, Day 2, Day 3, Day 4, Discharge/Referral)

### ASSESSMENT

1. Initial assessment on admission-ABCDE assessment-Findings
2. Focused history and physical examination findings
3. Lab tests and other diagnostic tests-clinical data and significant findings
4. Baseline data

### DIAGNOSIS

5. Differential/Final medical diagnosis
6. Nursing diagnoses

### PLAN OF CARE/CARE PATHWAY

#### Therapeutic interventions with objective outcomes (measurable)

7. Lifesaving measures (eg. intubation)
8. Respiratory support
9. Nutritional/Circulatory support/Fluid challenge
10. Medication treatment
11. Surgery/invasive treatment procedures
12. Pain relief measures
13. Elimination
14. Pressure ulcer preventive measures
15. Risk prevention measures
16. Ongoing assessment/monitoring and documentation in flow sheets-ABG, Vital signs, SPO<sub>2</sub>, hemodynamic parameters
17. Patient/family education and counseling



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18. Discharge plan
19. Referral/Transfer
20. End of life care in case of impending death

## **OUTCOME EVALUATION (VARIANCE TRACKING) -FOLLOW UP**

Name of the critical  
care  
team  
members  
and  
their  
signature  
against  
their activity/interventions

Essential records of the hospital can be substituted in places required (Eg. fall risk prevention format, pressure ulcer prevention, sedation score, pain score, medication record)

**NB.** The institution can follow their own pathways if available or others can make their own using the above guide based on institution's protocols/policies.



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## FOUNDATION OF EMERGENCY AND TRAUMA NURSING

### INTERNAL PRACTICAL EXAM -OSCE Marks allotted- 50 marks

Station (5)	Core competency Domains (Duration &Marks)			
	Health assessment (Focused History and Physical Examination) and interpretation	Monitoring competencies (invasive and Non-invasive)	Family education & Counselling	Therapeutic interventions - (emergency procedural competencies) including drug administration
I	10 minutes ( 10 marks)			
II		10 minutes ( 10 marks)		
III			10 minutes ( 10 marks)	
IV				10 minutes (10 marks)
V	Rest station ( 5/10 minutes)			

OSCE– 40 marks (4x10)ORAL EXAMINATION – 10 marks

**TOTAL – 50 marks**

{End of posting can follow the same as above having 5 stations with 5 minute duration each station (marks- 4x4=16, oral exam-4 marks, total=20/2=10 marks)}



# MGM INSTITUTE OF HEALTH SCIENCES

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## FOUNDATION OF EMERGENCY AND TRAUMA NURSING EXTERNAL PRACTICAL EXAM- OSCE - Marks allotted- 100 marks

Station (10)	Core competency Domains (Time Duration in minutes & Marks)							
	Health assessment (Focused History and Physical Examination) and interpretation		Monitoring competencies- Invasive & Non invasive	Development of plan of care/ care pathway	Family Education & counseling	Drug administra- tion	Therapeutic interventions - (emergency procedural competencies)	
	Adult	Pediatric					I	II
I	10 min ( 10 marks)							
II		10 min (10 marks)						
III			10 min ( 10 marks)					
IV				10 min ( 10 marks)				
V	Rest station 1 ( 5/10 minutes)							
VI					10 min (10 marks)			
VII						10 min (10 marks)		
VIII							10 min (10 marks)	
IX								10 min (10 marks)
X	Rest Station 2 (5/10 minutes)							

On completion of procedural competencies in log book and clinical requirements, the NP student is qualified to appear for final practical examination

OSCE - 80 Marks(8 x 10 )ORAL EXAMINATION - 20 marks

**TOTAL – 100 marks**



# MGM INSTITUTE OF HEALTH SCIENCES

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## EMERGENCY AND TRAUMA NURSING I & II

### INTERNAL PRACTICAL EXAM -OSCE Marks allotted- 50 marks

Station (5)	Core competency Domains (Duration & Marks)			
	Health assessment (Focused History and Physical Examination) and interpretation	Monitoring competencies (invasive and Non-invasive)	Development of care plan /Care pathway	Therapeutic interventions - (emergency procedural competencies) including drug administration)
I	10 minutes ( 10 marks)			
II		10 minutes ( 10 marks)		
III			10 minutes ( 10 marks)	
IV				10 minutes (10 marks)
V	Rest station ( 5/10 minutes)			

OSCE– 40 marks (4x10) ORAL EXAMINATION – 10 marks

**TOTAL – 50 marks**

{End of posting can follow the same as above having 5 stations with 5 minute duration each station (marks- 4x4=16, oral exam-4 marks, total=20/2=10 marks)}



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## EMERGENCY AND TRAUMA NURSING I & II

### EXTERNAL PRACTICAL EXAM- OSCE - Marks allotted- 100 marks

Station n (10)	Core competency Domains (Time Duration in minutes & Marks)							
	Health assessment (Focused History and Physical Examination) and interpretation		Monitoring competencies- Invasive & Non invasive	Development of plan of care/ care pathway	Family Education & counseling	Drug administra- tion	Therapeutic interventions( Emergency procedural competencies )-2	
	Adult	Pediatric					I	II
I	10 min ( 10 marks)							
II		10 min (10 marks)						
III			10 min ( 10 marks)					
IV				10 min ( 10 marks)				
V	Rest station 1 ( 5/10 minutes)							
VI					10 min (10 marks)			
VII						10 min (10 marks)		
VIII							10 min (10 marks)	
IX								10 min (10 marks)
X	Rest Station 2 (5/10 minutes)							

On completion of procedural competencies in log book and clinical requirements, the NP student is qualified to appear for final practical examination

OSCE - 80 Marks (8 x 10 ) ORAL EXAMINATION - 20 marks

**TOTAL – 100 marks**



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## QUESTION PAPER FORMAT

### THEORETICAL BASIS FOR ADVANCED PRACTICE NURSING

**Marks: 25**

Time: 2 hours

**Q 1. Write Short Answers on any 3**

**( 3 x 5 =15 marks)**

- a)
- b)
- c)
- d)

**Q 2. Long Answer Questions any 1**

**(1 x 10 =10 marks)**

- a.
- b.



# MGM INSTITUTE OF HEALTH SCIENCES

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Grade 'A++' Accredited by NAAC

## RESEARCH APPLICATION AND EVIDENCE BASED PRACTICE IN EMERGENCY AND TRAUMA CARE NURSING

### QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)

**Marks:** 50

**Time:** 2hours

**Q 1. Write Short Answers on any 4 out of 5**

**(20 marks)**

- a)
- b)
- c)
- d)
- e)

**Q 2. Long Answer Questions any 2 out of 3**

**(30 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |



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### QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

**Marks:** 70

**Time:** 3 hours

**Q 1. Write Short Answers on any 5 out of 6** **(25 marks)**

- a)
- b)
- c)
- d)
- e)
- f)

**Q 2. Long Answer Questions any 3 out of 4** **(45 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |
| . ii | (2) |
|      | (5) |
| iii  | (8) |

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## **ADVANCED SKILLS IN LEADERSHIP, MANAGEMENT AND TEACHING**

### **QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)**

**Marks: 50**

**Time: 2hours**

**Q 1. Write Short Answers on any 4 out of 5**

**(20 marks)**

- a)
- b)
- c)
- d)
- e)

**Q 2. Long Answer Questions: Any 2 out of 3**

**(30 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |



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### QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

**Marks:** 70

**Time:** 3 hours

**Q 1. Write Short Answers on any 5 out of 6** (25 marks)

- a)
- b)
- c)
- d)
- e)
- f)

**Q 2. Long Answer Questions: Any 3 out of 4** (45 marks)

- a. i (2)
- ii (5)
- iii (8)
  
- b. i (2)
- ii (5)
- iii (8)
  
  
- c. i (2)
- ii (5)
- iii (8)
  
  
- d. i (2)
- ii (5)
- iii (8)



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## QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)

### SECTION A

Marks : 50 Time : 2 hours

### ADVANCED PATHOPHYSIOLOGY APPLIED TO EMERGENCY AND TRAUMA NURSING

Marks =25

Q1. Write short Notes on any 2 out of 3      2 x5 = 10 marks a.

- b.
- c.

Q 2 Long answer questions on any 1 out of 2

1x 15 = 15 marks

- a.
  - i (2)
  - ii (5)
  - iii (8)
- b.
  - i (2)
  - ii (5)
  - iii (8)

### SECTION B

### ADVANCED PHARMACOLOGY APPLIED TO EMERGENCY AND TRAUMA NURSING

Marks 25

Q3. Write short Notes on any 2 out of 3

2 x5 = 10 marks

- a.
- b.
- c.

Q4 Long answer questions on any 1 out of 2

1x 15 = 15 marks

- a.
  - i (2)
  - ii (5)
  - iii (8)
- b.
  - i (2)
  - ii (5)
  - iii (8)



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## QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

### ADVANCED PATHOPHYSIOLOGY & ADVANCED PHARMACOLOGY APPLIED TO EMERGENCY AND TRAUMA NURSING

Marks : 70 Time : 3 hours

#### SECTION A

#### ADVANCED PATHOPHYSIOLOGY APPLIED TO CRITICAL CARE NURSING

Marks =35

Q1. Write short Notes on any 4 out of 5

4 x5 = 20 marks

- a.
- b.
- c.
- d.
- e.

Q.2 Long answer questions on any 1out of 2

1x 15 = 15 marks

- a.
  - i (2)
  - ii (5)
  - iii (8)
- b.
  - i (2)
  - ii (5)
  - iii (8)

#### SECTION B

#### ADVANCED PHARMACOLOGY APPLIED TO EMERGENCY AND TRAUMA NURSING

Marks 35

Q3. Write short Notes on any 4 out of 5

4 x5 = 20 marks

- a.
- b.
- c.
- d.
- e.

Q.4 Long answer questions on any 1out of 2

1x 15 = 15 marks

- a. i (2)
- ii (5)
- iii (8)
- b. i (2)
- ii (5)
- iii (8)



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## ADVANCED HEALTH PHYSICAL ASSESMENT QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)

Marks: 50 Time: 2hours

**Q 1. Write Short Answers on any 4 out of 5 (20 marks)**

- a)
- b)
- c)
- d)
- e)

**Q 2. Long Answer Questions any 2 out of 3 (30 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |



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## ADVANCED HEALTH PHYSICAL ASSESMENT

### QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

Marks: 70

Time: 3 hours

#### **Q 1. Write Short Answers on any 5 out of 6**

**(25 marks)**

- a)
- b)
- c)
- d)
- e)
- f)

#### **Q 2. Long Answer Questions any 3 out of 4**

**(45 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |
| d. i | (2) |
| ii   | (5) |
| iii  | (8) |



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## FOUNDATION OF EMERGENCY AND TRAUMA NURSING

### QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)

Marks : 50 Time : 2hours

**Q 1. Write Short Answers on any 4 out of 5 (20 marks)**

- a)
- b)
- c)
- d)
- e)

**Q 2. Long Answer Questions: Any 2 out of 3 (30 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |



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## FOUNDATION OF EMERGENCY AND TRAUMA NURSING

### QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

Marks: 70 Time : 3 hours

**Q 1. Write Short Answers on any 5 out of 6**

**(25 marks)**

- a)
- b)
- c)
- d)
- e)
- f)

**Q 2. Long Answer Questions: Any 3 out of 4**

**(45 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |
| d. i | (2) |
| ii   | (5) |
| iii  | (8) |



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## EMERGENCY AND TRAUMA NURSING I & II

### QUESTION PAPER FORMAT (FIRST TERM EXAMINATION)

Marks: 50 Time: 2hours

**Q 1. Write Short Answers on any 4 out of 5**

**(20 marks)**

- a)
- b)
- c)
- d)
- e)

**Q 2. Long Answer Questions: Any 2 out of 3**

**(30 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |



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## EMERGENCY AND TRAUMA NURSING I & II

### QUESTION PAPER FORMAT (UNIVERSITY EXAMINATION)

Marks: 70 Time : 3 hours

**Q 1. Write Short Answers on any 5 out of 6**

**(25 marks)**

- a)
- b)
- c)
- d)
- e)
- f)

**Q 2. Long Answer Questions: Any 3 out of 4**

**(45 marks)**

- |      |     |
|------|-----|
| a. i | (2) |
| ii   | (5) |
| iii  | (8) |
| b. i | (2) |
| ii   | (5) |
| iii  | (8) |
| c. i | (2) |
| ii   | (5) |
| iii  | (8) |
| d. i | (2) |
| ii   | (5) |
| iii  | (8) |



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Sector-01, Kamothe, Navi Mumbai - 410209

Tel 022-27432471, 022-27432994, Fax 022-27431094

E-mail- [registrar@mghmuhs.com](mailto:registrar@mghmuhs.com) Website : [www.mghmuhs.com](http://www.mghmuhs.com)

