

Krishna Institute Of Medical Sciences Deemed University

Krishna Institute of Nursing Sciences.

CBCS COE



Postgraduate Diploma In Wound Management For Nurses

Syllabus

Program code: 4503 Course code: 4503-11



**KRISHNA INSTITUTE OF MEDICAL SCIENCES  
“DEEMED TO BE” UNIVERSITY, KARAD**

**POSTGRADUATE DIPLOMA IN WOUND MANAGEMENT  
FOR NURSES**



# Preface

In recent years, the care of people with acute, chronic and palliative wounds has made enormous progress throughout globe and India. To bring existing evidence-based and best practice knowledge to all professional nurses is a key objective of KIMS Deemed To Be University For this reason KIMS deemed To Be University has developed a wound management curriculum for nurses.

This curriculum takes into account that individuals with chronic wounds have very specific therapy and care needs related to their clinical presentation and the challenges related to multiple co-morbidities. In the following, the term ‘chronic wounds’ explicitly includes non-healing wounds (or hard-to-heal wounds). Moreover, it includes wounds that do not fall into the category of chronic wounds because of duration but are considered to be a chronic wound and therefore have a higher probability of following a chronic course (i.e. pressure ulcers). To be able to apply a holistic approach to and provide effective management of individuals with wounds, the nurse must therefore have specific knowledge, practical skills and awareness about patient safety, local wound care, the overall patient status and multidisciplinary teamwork. The nursing process provides the overarching framework for the curriculum and takes into account the outcomes of the interventions in the course of care (prevention, diagnostics and treatment).

The curriculum explores a range of comprehensive nursing interventions such as the assessment, planning, interventions and evaluation related to individuals with acute and chronic wounds. It should allow the students to extend their knowledge of wound care to obtain specific competencies. This constitutes explicit knowledge of the relationships between the underlying diseases with the onset of chronic wounds, as well as their guideline-based care in terms of causal, local and concomitant therapy. Finally, the curriculum also aims to support the development of the nurse’s ability to assess the psychosocial and behavioural aspects of patients with wounds and to promote the patient’s quality of life (QoL).

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## **Philosophy**

KIMS deemed To Be University believes that registered nurses need to be trained in wound management in clinical setting as well as in community independently. In order to provide independent competent care and for effective participation in patients comprehensive management trained nurses need to prepare themselves in wound management in all setting .

## **Aim**

The curriculum aims to provide the students with theoretical and practical skills to support appropriate decision-making (evidence based nursing and practice, problem-based learning and practical-based learning). There is a particular focus on the ability of nurses to develop an individualised nursing care plan that takes into account the patient's unique circumstances and comorbidities.

## **Objectives**

On completion of postgraduate diploma wound management for nurses the participants will be able to:

1. Apply knowledge in providing wound management care to individuals who are admitted in hospital.
2. Demonstrate skill in managing wound of individuals who are admitted in hospital.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals
5. Utilise the latest trends and technology in wound management care.
6. Provide promotive, preventive and restorative health services in line with the national health policies and programs.
7. Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups and members of the health team in order to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical/ community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical / community health settings.
12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

## **Admission Requirements**

1. The minimum age for admission shall be 20 years on or before 31st Dec. of the year of admission
2. The minimum educational requirements shall be the passing of BSc N/Post Basic BSc and registered with state nursing council
3. Should have at least 6 month clinical experience preferably in surgical areas after passing degree/diploma course

## **Entrance / Selection Test**

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

### **Duration**

Duration of the course - one year

**Intake Capacity :** 05

### **Attendance**

A candidate has to secure 100% attendance in overall.

### **Fee**

As per University policy.

### **Faculty**

Mr Mahesh B Chendake Associate professor

Mrs Manisha C Gholap Associate professor

## **Organization of Course**

**Program pattern-** Commencement of Semester

- First Semester: 1<sup>st</sup> August
- Second Semester: 1<sup>st</sup> February

**Course Duration:** one year

Total Weeks per Semester: 20 wks / semester

Number of Weeks per Semester for instruction: 20 weeks (30hrs/week x 20 weeks=600 hours)

## Hours Distribution- Theory and Practical

### 1<sup>st</sup> Semester :

Theory -5 hrs /week = 105 hrs

Clinical -25hrs/week = 450hrs

Total Theory + Clinical hrs = 555 hrs

### 2<sup>nd</sup> Semester:

Theory -5 hrs /week = 105 hrs

Clinical -25hrs/week = 450hrs

Total Theory + Clinical hrs = 555 hrs

## Course of Studies

	Semester	Theory	Practical	Grand Total
Postgraduate Diploma wound management	First Semester	105 Hrs.	450 Hrs.	555hrs
	Second Semester	105 Hrs.	450 Hrs.	555hrs
	<b>Total</b>	210	900	1110 hrs

## Clinical Experience

	1 <sup>st</sup> semester	2 <sup>nd</sup> Semester	Grand Total	Total Hrs / semester
Clinical Areas	Weeks (18 weeks ) 25 hours /week	Weeks (18 weeks ) 25 hours /week	24 Weeks 25 hours /week	900
Male surgical ward	2 weeks	2 weeks	4	100
Female surgical ward	2 weeks	2 weeks	4	100
Male ortho ward	2 weeks	2 weeks	4	100
Casualty ISU/ trauma care unit	3 weeks	3 weeks	6	150
Surgical ICU	3 weeks	3 weeks	6	150
Operation theatre	3 weeks	3 weeks	6	150
Minor OT	3 weeks	3 weeks	6	150

## Clinical Assignments

Clinical Areas	Assignments
Male surgical ward	Care plan one
	Case study one
	Wound dressing demonstration five
	Clinical evaluation
Female surgical ward	Care plan one
	Case study one
	Wound dressing demonstration five
Male ortho ward	Care plan one
	Case study one
	Wound dressing demonstration five
	Clinical evaluation
Casualty ISU/ trauma care unit	Case presentation one
	Wound dressing demonstration five
	Clinical evaluation
Surgical ICU	Case presentation one
	Wound dressing demonstration five
	Clinical evaluation
Operation theatre	Assisting for debridement ,amputation, grafting
	Clinical evaluation
Minor OT	Assisting for debridement , suturing
	Clinical evaluation
Visit reports	

## Course Instruction

### SEMESTER I

Theory hours - 105

Clinical hours - 450

Sr. NO	Content	Number of Hours	Credits.
A	<b>Core Theory</b>		
	<b>a.Theory</b>		
1	Acute wounds	15	1
2	Wound Healing	15	1
3	Relevant etiopathology	15	1
4	Nutrition and wound healing	15	1

5	Antimicrobial agents, hygiene and wounds, Aseptic precaution	15	1
<b>b.Practical /clinical Posting</b>			
	Acute wounds	360	12
	Wound Healing		
<b>B Discipline Specific Elective ( Any One )</b>			
<b>a.Theory</b>			
I	Dressing / debridement minor wound theory	30	2
<b>b.Practical</b>			
I	Clinical posting dressing room/minor OT	90	3
<b>a.Theory</b>			
II	Dressing/ suturing wound theory	30	2
<b>b.Practical</b>			
II	Clinical posting dressing room/minor OT	90	3
		555	22

## SEMESTER II

Theory hours - 105

Clinical hours - 450

Sr. NO	Content	Number of Hours	Credits.
A	<b>Core Theory</b>		
	<b>a.Theory</b>		
1	Pressure ulcers	15	1
2	Diabetic foot syndrome	15	1
3	Lower leg ulcer	15	1
4	Palliative wound care	15	1
5	Alternative or unconventional treatment options for wounds	15	1
	<b>b.Practical / Clinical</b>	360	12
	Clinical posting		
B	<b>Generic Elective -( Any One )</b>		
	<b>a.Theory</b>		
1	Health Economics	30	02
2	Stress Management		
	<b>b.Practical /clinical Posting</b>		
1	Health economics practical	90	3
2	Stress Management practical		
		555	22

**SYLLABUS  
WOUND MANAGEMENT  
SEMESTER I**

**A- Core Syllabus  
a- Theory**

Unit	Hours	Learning objectives	Content	Teaching Learning activities	Assessment method
1	15 Hours	This unit of study aims to increase the understanding of the assessment and management of acute wounds (including surgical and traumatic wounds as well as burn injuries).	<p><b>Acute wounds</b></p> <ul style="list-style-type: none"> <li>• Epidemiology of acute wounds</li> <li>• Definitions</li> <li>• Classification of acute wounds i.e surgical, trauma and burn injuries including aetiology and symptomatology</li> <li>• Classification of burns by depth and severity (including chemical and electrical burns)</li> <li>• Wounds related to burns—donor site wounds and grafted wounds</li> <li>• Paediatric burns and wounds seen in burns intensive care</li> <li>• Management of burns and scarring and wounds related to burns</li> <li>• Psychosocial issues related to burns</li> <li>• Prevention of burns</li> <li>• Wound healing by primary and secondary intention</li> <li>• Delayed primary closure/tertiary intention</li> <li>• Factors affecting wound healing (in relation to acute wounds)</li> <li>• Principles of asepsis and antisepsis and hygiene in relation to acute wounds (including isolation nursing/barrier system of care)</li> <li>• Surgical incisions and principles of wound closure</li> </ul>	<p>Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT</p>	<p>Long answer and Short answer questions Objective Type and Short notes</p>

			<ul style="list-style-type: none"> <li>• Trauma wounds (abrasions, lacerations, crush wounds, penetration and puncture wounds)</li> <li>• Burn injuries (fire/flame, scalding and thermal)</li> <li>• First aid treatment for traumatic wounds and burn injuries</li> <li>• Principles of history taking and examination of acute wounds—surgical, trauma and burn injuries</li> <li>• Principles of management of minor and major traumatic wounds</li> <li>• SSI: prevention, definition, assessment and surveillance strategies</li> <li>• Debridement options for acute wounds— surgical, trauma and burn injuries</li> <li>• Adjunctive therapies/devices for acute wounds i.e. NPWT</li> <li>• Reconstructive ladder and principles of surgical reconstruction</li> <li>• Cosmesis and function in acute wounds</li> <li>• Practical examples.</li> </ul>		
2	15 Hours	This unit of study aims to increase the knowledge and understanding of physiological and pathological wound healing.	<p><b>Wounds And Wound Healing</b></p> <ul style="list-style-type: none"> <li>• Physiology of normal wound healing</li> </ul> <p>Blood coagulation (effect of anticoagulation substances on wound healing)</p> <ul style="list-style-type: none"> <li>• Phases of wound healing, i.e. inflammation, proliferation and remodelling</li> <li>• Primary wound healing</li> <li>• Secondary wound healing (a repair process), delayed primary closure</li> <li>• Pathophysiology and microbiology of chronic wound healing</li> <li>• Factors affecting healing (such as infection and reduced perfusion)</li> </ul>	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes

			<ul style="list-style-type: none"> <li>• Wound diagnosis</li> <li>• Practical examples.</li> </ul>		
3	15 Hours	This unit of study aims to increase the nurse's knowledge and understanding of the influence of etiopathology on wound healing.	<p><b>Relevant etiopathology</b></p> <ul style="list-style-type: none"> <li>• Venous insufficiency,</li> <li>• thrombosis,</li> <li>• varicosis</li> <li>• Macroangiopathy,</li> <li>• atherosclerosis,</li> <li>• arterial insufficiency</li> <li>• Diabetic Neuropathy,</li> <li>• microangiopathy,</li> <li>• hyperglycemia</li> <li>• Immobility,</li> <li>• excessive pressure</li> <li>• hypertension</li> <li>• burn</li> <li>• infection</li> <li>• Age</li> <li>• Obesity</li> <li>• Hormonal imbalance</li> </ul>	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes
4	15	This unit of study aims to increase the nurse's knowledge and understanding of the influence of nutrition on wound healing.	<p><b>Nutrition and wound healing</b></p> <ul style="list-style-type: none"> <li>• Calorific or other nutritional needs of patients with an acute or chronic wound</li> <li>• Specific requirements of individuals with special chronic diseases (i.e. diabetes)</li> <li>• Optimal nutritional composition to promote wound healing</li> <li>• Function of nutrients, including vitamins, proteins, and minerals</li> <li>• Nutritional assessment and nutritional screening tools</li> <li>• Effects of malnutrition on wound healing</li> <li>• Assessment of nutritional status including signs and symptoms of dehydration and anthropometric measurements, also biochemical data and interpreting laboratory values</li> </ul>	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes
5	15 hours	This unit of study aims to increase the nursing understanding of the nature of antimicrobial therapy and prophylaxis with special focus on safety guidelines.	<p><b>Antimicrobial agents, hygiene and wounds</b></p> <ul style="list-style-type: none"> <li>• Disinfection and sterilisation</li> <li>• Antiseptics</li> </ul>	Lecture Discussion Demonstration Explain using	Long answer and Short answer questions

			<ul style="list-style-type: none"> <li>• Antimicrobial wound dressings</li> <li>• Hygiene and dressing changes</li> <li>• Antimicrobial stewardship</li> <li>• Systemic antibiotic</li> <li>• Practical examples.</li> </ul>	models, torso, charts, slides and specimens Journal. PPT	Objective Type and Short notes
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b. Practical Clinical posting dressing room/minor OT

B. Discipline Specific Elective ( Any One )

a. **Theory**

1	30	This unit aims to increase nursing understanding related to theory A /P Able to do Dressing / debridement minor wound	Dressing / debridement minor wound theory	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes
2	30	This unit aims to increase nursing understanding related to theory A /P Able to do Dressing / suturing minor wound	Dressing/ suturing wound theory	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes

**b. Practical /clinical Posting**

1	90	Clinical posting dressing room/minor OT
2	90	Clinical posting dressing room/minor OT

## Semester II

**A. Core Subjects**

**a. Theory**

6	15 hours	This unit of study aims to increase the understanding of the diagnosis,	<b>Pressure ulcers</b>	Lecture Discussion	Long answer
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		prevention and treatment of pressure ulcers (also called pressure injuries or decubitus ulcers).	<ul style="list-style-type: none"> <li>•Epidemiology of pressure ulcers</li> <li>• Pathophysiology of pressure ulcers Risk factors</li> <li>• Prevention strategies for pressure ulcers</li> <li>• Classification of pressure damage (NANDA/EPUAP/NPUAP/PPIAP)</li> <li>• Differential diagnoses (incontinence associated dermatitis (IAD) resp. moisture associated dermatitis (MAD), mycosis, burn) and its monitoring in collaboration with MDT members</li> <li>• Repositioning strategies</li> <li>• The role of positioning and pressure redistributing equipment (e.g. pressure relief mattress)</li> <li>• The adequate supportive (preventive or treatment) position</li> <li>• Education and movement motivation (keep moving strategy)</li> <li>• Therapeutic principles (see examples below)</li> <li>• Conservative therapy</li> <li>• Pressure relieving therapy</li> <li>• Surgery and necrectomy (e.g. debridement) aftercare</li> <li>• Practical examples.</li> </ul>	Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	and Short answer questions Objective Type and Short notes
7	15 hours	This unit of study aims to increase the understanding of the diagnosis, therapy, and prevention of diabetic foot syndrome/disease (DFS).	<p><b>Diabetic foot syndrome</b></p> <ul style="list-style-type: none"> <li>•Epidemiology of DFS</li> <li>• Risk factors for ulceration or amputation</li> <li>• Prevention of complication</li> <li>• Pathways to ulceration</li> <li>• Pathways to amputation</li> <li>• Costs of DFS and amputation treatment including follow-up costs</li> <li>• Pathophysiology</li> <li>• Neuropathy</li> <li>• Ischaemia</li> <li>• Clinical presentation of</li> </ul>	Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT	Long answer and Short answer questions Objective Type and Short notes

			<p>acute and chronic Charcot neuroarthropathy</p> <ul style="list-style-type: none"> <li>• Infection</li> <li>• Classification</li> <li>• Basic and more advanced diagnostics</li> <li>• MDT therapy</li> <li>• Healthcare services for patients with DFS and the importance of communication</li> <li>• Principles of therapy</li> <li>• Pressure relieving and off-loading options? Forexample, total contact casting (TCC)</li> <li>• Management of microbiology</li> <li>• Revascularisation</li> <li>• Amputation and aftercare following minor and major amputation</li> <li>• Prevention and podiatric care</li> <li>• Identification and education of high-risk patients</li> <li>• Podology and podiatric management</li> <li>• Supportive care and medical devices</li> <li>• Practical examples.</li> </ul>		
8	15 hours	<p><b>Aim</b> This unit of study aims to increase the understanding of the common causes of leg ulceration including; diabetic, venous, and arterial (angiology) factors influencing the diagnosis and treatment of lower leg ulcers.</p>	<p><b>Lower leg ulcers</b></p> <p>Classification of types of leg ulcers</p> <ul style="list-style-type: none"> <li>• Varicose veins and varicosities</li> <li>• Peripheral arterial occlusive disease</li> <li>• Chronic venous insufficiency</li> <li>• Mixed pathology</li> <li>• Venous oedema</li> <li>• Lymphatic oedema</li> <li>• Pyoderma gangrenosum</li> <li>• Rare causes of lower leg ulcers</li> <li>• Prophylaxis/prevention</li> <li>• The fundamentals of compression therapy (hosiery and bandages) Different techniques of compression</li> </ul>	<p>Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT</p>	<p>Long answer and Short answer questions Objective Type and Short notes</p>

			<p>therapy and practical learning</p> <ul style="list-style-type: none"> <li>• Local therapeutic options</li> <li>• Role of drugs/medication in treatment</li> <li>• Surgery</li> <li>• Practical examples.</li> </ul>		
9	15 hours	This unit of study aims to increase the knowledge and understanding of a holistic approach of the management of palliative wounds.	<p><b>Palliative wound care</b></p> <ul style="list-style-type: none"> <li>• Difference between a chronic wound and a palliative wound care</li> <li>• Prevalence of palliative wounds across all healthcare settings.</li> <li>• National/international evidence-based practice/clinical guidelines</li> <li>• Integrated palliative wound care model</li> <li>• Preventive measures including skin care and environmental care</li> <li>• Assessment: physical, psychological, social and spiritual (including exudate, pain, odour, pruritus, bleeding, psychosocial impact)</li> <li>• Products appropriate for the management of palliative wounds and its selection (benefits and risks)</li> <li>• Communication with individuals and informal carers</li> <li>• Identification of patient-centred management objectives, care planning and evaluation of outcomes</li> <li>• Working as a team in difficult situations.</li> </ul>	<p>Lecture Discussion Demonstration Explain using models, torso, charts, slides and specimens Journal. PPT</p>	<p>Long answer and Short answer questions Objective Type and Short notes</p>
10	15 hours	This unit of study aims to increase the understanding of the potential and limitations of new or alternative treatment methods (in relation to the competencies), with special focus on technical equipment and advanced products. These treatments include emerging therapies and treatment options	<p><b>Alternative or unconventional treatment options for wounds</b></p> <ul style="list-style-type: none"> <li>• Negative pressure wound therapy (NPWT)</li> <li>• Laser therapy</li> <li>• Hyperbaric oxygen therapy</li> <li>• Topical oxygen therapy</li> </ul>	<p>Lecture Discussion Demonstration Explain using models, torso, charts, slides and</p>	<p>Long answer and Short answer questions Objective Type and Short notes</p>

		under development.	<ul style="list-style-type: none"> <li>• Ultrasound therapy</li> <li>• Genetically modified wound healing factors</li> <li>• Electrical stimulation</li> <li>• Plasma therapy</li> <li>• Practical examples</li> </ul>	specimens Journal. PPT	
<b>b.Practical/clinical posting</b>					
	90	Clinical posting in different surgical settings			
<b>B.Generic elective</b>					
<b>a.Theory</b>					
1	30	Able to manage stress in personal and professional life	<b>STRESS MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Introduction, Meaning,</li> <li>• Definition, Causes, sources,</li> <li>• Signs &amp; symptoms of Stress.</li> <li>• Stress Model</li> <li>• Managing Stress- Concept,</li> <li>• Benefits</li> <li>• Managing Stress at</li> <li>• Individual level</li> <li>• Models of Stress Management</li> </ul>	Lecture  Activity	Short Answers
2	30	Able to develop plan for health economics and implement for individual and family	<b>Health Economics</b> <ul style="list-style-type: none"> <li>• Introduction, Definition,</li> <li>• Importance of Health Economics</li> <li>• Essentials of health economics</li> <li>• Developing plan for health economics</li> <li>• Presentation of health economics plan</li> <li>• Problem solving skills for health economics</li> <li>• Health economics implementation skill</li> </ul>	Lecture and discussion	Short answer
<b>b.Practical</b>					
1	90	Health economics practical			
2	90	Stress Management practical			
<b>References and notes</b>					
<p>1 NANDA International. Defining the knowledge of nursing. <a href="http://www.nanda.org">www.nanda.org</a> (accessed 28 January 2019)</p> <p>2 Orem DE. Nursing: concepts of practice (6th ed.). Mosby-Year Book Inc, 2001</p> <p>3 WHO Noncommunicable Diseases <a href="https://tinyurl.com/jaztskp">https://tinyurl.com/jaztskp</a> (accessed 28 January 2018)</p> <p>4 Nanda International. Nursing Diagnoses. Definitions and Classification, 2018-2020. Thime, 2017 <a href="http://www.nanda.org/nanda-i-publications/nandainternational-nursing-diagnoses-definitions-and-classification-2018-2020/">http://www.nanda.org/nanda-i-publications/nandainternational-nursing-diagnoses-definitions-and-classification-2018-2020/</a> (accessed 28 January 2019)</p> <p>5 Martin KS. The Omaha System: A Key to Practice, Documentation, and Information Management. Health Connections Press, 2005</p>					

6 The Office of the National Coordinator for Health Information Technology. Standard nursing terminologies: a landscape analysis. 2017. <https://tinyurl.com/y7zlywrlf> (accessed 28 January 2019)

7 NANDA-1 works to facilitate the development, refinement, dissemination and use of standardised nursing diagnostic terminology. The systematic diagnostic procedures defined by NANDA-1 are widely used in Central Europe, while other countries use alternatives systems. The terminology should be adapted to the diagnostic terminology applied within a specific country. [www.nanda.org](http://www.nanda.org)

8 EWMA. Antimicrobial Stewardship project: <https://tinyurl.com/yb6s2rf8>. (accessed 28 January 2019)

#### **Textbooks**

1. Ayello EA, Baranoski S. Wound care essentials: practice principles. (4th edn)
2. Wolters Kluwer, 2015 Armstrong DG, Lavery LA. Clinical care of the diabetic foot. (2nd edn) American Diabetes Association, 2010
3. Bowker JH, Pfeifer MA. Levin, O'Neal's. The diabetic foot (7th edn). Mosby Elsevier, 2008 Bryant R, Nix D. Acute and chronic wounds: current management concepts. (5th edn) Elsevier, 2016
4. Percival S, Cutting K. Microbiology of wounds. CRC Press, Taylor Francis Group, 2011 Nanda International. Nursing Diagnoses. Definitions and Classification, 2018-2020. Thime, 2017
5. Flanagan M. Wound healing and skin integrity: principles and practice.
6. Wiley-Blackwell, 2013 Kifer ZA. Fast fact for wound care nursing, Springer Publishing Company, 2012
7. Krasner D. Chronic wound care: the essentials. HMP Communications, 2014 Phillips CJ. Health economics: an introduction for health professionals. BMJ Books, Blackwell, 2005 Veves A et al. The diabetic foot: medical and surgical management. 3rd Edition. Humana Press, 2012
8. Wilkinson J. Nursing, process—a critical thinking approach. AddisonWesley Nursing, 1996
9. Sussman C, Barbara Bates Jansen :Wound care A collaborative practice manual for health professional ;3<sup>rd</sup> edition, Lippincot, Williams and Wilkins

## **EXAMINATION SCHEME**

### **CHOICE BASED CREDIT SYSTEM**

Theory and practical examinations are at the end of the semester at University Level:

Theory Internal Assessment = 25 Marks

Practical Internal Assessment = 25 Marks

End semester University examination:

Question Paper Pattern:

**Theory:** 75 Marks

Answer all the questions.

I. Multiple Choice Question (MCQ) = 15 X 1 = 15

II. Short Answers (Answers 4 out of 6) = 4 x 5 = 20

III. Essay question : 20 x1 =20

IV. Long Answers(Answer 2 out of 3) = 2 X 10 = 20

Total = 75 Marks

**Practical:**

Oral Examination: 25 Marks

Practical Examination 50 Marks

Total Marks : 75.

Total exam marks for end semester are 100 marks theory and 100 marks practical.

### 1. Promotion and award of grades

A student shall be declared PASS and eligible for getting he/she secures at least 50% marks in that particular course including internal assessment..

### 2. Carry forward of marks

In case a student fails to secure the minimum 50% in any Theory or Practical course as specified ,then he/she shall reappear for the end semester examination of that course. However his/her marks of the Internal Assessment shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

### 3. Improvement of internal assessment

A student shall have the opportunity to improve his/her performance only once in the Sessional exam component of the internal assessment. The re-conduct of the Sessional exam shall be completed before the commencement of next end semester theory examinations.

Grading of performances

#### Letter grades and grade points allocations:

Based on the performances, each student shall be awarded a final letter grade at the end of the semester for each course. The letter grades and their corresponding grade points are given in table I

**Table –I Letter grades and grade points equivalent to Percentage of marks and performances**

Percentage of Marks Obtained	Letter Grade	Grade Point	Performance
90.00 – 100	O	10	Outstanding
80.00 – 89.99	A	9	Excellent
70.00 – 79.99	B	8	Good
60.00 – 69.99	C	7	Fair
50.00 – 59.99	D	6	Average
Less than 50	F	0	Fail
Absent	AB	0	Fail

A learner who remains absent for any end semester examination shall be assigned a letter grade of AB and a corresponding grade point of zero. He/she should reappear for the said evaluation/examination in due course.

### 18. The Semester grade point average (SGPA)

The performance of a student in a semester is indicated by a number called ‘Semester Grade Point Average’ (SGPA). The SGPA is the weighted average of the grade points obtained in all the courses by the student during the semester. For example, if a student takes five courses(Theory/Practical) in a semester with credits C1, C2, C3, C4 and C5 and the student’s grade points in these courses are G1, G2, G3, G4 and G5, respectively,

and then students' SGPA is equal to:

$$\text{SGPA} = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

The SGPA is calculated to two decimal points. It should be noted that, the SGPA for any semester shall take into consideration the F and ABS grade awarded in that semester. For example if a learner has a F or ABS grade in course 4, the SGPA shall then be computed as:

$$\text{SGPA} = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4 * \text{ZERO} + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

### Cumulative Grade Point Average (CGPA)

The CGPA is calculated with the SGPA of II semesters to two decimal points and is indicated in final grade report card/final transcript showing the grades of II semesters and their courses. The CGPA shall reflect the failed status in case of F grade(s), till the course(s) is/are passed. When the course(s) is/are passed by obtaining a pass grade on subsequent examination(s) the CGPA shall only reflect the new grade and not the fail grades earned earlier. The CGPA is calculated as:

$$\text{CGPA} = \frac{C_1S_1 + C_2S_2 + C_3S_3 + C_4S_4 + C_5S_5 + C_6S_6 + C_7S_7 + C_8S_8}{C_1 + C_2 + C_3 + C_4 + C_5 + C_6 + C_7 + C_8}$$

where C<sub>1</sub>, C<sub>2</sub>, ... is the total number of credits for semester I, II, III, ... and S<sub>1</sub>, S<sub>2</sub>, ... is the SGPA of semester I, II, III, ...

### 19. Declaration of class

The class shall be awarded on the basis of CGPA as follows:

First Class with Distinction= CGPA of 7.50 and above

First Class= CGPA of 6.00 to 7.49

Second Class= CGPA of 5.00 to 5.99

### 20. Award of Ranks

Ranks and Medals shall be awarded on the basis of final CGPA.

### 21. Award of degree

Candidates who fulfill the requirements mentioned above shall be eligible for award of degree during the ensuing convocation.

### Final Mark list Of University Examination

Sr. No.	Semester	Internal Assessment		End Semester Examination		Total	
		Theory 25 marks	Practical 25marks	Theory 75	Practical 75 marks	Theory 100	Practical 100

				<b>marks</b>		<b>marks</b>	<b>marks</b>
1	<b>Semester I</b>						
2	<b>Semester II</b>						

**CBCS FOR Wound Management**

**Program: PG Diploma**

**Department: KINS**

**Subject: Wound Management**

**Scheme: CBCS**

Subject		Sem-I			Sem-II			Total		
		T	P	Total	T	P	Total	T	P	Total
<b>Core-I</b>	Hr	75	360	435	75	360	435	<b>150</b>	<b>720</b>	<b>870</b>
	Cr	5	12	17	5	12	17	<b>10</b>	<b>24</b>	<b>34</b>
<b>Elective DSE/ AEC</b>	Hr	30	90	120	0	0	0	<b>30</b>	<b>90</b>	<b>120</b>
	Cr	2	3	5	0	0	0	<b>2</b>	<b>3</b>	<b>05</b>
<b>Generic Elective</b>	Hr	0	0	0	30	90	120	<b>30</b>	<b>90</b>	<b>120</b>
	Cr	0	0	0	2	3	5	<b>2</b>	<b>3</b>	<b>05</b>
<b>Grand Total</b>	<b>Hr</b>	<b>105</b>	<b>450</b>	<b>555</b>	<b>105</b>	<b>450</b>	<b>555</b>	<b>210</b>	<b>900</b>	<b>1110</b>
	<b>Cr</b>	<b>7</b>	<b>15</b>	<b>22</b>	<b>7</b>	<b>15</b>	<b>22</b>	<b>14</b>	<b>30</b>	<b>44</b>

**Discipline Specific Elective – Any One**

- Semester I-** 1. Dressing / Debridement Minor Wound  
2. Dressing/ Suturing Wound

**Generic Elective – Any One**

- Semester II-** 1. Stress management  
2. Health Economics