



# AMALA COLLEGE OF NURSING

(An undertaking of Amala Cancer Hospital Society)

Amala Nagar P.O., Thrissur-680 555, Kerala, India.

Website : [www.amalanursingcollege.org](http://www.amalanursingcollege.org)

**FIRST CYCLE NAAC ACCREDITATION 2022**

## CRITERION 1

### CURRICULAR ASPECTS

#### 1.2 Academic Flexibility

*1.2.1 Minutes of Relevant Academic Council/BoS Meetings*

*Submitted to*



**THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

# Syllabus

for Courses affiliated to the  
**Kerala University of Health Sciences**

Thrissur 680596



**BACHELOR OF SCIENCE IN NURSING**

**(B.Sc Nursing)**

**Course Code :006**

**(2016-17 admission onwards)**

**2016**

## 2. COURSE CONTENT

### 2.1 Title of course:

BACHELOR OF SCIENCE IN NURSING – Abbreviated as B.Sc. Nursing

### 2.2 Objectives of course

#### Aims

The aim of the undergraduate nursing program is to:

1. Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services.
2. Prepare nurses who can make independent decisions in nursing situations, protect the rights and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical/ public health setting/ school of nursing.

#### Objectives

On completion of the four years B.Sc Nursing programme the graduate:

- apply knowledge from physical, biological and behavioral science, medical including alternative systems and nursing in providing nursing care to individuals, families and communities.
- demonstrate understanding of life style and other factors, which affect health of individuals and groups.
- provide nursing care based on steps of nursing process in collaboration with individuals and groups.
- demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
- utilize the latest trends and technology in providing health care.
- provide promotive, preventive, and restorative health services in line with the National Health Policies and programmes.
- practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.

- communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and team work.
- demonstrate skill in teaching to individuals and groups in clinical/community health settings/ School of Nursing
- participate effectively as member of the health team in health care delivery system.
- demonstrate leadership and managerial skills in clinical/community health settings.
- conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
- demonstrate awareness, interest and contribute towards advancement of self and of the profession.

### 2.3 Medium of instruction:

Medium of instruction shall be in English

### 2.4 Course outline

Courses of Study

The following are courses with inter-disciplinary / inter-departmental classes

#### First Year B. Sc Nursing

| Subject         |   | Theory (hrs)<br>(Class and Lab) | Practical /<br>clinical(hrs) | (hrs) |
|-----------------|---|---------------------------------|------------------------------|-------|
| <b>Part I</b>   | <b>Biological sciences</b>                                  |                                 |                              |       |
| Paper I         | Anatomy   | 100 (80+20)                     |                              |       |
| Paper II.       | Physiology  | 90 (80+10)                      |                              |       |
| Paper III       | Microbiology  | 90 (80+10)                      |                              |       |
| Paper IV.       | Nutrition & Biochemistry<br>A. Nutrition<br>B. Biochemistry | 60(40+20)<br>40                 |                              |       |
| <b>Part II</b>  | <b>Behavioural sciences</b>                                 |                                 |                              |       |
| Paper I         | Psychology  | 60                              |                              |       |
| <b>Part III</b> | <b>Nursing –I</b>   |                                 |                              |       |
| Paper I         | Nursing Foundations   | 465 (265+200)                   | 450                          |       |
| <b>Part IV</b>  |   |                                 |                              |       |
| Paper I         | English   | 30                              |                              |       |
| Paper II        | Introduction to Computers                                   | 45(15+30)                       |                              |       |
|                 | Library work / Self study                                   |                                 |                              | 150   |
|                 | Co- curricular Activities                                   |                                 |                              | 100   |

|                    |            |            |               |
|--------------------|------------|------------|---------------|
| <b>Total</b>       | <b>980</b> | <b>450</b> | <b>250</b>    |
| <b>Total Hours</b> |            |            | <b>- 1680</b> |

### Second Year B. Sc Nursing

| Subject            |  | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)     |
|--------------------|--|---------------------------------|------------------------------|-----------|
| <b>Part -I</b>     | <b>Social Sciences</b>   |                                 |                              |           |
| Paper I            | Sociology  | 60                              |                              |           |
| <b>Part- II</b>    | <b>Nursing II</b>  |                                 |                              |           |
| Paper I            | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>a. Medical Nursing<br>b. Pathology | 110<br>30(20+10)                | 440                          |           |
| Paper II           | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Surgical Nursing                   | 110                             | 520                          |           |
| Paper III          | Pharmacology   | 60                              |                              |           |
| Paper IV           | Community Health Nursing-I   | 100                             | 160                          |           |
|                    | Library work / Self study  |                                 |                              | 60        |
|                    | Co- curricular Activities  |                                 |                              | 30        |
|                    | <b>Total</b>   | <b>470</b>                      | <b>1120</b>                  | <b>90</b> |
| <b>Total Hours</b> |  |                                 | <b>- 1680</b>                |           |

### Third Year B. Sc Nursing

| Subject            |  | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)         |
|--------------------|--|---------------------------------|------------------------------|---------------|
| <b>Part I</b>      | <b>Nursing –III</b>  |                                 |                              |               |
| Paper I            | Medical Surgical<br>Nursing(Adult including<br>Geriatrics)- II | 110                             | 400                          |               |
| Paper II           | Child Health Nursing   | 140                             | 400                          |               |
| Paper III          | Mental Health Nursing  | 110                             | 360                          |               |
| <b>Part II</b>     | <b>Research &amp; Statistics</b>                               |                                 |                              |               |
| Paper I            | Nursing Research & statistics                                  | 50 (35+15)                      | 80                           |               |
|                    | Library work / Self study                                      |                                 |                              | 20            |
|                    | Co- curricular Activities                                      |                                 |                              | 10            |
|                    | <b>Total</b>   | <b>410</b>                      | <b>1240</b>                  | <b>30</b>     |
| <b>Total Hours</b> |  |                                 |                              | <b>- 1680</b> |

### Fourth Year B. Sc Nursing

| Subject            |   | Theory( hrs)<br>(Class and Lab) | Practical/<br>Clinical (hrs) | (hrs)         |
|--------------------|---|---------------------------------|------------------------------|---------------|
| <b>Part I</b>      | <b>Nursing IV</b>                             |                                 |                              |               |
| Paper I            | Obstetric & Gynecological<br>Nursing          | 100+30=130                      | 480+160                      |               |
| Paper II           | Community health Nursing-II                   | 100                             | 320                          |               |
| <b>Part II</b>     | <b>Education and Management</b>               |                                 |                              |               |
| Paper I            | Nursing Education                             | 80                              | 120                          |               |
| Paper II           | Management of Nursing<br>services & Education | 70                              | 120                          |               |
|                    | Library work / Self study                     |                                 |                              | 70            |
|                    | Co-curricular activities                      |                                 |                              | 30            |
|                    | <b>Total</b>                                  | <b>380</b>                      | <b>1200</b>                  | <b>100</b>    |
| <b>Total Hours</b> |   |                                 |                              | <b>- 1680</b> |

#### 2.5 Duration

Duration of course shall be 4 years. The maximum period to complete the course successfully shall not exceed 8 years (double the duration of course)

#### 2.6 Syllabus

## FIRST YEAR B Sc NURSING

### ANATOMY ————— Course No. 1

**Placement – I Year**

**Theory (In hours) -100**

(Class hours-80+ Lab hours -20)

#### Course Description:

The Course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and apply this in the practice of nursing.

| Unit      | Time (Hrs.) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment Methods                     |
|-----------|-------------|---|---|---|--|
| <b>I</b>  | <b>5</b>    | Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands. | <p><b>Introduction to Anatomical terms.</b></p> <ul style="list-style-type: none"> <li>• Organization of the human body.</li> <li>• Human Cell:- Structure.</li> <li>• Tissues- Definition, types, characteristics, classification, location, functions and formation.</li> <li>• Membranes and glands:- Classification and structure.</li> <li>• Organelle :- structure</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture,<br>Discussion<br>Explain using charts, microscop slides, -skeleton & torso | Short answer<br><br>Very short answers |
| <b>II</b> | <b>10</b>   | Describe the structure of bones and joints  | <p><b>Skeletal System</b></p> <ul style="list-style-type: none"> <li>• Bones:- types, classification, structure, description.</li> </ul>  | -Lecture discussion<br>-Explain using   | Essay<br><br>Short                     |

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
|     |    |  | <ul style="list-style-type: none"> <li>• Bones of limbs, Vertebra, Ribs, Sternum, Bony pelvis, skull.</li> <li>• Joints:- classification, structure.</li> <li>• Major joints- Hip, Shoulder, Knee, elbow, Wrist, carpo-metacarpal, Tibio-fibular, radio-ulnar</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | charts, skeleton, loose bones, and joints.   | Answers<br><br>Very short answers                    |
| III | 7  | Describe the structure of muscles        | <b>Muscular System</b> <ul style="list-style-type: none"> <li>• Types and structure of muscles</li> <li>• Gluteal, thigh &amp; deltoid (Structure of muscle in detail).</li> <li>• Actions of various individual and groups of muscles</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>                        | Lecture, discussion Explain using chart, models and films Demonstrate muscular movements | Essay<br><br>Short Answers<br><br>Very short answers |
| IV  | 10 | Describe the structure of nervous system | <b>Nervous System</b> <ul style="list-style-type: none"> <li>• Structure of neurons, neuroglia.</li> </ul> CNS&PNS:- <ul style="list-style-type: none"> <li>• Parts, Structure and Blood supply :-brain &amp; spinal cord.</li> </ul>  | Lecture, discussion Explain using models, charts,  | Essay<br><br>Short answers                           |



|           |           |  |   |  |  |
|-----------|-----------|--|---|--|--|
|           |           |  | <ul style="list-style-type: none"> <li>• Cranial nerves, Spinal nerves, Peripheral nerves (axillary, sciatic, femoral, radial), important cutaneous nerves.</li> <li>• Autonomic Nervous System-</li> <li>• Sympathetic and parasympathetic</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>                      | slides, specimens  | Very short answers                                   |
| <b>V</b>  | <b>6</b>  | Explain the structure of sensory organs                    | <p><b>Sensory Organs</b></p> <ul style="list-style-type: none"> <li>• Structure of :- <ul style="list-style-type: none"> <li>• Skin</li> <li>• Eye -Layers, Muscles of eye ball (name &amp; action)</li> <li>• Ear</li> <li>• Nose</li> <li>• Tongue</li> </ul> </li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, Discussion<br><br>Explain using models, charts, slides, specimens | Essay<br><br>Short answers<br><br>Very short answers |
| <b>VI</b> | <b>10</b> | Describe the structure of circulatory and lymphatic system | <p><b>Circulatory and lymphatic system</b></p> <ul style="list-style-type: none"> <li>• Circulatory system</li> <li>• Microscopic structure of blood</li> <li>• Structure of Heart: - layers, Chambers, blood supply.</li> </ul>  | Lecture, discussion<br><br>Explain using models, charts, slides,           | Essay<br><br>Short answers<br><br>Very short answers |

|            |          |  |   |  |  |
|------------|----------|--|---|--|--|
|            |          |  | <ul style="list-style-type: none"> <li>• Structure of blood vessels:- <ul style="list-style-type: none"> <li>• Arterial &amp; Venous System.</li> </ul> </li> <li>• Circulation: - systemic, pulmonary, coronary.</li> <li>• Major arteries of limbs, head and neck, thorax, abdomen, pelvis</li> <li>• Veins used for IV injections</li> <li>• Lymphatic system:-: <ul style="list-style-type: none"> <li>• Lymphatic vessels and Lymph</li> <li>• Microscopic structure of lymphoid organs</li> <li>• Lymphatic tissues</li> <li>• Thymus gland, Lymph nodes, Spleen, Tonsil</li> </ul> </li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | specimens  |  |
| <b>VII</b> | <b>6</b> | Describe the structure of respiratory system | <p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Parts of the respiratory system <ul style="list-style-type: none"> <li>• Pharynx, Larynx, Trachea, Bronchi, Lung, Broncho pulmonary Segments, Pleura.</li> </ul> </li> <li>• Muscles of respiration: - <ul style="list-style-type: none"> <li>• Intercostals ,</li> <li>• Diaphragm.</li> </ul> </li> </ul>   | Lecture<br>Discussion<br>Explain<br>using models, torso, charts, slides, specimens | Essay<br>Short answers<br>Very short answers |

|             |          |  |  |   |  |
|-------------|----------|--|--|---|--|
|             |          |  | <ul style="list-style-type: none"> <li>• Paranasal sinuses</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  |   |  |
| <b>VIII</b> | <b>8</b> | Describe the structure of digestive system | <b>Digestive System</b> <ul style="list-style-type: none"> <li>• Parts of Alimentary tract :- Mouth, Salivary glands, Oesophagus, Stomach, small intestine, appendix, large intestine, rectum &amp; anal Canal.</li> <li>• Accessory organs of digestion:- Pancreas, Liver &amp; Gall bladder</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, Discussion<br><br>Explain using models, torso, charts, slides, Specimen.   | Essay<br><br>Short answers<br><br>Objective type |
| <b>IX</b>   | <b>6</b> | Describe the Structure of excretory system | <b>Excretory System</b> <ul style="list-style-type: none"> <li>• Structure of organs of urinary System:- Kidney, Ureter, Urinary bladder, Urethra (male, female)</li> <li>• Structure of nephron</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  | Lecture<br>Discussion<br><br>Explain using models, torso, charts, slides, Specimen. | Essay<br><br>Short answers<br><br>Objective type |
| <b>X</b>    | <b>6</b> | Describe the structure of                  | <b>Endocrine System</b> <ul style="list-style-type: none"> <li>• Structure of glands:</li> </ul>   | Lecture<br>Discussion   | Essay  |

|    |   |  |   |  |   |
|----|---|--|---|--|---|
|    |   | endocrine system   | <p>Pituitary, Pancreas, Thyroid, Parathyroid, Adrenal.</p> <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   | <p>Explain using models, torso, charts, slides, specimen</p>                                   | <p>Short answers</p> <p>Objective type</p>              |
| XI | 6 | Describe the structure of reproductive system including breast | <p><b>Reproductive system including</b></p> <p><b>Breast:</b></p> <ul style="list-style-type: none"> <li>• Structure of female reproductive organs:- Uterus, Fallopian tubes, Ovary, Vagina.</li> <li>• Structure of breast.</li> <li>• Structure of male reproductive organs:- Testes, Epididymis, Vas Deferens, Prostate</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Explain using models, torso, charts, slides, specimen.</p> | <p>Essay</p> <p>Short answers</p> <p>Objective type</p> |

**References:-**

- Dr.P.Sreedevi, Fundamental aspects of Anatomy.
- P.R Ashalatha Textbook of Anatomy & Physiology for Nurses, Jaypee Brothers, New Delhi
- Chaurasia B.D, Human Anatomy Vol I,II,& III CBS Publishers, Delhi
- William et al, Gray's Anatomy,Churchil Livingstone, New York
- Tortora Grabowski, Principles of Anatomy and Physiology, Haifer Collins

- Milliard etal Human Anatomy and Physiology, W.B Saunder’s Company, Philadelphia
- Baj Pai, R.N Human Histology, Jay Pee Brothers Medical Publishers, P.B Ansari Road, New Delhi.
- Inderbir Singh, Essentials of Anatomy, Jaypee Brothers.

## PHYSIOLOGY

## Course No. 2

**Placement: I Year**

**Theory (In hours) -90**

**(Class hours-80+ Lab hours -10)**

### Course Description:

The Course is designed to enable the students to acquire knowledge of the normal physiology of various human body systems and understand the alterations in physiology in diseases and apply this in practice of nursing.

| Unit | Time (Hrs.) | Learning Objectives   | Content  | Teaching Learning activities | Assessment Methods                      |
|------|-------------|---|--|------------------------------|---|
| I    | 4           | Describe the physiology of cell, tissues, membranes and gland | <b>Cell Physiology</b> <ul style="list-style-type: none"> <li>• Homeostasis-definition</li> <li>• Cell membrane-structure</li> <li>• Tissue formation, repair</li> <li>• Concept of ECF &amp; ICF.</li> <li>• Transport across cell membrane-active transport (Na- K pump), diffusion, and osmosis.</li> <li>• Intravenous fluid therapy-basic principles</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | Lecture, discussion          | Short answers<br><br>Very short answers |

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| <p style="text-align: center;"><b>II</b></p>  | <p style="text-align: center;"><b>3</b></p> | <p>Describe the bone formation , growth and movements of skeletal system</p>              | <p><b>Skeletal system</b></p> <ul style="list-style-type: none"> <li>• Bone formation and growth</li> <li>• Functions and movements of bones of axial and appendicular skeleton</li> <li>• Bone healing</li> <li>• Movements of joints</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  | <p>Lecture, Discussion, Charts, Models, Demonstration</p>  | <p style="text-align: center;">Short answers</p> <p style="text-align: center;">Very short answers</p>  |
| <p style="text-align: center;"><b>III</b></p> | <p style="text-align: center;"><b>5</b></p> | <p>Describe the muscle movements and tone and demonstrate muscle contraction and tone</p> | <p><b>Muscular system</b></p> <ul style="list-style-type: none"> <li>• Stimulus and nerve – impulse – definition and mechanism</li> <li>• Membrane potentials</li> <li>• Neuromuscular transmission</li> <li>• Types of muscles</li> <li>• Skeletal muscle:- structure of sarcomere, muscle proteins(briefly), excitation-contraction coupling, physiology of skeletal muscle contraction(briefly),</li> <li>• Starlings law of skeletal muscle contraction</li> <li>• Smooth muscle:-physiology of smooth muscle contraction (briefly)</li> <li>• Cardiac muscle:-</li> </ul> | <p>-Lecture, Discussion. -Explain using charts, models slides, specimen and films. - Demonstration of muscle movements, tone and contraction</p> | <p style="text-align: center;">Essay</p> <p style="text-align: center;">Short answers</p> <p style="text-align: center;">Very short answers</p> |

|           |           |   |  |   |   |
|-----------|-----------|---|--|---|---|
|           |           |   | <p>properties-excitability, rhythmicity, contractility, conductivity, refractory period</p> <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |   |   |
| <b>IV</b> | <b>10</b> | <p>Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves.</p> <p>Demonstrate reflex action and stimulus</p> | <p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>• Functions of Neuroglia, neurons, brain, spinal cord, cranial and spinal nerves</li> <li>• Cerebrospinal fluid-formation, composition, circulation, functions</li> <li>• Synapse-types, properties-one way conduction, synaptic delay, synaptic inhibition, convergence, divergence, fatigue</li> <li>• Neurotransmitters ( mention the names) -acetylcholine, GABA, glycine, serotonin</li> <li>• Reflex arc, Reflex action and Reflexes-monosynaptic (stretch reflex) and polysynaptic reflex (withdrawal reflex)</li> <li>• Sensory system:-receptors-classification, receptor potential (briefly), sensory</li> </ul> | <p>Lecture, Discussion.</p> <p>Explain using charts, models slides, and Films.</p> <p>Demonstrate nerve stimulus, reflex action, reflexes</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>modalities (briefly), name all sensory pathways and sensations carried, sensory cortex.</p> <ul style="list-style-type: none"> <li>- Spinothalamic pathway (in detail)</li> <li>• -Pain:- somatic, visceral and referred pain</li> <li>• Functions of thalamus and hypothalamus</li> <li>• Motor system-motor cortex-mention, descending tracts, pyramidal tracts in detail (diagram)</li> <li>• -Extrapyramidal tracts (briefly).</li> <li>• Functions of Cerebellum and basal ganglia</li> <li>• Muscle tone</li> <li>• Stages of sleep</li> <li>• EEG-waves and clinical significance.</li> <li>• Autonomic nervous system-organization and functions (briefly)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |  |
|--|--|--|--|--|



|   |   |  |  |  |   |
|---|---|--|--|--|---|
| V | 8 | <p>Describe the Physiology and functions of blood.</p> <p>Demonstrate blood cell count, coagulation, grouping,</p> | <p><b>Physiology of Blood:-</b></p> <ul style="list-style-type: none"> <li>• Functions, composition:-</li> <li>• Plasma, RBC, WBC, Platelets.</li> <li>• Plasmaprotein and functions</li> <li>• RBC- Structure,normal Count , functions</li> <li>• -ESR, PCV, osmotic fragility.</li> <li>• -Erythropoesis and factors affecting</li> <li>• -Haemoglobin-Structure, Normal value, functions, types</li> <li>• WBC-classification, morphology, functions of each cell, normal count.</li> <li>• -Immunity- definition, types- innate,acquired, mechanism,</li> <li>• -Immunoglobulins- types(briefly), functions</li> <li>• Platelets-Structure, normal count, functions.</li> <li>• -Haemostasis</li> <li>• vasoconstriction, platelet plug formation ,extrinsic and intrinsic mechanism, Clot retraction</li> <li>• -Tests- bleeding time, clotting time</li> <li>• Blood groups- ABO and Rh systems, landsteiners law-1&amp;2, blood grouping, crossmatching,concept of universal donor and recipient,</li> <li>• Rh &amp; ABO incompatibility</li> <li>• Lymph formation and functions</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> | <p>Lecture discussion</p> <p>Explain using Charts, films.</p> <p>Demonstration of Blood cell count, coagulation, grouping, Haemoglobin estimation,</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
|---|---|--|--|--|---|



|    |    |  |  |   |  |
|----|----|--|--|---|--|
| VI | 10 | Describe the physiology of cardiovascular system. Demonstrate: BP and Pulse monitoring | <p><b>Cardiovascular system</b></p> <ul style="list-style-type: none"> <li>• Conduction system of the heart-origin and spread of cardiac impulse.</li> <li>• ECG- normal ECG- P, Q, R, S, T waves, 12 leads, uses of ECG.</li> <li>• Cardiac cycle-definition, duration, phases, pressure changes in ventricles and aorta&amp; normal values, volume changes.</li> <li>• JVP-normal waves</li> <li>• Heart sounds- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> murmur- definition, Causes</li> <li>• Arterial pulse- definition, characters of normal pulse.</li> <li>• Cardiac output- definition; normal value; regulation- stroke volume &amp; heart rate, factors influencing.</li> <li>• Haemodynamics- turbulent and laminar flow</li> <li>• Arterial blood pressure- definition, normal values, systolic BP, diastolic BP, mean arterial BP; pulse pressure; determinants/factors</li> </ul> | Lecture discussion<br>Explain using charts.<br>demonstrate :<br>conduction<br>System.<br>Measurement of pulse, BP | Essay<br>Short answers<br>Very short answers |
|----|----|--|--|---|--|



|            |          |  |   |  |   |
|------------|----------|--|---|--|---|
|            |          |  | <p>affecting BP-cardiac output, peripheral resistance, elasticity.</p> <ul style="list-style-type: none"> <li>• variations – hypertension, hypotension.</li> <li>• Coronary circulation-functions and special features</li> <li>• Cerebral circulation (brief)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |  |   |
| <b>VII</b> | <b>8</b> | <p>Describe the physiology and mechanisms of respiration. Demonstrate spirometry</p> | <p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Functions- respiratory, non respiratory</li> <li>• Mechanics of ventilation – inspiration, expiration; muscles of respiration; intrapleural and intrapulmonary pressure changes.</li> <li>• surfactant- functions; Lung volumes and capacities- definition, normal values, spirogram</li> <li>• dead space- mention;</li> <li>• Alveolar ventilation and pulmonary ventilation.</li> <li>• Pulmonary diffusion</li> <li>• Transport of respiratory</li> </ul> | <p>Lecture, Discussion. Explain using Charts, films. Demonstration of spirometry</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|      |   |   |  |  |  |
|------|---|---|--|--|--|
|      |   |   | <p>gases –</p> <ul style="list-style-type: none"> <li>• O<sub>2</sub> transport; O<sub>2</sub> carrying capacity of haemoglobin, oxygen- haemoglobin dissociation curve- factors causing shift of ODC</li> <li>• CO<sub>2</sub> transport</li> <li>• -Exchange of respiratory gases at tissue level.</li> <li>• Regulation of respiration - Neural &amp; chemical</li> <li>• Oxygen therapy</li> <li>• Oxygen toxicity</li> <li>• cyanosis- definition, types</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |  |  |
| VIII | 7 | Describes the physiology of digestive system. | <p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>• Salivary gland- types, composition and functions of saliva</li> <li>• Stomach- gastric juice- composition and functions, HCl secretion- mechanism, regulation of secretion, factors affecting secretion.</li> <li>• Pancreas- pancreatic juice- composition, functions and hormones regulating.</li> <li>• Liver and gall bladder- functions of liver and gall</li> </ul>  | Lecture, Discussion. Explain using charts, Films | Essay<br>Short answers<br>Very short answers |

|           |          |   |  |                                      |                        |
|-----------|----------|---|--|--------------------------------------|------------------------|
|           |          |   | <p>bladder, composition and functions of bile enterohepatic circulation</p> <ul style="list-style-type: none"> <li>• Small intestine- functions, composition and functions of intestinal juice, brush border enzymes.</li> <li>• Large intestine- functions, intestinal flora- functions, dietary fiber.</li> <li>• Movements of GIT- mastication (mention), deglutition- stages, gastric motility, peristalsis, movements of large intestine, movements of small intestine, defecation reflex (brief)</li> <li>• GI hormones- gastrin, secretin, CCK-PZ</li> <li>• Metabolism of CHO, Protein &amp; fat.</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |                                      |                        |
| <b>IX</b> | <b>7</b> | Describe the Physiology of excretory system | <p><b>Renal System</b></p> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureters, urinary bladder and urethra</li> <li>• Nephron-</li> </ul>  | Lecture, discussion<br>Explain using | Essay<br>Short answers |

|  |  |  |   |               |                    |
|--|--|--|---|---------------|--------------------|
|  |  |  | <p>structure, types, juxta glomerular apparatus</p> <ul style="list-style-type: none"> <li>• Renal blood flow (brief)</li> <li>• Mechanism of urine formation</li> <li>• -Glomerular filtration - GFR definition, normal value, factors influencing</li> <li>• -Tubular reabsorption- Sodium, water, glucose, urea.</li> <li>• -Tubular secretion- H<sup>+</sup>, K<sup>+</sup> - mention.</li> <li>• -acidification of urine</li> <li>• Renal clearance- definition</li> <li>• Renal threshold and transport maximum of glucose.</li> <li>• Urine concentrating mechanism of kidney- counter current mechanism- multiplier and exchangers (briefly).</li> <li>• Micturition- innervations of bladder, micturition reflex</li> <li>• Urine- normal output, constituents- normal and abnormal (albumin, glucose) Polyuria, oliguria, anuria (mention)</li> </ul> | charts, films | Very short answers |
|--|--|--|---|---------------|--------------------|

|           |          |   |  |  |  |
|-----------|----------|---|--|--|--|
|           |          |   | <ul style="list-style-type: none"> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>   |  |  |
| <b>X</b>  | <b>2</b> | Describe the physiology of skin           | <b>Skin and Temperature regulation</b> <ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Normal body temperature, measurement</li> <li>• Regulation of body temperature- role of skin and hypothalamus</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  | Lecture<br>Discussion.<br>Explain using Charts, films. | Short answers<br><br>Very short answers              |
| <b>XI</b> | <b>5</b> | Describe the physiology of sensory organs | <b>Special Senses</b> <ul style="list-style-type: none"> <li>• <b>Functional anatomy of Eye</b></li> <li>• -visual receptors-</li> <li>• functions of rods and cones</li> <li>• visual pathway</li> <li>• visual acuity- mention tests</li> <li>• -colour vision- receptor,</li> <li>• colour blindness(briefly)</li> <li>• <b>Functional anatomy of ear,</b></li> <li>organ of corti</li> <li>• Mechanism of hearing</li> <li>• Pathway in brief</li> <li>• Hearing tests</li> <li>• Vestibular apparatus</li> <li>• <b>olfaction-</b></li> </ul> | Lecture<br>Discussion.<br>Explain using Charts, films. | Essay<br><br>Short answers<br><br>Very short answers |

|            |          |  |  |  |  |
|------------|----------|--|--|--|--|
|            |          |  | <ul style="list-style-type: none"> <li>• receptors and pathway</li> <li>• <b>Taste-</b><br/>receptors, primary taste sensations (pathways in comparison)</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul>  |  |  |
| <b>XII</b> | <b>5</b> | Describe the physiology of endocrine glands. | <p><b>Endocrine System.</b></p> <ul style="list-style-type: none"> <li>• Functions of endocrine glands</li> <li>• <b>Hypothalamus:-</b></li> <li>• Endocrine functions, hypothalamo hypophyseal portal system, feedback loop</li> <li>• <b>Pituitary Gland:-</b></li> <li>• -Hormones of anterior pituitary- Growth hormone-functions, other hormones-functions-(briefly)</li> <li>• -Role of releasing and inhibitory hormones of each gland-mention;</li> <li>• -Posterior pituitary-functions &amp; physiological actions of ADH,</li> <li>• Oxytocin-<br/>Physiological actions and functions.</li> <li>• neuroendocrine reflex</li> </ul> | Lecture discussion<br>Explain using Charts, films.<br>Demonstration of BMR | Essay<br>Short answers<br>Very short answers |



|      |   |  |   |                                       |                            |
|------|---|--|---|---------------------------------------|----------------------------|
|      |   |  | <ul style="list-style-type: none"> <li>• <b>Thyroid gland-</b><br/>hormones and functions</li> <li>• <b>Parathyroid gland-</b><br/>hormones influencing calcium homeostasis- parathyroid hormone, vitamin D, calcitonin; normal plasma calcium levels.</li> <li>• Parathyroid hormone- functions.</li> <li>• <b>Endocrine pancreas</b><br/>-types of cells and hormones,</li> <li>• insulin-actions, glucagon-action</li> <li>• <b>Adrenal glands-</b><br/>adrenal cortex-functional anatomy; hormones- glucocorticoids, mineralocorticoids, sex hormones and their actions;</li> <li>• Adrenal medulla- catecholamines- actions</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing.</li> </ul> |                                       |                            |
| XIII | 4 | Describe the physiology of male and female | <b>Reproductive System.</b> <ul style="list-style-type: none"> <li>• <b>Male reproductive system:-</b></li> <li>• -Functions of testes</li> <li>• -Functions of testosterone</li> </ul>   | Lecture, discussion.<br>Explain using | Essay<br><br>Short answers |

|  |                     |   |                                   |                    |
|--|---------------------|---|-----------------------------------|--------------------|
|  | reproductive system | <ul style="list-style-type: none"> <li>• -Spermatogenesis and factors influencing it.</li> <li>• <b>Female reproductive system:-</b> - Oogenesis</li> <li>• -Functions of ovary</li> <li>• -Action of oestrogens and progesterone</li> <li>• Menstrual cycle; ovarian, uterine , cervical and vaginal changes during menstrual cycle</li> <li>• -Ovulation, tests of ovulation(Mention)</li> <li>• -Hormonal regulation of menstrual cycle</li> <li>• -menarche and menopause.</li> <li>• Pregnancy-fertilization, implantation,corpus luteum of pregnancy (brief); placenta-functions,tests for pregnancy-immunological test</li> <li>• Lactation- Functions of breast, hormones influencing lactation,review of neuroendocrine reflex.</li> <li>• Physiological principles underlying contraception</li> <li>• Alteration in disease</li> <li>• Applications and</li> </ul> | Charts, films, models, specimens. | Very short answers |
|--|---------------------|---|-----------------------------------|--------------------|

|            |          |  |   |   |   |
|------------|----------|--|---|---|---|
|            |          |  | implications in nursing.  |   |   |
| <b>XIV</b> | <b>2</b> | Describe the physiology of Lymphatic and Immunological System. | <b>Lymphatic and Immunological System.</b> <ul style="list-style-type: none"> <li>• Circulation of Lymph</li> <li>• Immunity</li> <li>• Formation of T-cells and B Cells.</li> <li>• Types of Immune response</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies</li> </ul> | Lecture, Discussion. Explain using Charts, films. | Short answers.<br><br>Very short answers. |

**References:-**

- Guyton A C, Hall J E. Medical Physiology, Philadelphia, Grayten & Hall.
- Review of Medical Physiology: Ganong.
- Chaudhary, Concise Medical Physiology :
- A.K.Jain, Textbook of Physiology for Nurses
- P.R Ashalatha ,Textbook of Anatomy & Physioly for Nurses, Jaypee Brothers, New Delhi
- Khurana I Text Book of Medical Physiology, New Delhi, Elsevier.

**MICROBIOLOGY** Course No.3

**Placement - I year**

**Theory (In hours) -90**

**(Class hours-80+ Lab hours- 10)**

**Course Description:**

This course is designed to enable students to acquire understanding of fundamentals of microbiology and identification of various micro organisms. It also provides opportunities for practicing infection control measures in hospital and community settings.

| Unit | Time (Hrs.) | Learning Objectives   | Content  | Teaching Learning activities  | Assessment Methods              |
|------|-------------|---|--|---|---------------------------------|
| I    | 6           | Explain Concepts and principles of microbiology and their importance in nursing                     | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> <li>• Importance and relevance in nursing</li> </ul>  | Lecture, discussion   | Short answers<br>Objective type |
| II   | 15          | Describe the Structure, classification morphology and growth of bacteria<br>Identify micro organism | <b>General characteristics of microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Bacterial spores</li> <li>• Growth and nutrition of microbes</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Culture / transport medias</li> <li>• Laboratory methods of</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Laboratory visits<br>Staining practices | Short answers<br>Objective type |

|     |    |  |  |   |   |
|-----|----|--|--|---|---|
|     |    |  | <p>identification of microorganism</p> <ul style="list-style-type: none"> <li>• Staining techniques, gram staining, acid fast staining, hanging drop preparation</li> </ul>  |   |   |
| III | 15 | <p>Describe the methods of infection control</p> <p>Identify role of nurse in hospital infection control program</p> | <p><b>Infection Control</b></p> <ul style="list-style-type: none"> <li>• Infection: source, portal of entry and exit, types of transmission</li> <li>• Asepsis- Types</li> <li>• Disinfection; types and methods</li> <li>• Sterilization types and methods</li> <li>• Chemotherapy and antibiotics</li> <li>• Antibiotic policy</li> <li>• Standard safety measures</li> <li>• Biomedical waste management</li> <li>• Role of nurse In Disinfection Sterilization Standard safety measures Biomedical waste management</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Visit to CSSD<br/>Clinical practice of aseptic techniques</p> | <p>Short answers<br/>Objective type</p> |

|           |           |  |  |   |  |
|-----------|-----------|--|--|---|--|
|           |           |  | <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Hospital infection control program</li> <li>• Hospital infection committee</li> <li>Protocols</li> <li>• Collection and transportation of samples</li> <li>• Preparation of reports and status of rate of infection in the units / hospital</li> </ul>   |   |  |
| <b>IV</b> | <b>32</b> | Describe different disease producing organisms | <p><b>Pathogenic organisms</b></p> <ul style="list-style-type: none"> <li>• Microorganisms</li> <li>• <b>Cocci</b> – <ul style="list-style-type: none"> <li>Gram positive <ul style="list-style-type: none"> <li>- Staphylococci</li> <li>- Streptococci</li> <li>- Pneumococci</li> </ul> </li> <li>Gram negative <ul style="list-style-type: none"> <li>- Gonococci</li> <li>- Meningococci</li> </ul> </li> </ul> </li> <li>• <b>Bacilli</b> – <ul style="list-style-type: none"> <li>Gram positive <ul style="list-style-type: none"> <li>-Mycobacterium</li> <li>- tuberculosis / leprae /</li> <li>Atypical</li> </ul> </li> </ul> </li> </ul> | Lecture<br>Discussion<br>Laboratory visits<br>Practical session | Essay<br>Short answers<br>Objective type |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>- Corynebacterium diphtheria</li> <li>- Clostridium tetani, Botulinum &amp; perfringens</li> <li>- Listeria,</li> </ul> <p><b>Gram negative</b></p> <ul style="list-style-type: none"> <li>- Shigella,</li> <li>- Proteus</li> <li>- Bordetella,</li> <li>- Campylobacter</li> <li>- Helicobacter</li> <li>- Enterobacteriae</li> <li>- Escherichia Coli</li> <li>- Klebsiella</li> <li>- Salmonella</li> <li>- Vibrio cholera</li> <li>- Pseudomonas</li> <li>- H Influenza</li> <li>- Spirochaete</li> <li>- Mycoplasma</li> <li>- Rickettsiae</li> <li>- Chlamydiae</li> </ul> <p>• <b>Viruses</b></p> <ul style="list-style-type: none"> <li>- HIV</li> <li>- Hepatitis</li> <li>- Varicella zoster</li> <li>- Poliomyelitis</li> <li>- Measles</li> <li>- Mumps</li> <li>- Rubella</li> </ul> |  |
|--|--|--|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>- Rabies</li> <li>- Arbovirus</li> <li>- Dengue</li> <li>- Chikungunya</li> <li>- Japanese encephalitis</li> <li>- Influenza virus</li> <li>- Yellow fever</li> <li>- Oncogenic virus</li> <li>- Pox virus</li> <li>-</li> <li>• <b>Fungi-</b> <ul style="list-style-type: none"> <li>- Superficial</li> <li>- Dermatophytosis, candidiasis, tinea versicolor</li> <li>- Deep mycoses</li> <li>- Mycosis- candida albicans, Cryptococcus</li> </ul> </li> <li>• <b>Parasites</b> <ul style="list-style-type: none"> <li>- Entamoeba histolytica,</li> <li>- Giardia,</li> <li>- Trichomonas,</li> <li>- malaria,</li> <li>- Filaria,</li> <li>- intestinal Nematodes,</li> <li>- tape worms infecting man</li> <li>- Secondary parasitic infections in AIDS</li> <li>- Nematodes</li> </ul> </li> <li>• <b>Rodents &amp; vectors</b></li> </ul> |  |
|--|--|--|--|--|



|          |           |  |  |   |  |
|----------|-----------|--|--|---|--|
|          |           |  | <ul style="list-style-type: none"> <li>- Zoonotic diseases</li> <li>- Anthrax,</li> <li>- Rabies,</li> <li>- Leptospirosis</li> <li>- Plague,</li> <li>- Dog tapeworm</li> <li>- Vector borne diseases</li> <li>- Malaria,</li> <li>- Filariasis,</li> <li>- Kyasanur Forest disease virus (KFD),</li> <li>- Leishmaniasis</li> </ul> <p>Arbovirus</p> <ul style="list-style-type: none"> <li>- Dengue,</li> <li>- Chikungunya,</li> <li>- Japanese encephalitis,</li> <li>- Yellow fever</li> </ul> |   |  |
| <b>V</b> | <b>12</b> | Explain the concept of immunity, hypersensitivity and immunization | <p><b>Immunity</b></p> <ul style="list-style-type: none"> <li>• Immunity- types, classification</li> <li>• Antigen antibody reaction</li> <li>• Hypersensitivity- skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> <li>• Vaccines &amp; sera- types &amp; classification, storage and handling, cold chain</li> <li>• Immunization for various diseases</li> <li>• Immunization schedule</li> <li>• Newly available vaccines</li> </ul>                                      | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Visit to immunization clinics</p> <p>Observation of cold chain practices</p> | <p>Short answers</p> <p>Objective type</p> |

## References

- Ananthanarayanan R& Jaaram Panicker C K:Text Book of Microbiology, Hyderabad, Orient Longman Private Ltd.
- Ananthanarayanan R& Jaaram Panicker C K:Text Book of Microbiology for Nurses, Hyderabad, Orient Longman Private Ltd.
- Nagoba P S, Puchare A: Medical Microbiology, Preparatory Manual for Undergraduates, New Delhi, Jaypee Brothers Medical Publishers (P)Ltd
- Gupta S. A Short Text Book of Microbiology(including parasitology), New Delhi, Jaypee Brothers Medical Publishers (P)Ltd
- Tombury M C etal, Notes on Medical Microbiology, Edinburgh, Churchill Livingstone
- Collie J E etal. Notes on Medical Microbiology, New Delhi, Churchill Livingstone

## NUTRITION ————— Course No.4

**Placement :**

**I Year**

**Theory (In hours) -60**

**(Class hours-40+ Lab hours -20)**

### Course Description:

This course is designed to acquire knowledge of nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing.

| Unit     | Time (Hrs) |   | Learning Objectives                                    | Content   | Teaching Learning activities | Assessment Methods                     |
|----------|------------|---|--|---|------------------------------|--|
|          | T          | P |  |   |                              |  |
| <b>I</b> | <b>4</b>   |   | Describe the relationship between nutrition and health | <b>Introduction :</b> <ul style="list-style-type: none"> <li>•Nutrition: History, concepts</li> <li>•Role of nutrition in maintaining health</li> <li>•Nutritional problems in India</li> </ul> | Lecture, discussion          | Short answers<br><br>Very sort answers |

|           |          |   |   |                     |  |
|-----------|----------|---|---|---------------------|--|
|           |          |   | <ul style="list-style-type: none"> <li>•National nutrition policy</li> <li>•Factors affecting food and nutrition:<br/>socioeconomic, cultural, tradition, production, system of distribution, lifestyle and food habits etc.</li> <li>•Role of food and its medicinal value.</li> <li>•Classification of foods.</li> <li>•Food standards.</li> <li>•Elements of nutrition: macro and micro.</li> <li>•Calorie, BMR</li> </ul> |                     |  |
| <b>II</b> | <b>2</b> | Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates | <p><b>Carbohydrates</b></p> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>• Recommended Daily Allowances</li> <li>•dietary sources</li> <li>•Functions</li> <li>•Digestion, absorption and storage, metabolism of carbohydrates</li> <li>• Malnutrition : deficiencies and overconsumption</li> </ul>   | Lecture, discussion | <p>Essay</p> <p>Short answers</p> <p>Very sort answers</p> |

|     |   |  |  |  |  |  |
|-----|---|--|--|--|--|--|
| III | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats     | <b>Fats</b> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>•Recommended Daily Allowances</li> <li>•Dietary sources</li> <li>•Functions</li> <li>•-Digestion, absorption and storage, metabolism</li> <li>•Malnutrition: deficiencies and overconsumption</li> </ul>                     | Lecture<br>Discussion  | Essay<br>Short answers<br><br>Very short answers |
| IV  | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins | <b>Proteins</b> <ul style="list-style-type: none"> <li>•Classification</li> <li>•Calorie value</li> <li>•Recommended Daily Allowances</li> <li>•Dietary sources</li> <li>•Functions</li> <li>•-Digestion, absorption and storage, metabolism</li> <li>•Malnutrition: deficiencies and overconsumption</li> </ul>                 | Lecture<br>Discussion  | Essay<br>Short answers<br><br>Very short answers |
| V   | 3 |  | Describe the daily calorie requirement for different categories of people.                         | <b>Energy</b> <ul style="list-style-type: none"> <li>•Unit of energy-Kcal</li> <li>•Energy requirement of different categories of people.</li> <li>•Measurement of energy</li> <li>•Body Mass Index(BMI) and basic metabolism.</li> <li>•Basal Metabolic Rate(BMR)</li> <li>• Determination and factors affecting BMR</li> </ul> | Lecture,<br>Discussion<br><br>,<br><br>Exercise demonstration. | Short answers<br><br>Very short answers          |

|      |   |  |   |  |  |   |
|------|---|--|---|--|--|---|
| VI   | 4 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins  | <b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended Daily Allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism, storage and excretion</li> <li>• Deficiencies</li> <li>• Hypervitaminosis</li> </ul>   | <ul style="list-style-type: none"> <li>• Lecture,</li> <li>• Discussion.</li> <li>•</li> </ul> | Short answers<br><br>Very short answers |
| VII  | 4 |  | <ul style="list-style-type: none"> <li>• Describe the</li> <li>• classification,</li> <li>functions,</li> <li>sources and recommended daily allowances (RDA) of Minerals</li> </ul> | <b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended Daily Allowances</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Absorption, synthesis, metabolism, storage and excretion</li> <li>• Deficiencies- Overconsumption and toxicity</li> </ul> | Lecture<br>Discussion  | Short answers<br><br>Very short answers |
| VIII | 3 |  | Describe the sources, functions and requirements of Water and Electrolytes  | <b>Water</b> <ul style="list-style-type: none"> <li>• Daily requirement</li> <li>• Regulation of water metabolism</li> <li>• Distribution of body water</li> <li>• Electrolytes</li> </ul>   | Lecture<br>Discussion  | Short answers<br><br>Very short answers |

|           |          |           |  |  |   |  |
|-----------|----------|-----------|--|--|---|--|
|           |          |           |  | <ul style="list-style-type: none"> <li>• Types, sources, composition of body fluids</li> <li>• Maintenance of fluid - electrolyte balance</li> <li>• Over hydration, dehydration and water intoxication</li> <li>• Electrolyte imbalances.</li> </ul>  |   |  |
| <b>IX</b> | <b>5</b> | <b>15</b> | <p>-Describe the cookery rules and preservation of nutrients</p> <p>-Prepare and serve simple beverages and different types of foods</p> | <p><b>Cookery rules and preservation of nutrients</b></p> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving</li> <li>• Preservation of nutrients</li> <li>• Safe food handling-toxicity</li> <li>• Storage of food</li> <li>• Food preservation, food additives and its principles</li> <li>• Prevention of Food Adulteration Act (PFA)</li> <li>• Food standards</li> <li>• Preparation of simple beverages and different types of foods</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Very short answers</p> |
| <b>X</b>  | <b>7</b> | <b>5</b>  | Describe and plan balanced diet for  | <p><b>Balanced diet</b></p> <ul style="list-style-type: none"> <li>• Elements</li> <li>• Food groups</li> </ul>  | <p>Lecture</p> <p>Discussion</p>  | Short answers                                  |

|    |   |  |  |   |  |
|----|---|--|--|---|--|
|    |   | different categories of people   | <ul style="list-style-type: none"> <li>• Recommended Daily Allowance</li> <li>• Nutritive value of foods</li> <li>• Calculation of balanced diet for different categories of people</li> <li>• Planning of menu</li> <li>• Budgeting of food</li> <li>• Introduction to therapeutic diets:</li> <li>• Naturopathy-diet</li> </ul>  | <p>Demonstration</p> <p>Practice session</p> <p>Meal planning</p>                         | <p>Very short answers</p> <p>Exercise on meal planning</p> |
| XI | 4 | <p>-Describe various National Programmes related to nutrition</p> <p>-Describe the role of nurse in assessment of nutritional status and nutrition education</p> | <p><b>Role of nurse in nutritional programmes</b></p> <ul style="list-style-type: none"> <li>• National programme related to nutrition:</li> <li>• Vitamin A prophylaxis programme</li> <li>• National Iodine Deficiency Disorders(IDD) Programme</li> <li>• Mid-day- meal programme</li> <li>• Integrated child development scheme (ICDS)</li> <li>• National and International agencies working towards food/</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration of assessment of nutritional status</p> | <p>Short answers</p> <p>Very short answers</p>             |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  | nutrition-NIPCCD,<br>CARE, FAO, NIN,<br>CFTRI(Central Food<br>Technology and<br>Research Institute).<br><ul style="list-style-type: none"> <li>• Assessment of<br/>           nutritional status</li> <li>• Nutrition education-<br/>           role of the nurse</li> </ul> |  |  |
|--|--|--|--|--|--|--|

**References:**

1. Dr. Swaminathan M. Hand book of Food and Nutrition. Bangalore. The Bangalore Printing and Publishing Company Ltd
2. John Sheila& Dr. Jennifer J Essentials of Nutrition and Dietetics for Nursing, Chennai, BI Publications Pvt Ltd.
3. Gupta L C etal. Food and Nutrition- Facts and Figures, New Delhi. Jaypee
4. Lutz and Prazytalski.Nutrition and Diet Theory –Evidence based applications, New Delhi, Jaypee.
5. Barrer M Helen . Nutrition and Dietetics for health care.
6. Reheena Beegum M A Text book of Foods, Nutrition and Dietetics, New Delhi, Sterling Publishers Pvt Ltd.

**BIOCHEMISTRY** — **CourseNo.5**

**Placement-I Year**

**Theory (Hrs) - 40**

**Course Description:**

The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.



| Unit | Time (Hrs.) | Learning Objectives  | Content  | Teaching Learning activities   | Assessment Methods                           |
|------|-------------|--|--|--|--|
| I    | 4           | Describe the structure, composition and function of cell<br>Differentiate between Prokaryotic and Eukaryotic cell<br>Describe the transport mechanisms | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition and significance in nursing</li> <li>• Cell biology</li> <li>• Difference between Prokaryote and Eukaryote cell</li> <li>• Review of structure and function of cell and sub cellular particles.</li> <li>• Cell membrane-structure and function</li> <li>• Transport mechanisms: passive and active transport</li> </ul> | Lecture, discussion using charts and slides  | Short answers<br>Very short answers          |
| II   | 7           | Describe the metabolism of carbohydrates   | <b>Metabolism of carbohydrates</b> <ul style="list-style-type: none"> <li>• Classification, Biological importance of carbohydrates</li> <li>• Monosaccharide's: glucose &amp; fructose.</li> <li>• Disaccharides :lactose &amp; sucrose, lactose intolerance.</li> <li>• Polysaccharides.</li> <li>• Digestion and absorption of carbohydrates</li> </ul>  | Lecture, discussion using charts and slides.<br>Demonstration of laboratory tests. | Essay<br>Short answers<br>Very short answers |

|     |   |                                  |   |   |   |
|-----|---|----------------------------------|---|---|---|
|     |   |                                  | <ul style="list-style-type: none"> <li>• Regulation of blood glucose</li> <li>• Diabetes mellitus- classification, biochemical derangement, clinical features, investigation , complications</li> <li>• Oral glucose tolerance test</li> <li>• Investigations and their interpretations.</li> </ul>   |   |   |
| III | 6 | Explain the metabolism of Lipids | <p><b>Metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>• Classification of lipids, chemistry of fatty acids, unsaturated fatty acids(essential fatty acids), significance of PUFA</li> <li>• Chemistry of Triacyl glycerol, cholesterol and phospholipids.</li> <li>• Digestion and absorption of lipids</li> <li>• Lipoprotein ,chylomicron, LDLs, VLDLs and HDL(briefly)</li> <li>• Lipid profile, bile salts</li> <li>• Atherosclerosis</li> <li>• Formation and utilization</li> </ul> | <p>Lecture, discussion.</p> <p>Explain using charts, models slides.</p> <p>Demonstration of laboratory tests.</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|           |          |   |   |   |   |
|-----------|----------|---|---|---|---|
|           |          |   | <p>of ketone bodies, ketoacidosis in diabetes and starvation</p> <ul style="list-style-type: none"> <li>• Investigations and their interpretations.</li> </ul>  |   |   |
| <b>IV</b> | <b>6</b> | <p>Explain the metabolism of Aminoacids and Proteins.</p> | <p><b>Metabolism of Amino acids and Proteins</b></p> <ul style="list-style-type: none"> <li>• Classification of Amino acids-based on structure, nutritional status and metabolic rate</li> <li>• Describe digestion and absorption of proteins</li> <li>• Formation and disposal of Ammonia</li> <li>• Plasma proteins, serum levels, functions of albumin, hypo protinaemia</li> <li>• Metabolism of amino acids and proteins</li> <li>• Protein synthesis</li> <li>• Targeting and glycosylation</li> <li>• Chromatography</li> <li>• Electrophoresis</li> <li>• Sequencing</li> <li>• Metabolism of nitrogen</li> <li>• -Fixation and assimilation</li> <li>• -Urea cycle</li> <li>• -Haemes and chlorophylls</li> <li>• Investigations and their interpretations</li> </ul> | <p>Lecture, discussion.</p> <p>Explain using charts, models slides.</p> <p>Demonstration of laboratory tests.</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |          |  |   |   |  |
|------------|----------|--|---|---|--|
| <b>V</b>   | <b>2</b> | Explain clinical enzymology  | <b>Clinical Enzymology</b> <ul style="list-style-type: none"> <li>• Clinical Enzymology</li> <li>• Investigations and their interpretations</li> </ul>  | Lecture, discussion. Explain using charts, models slides. | Essay<br>Short answers<br>Very short answers |
| <b>VI</b>  | <b>5</b> | Explain the types, functions, sources and deficiency manifestations of vitamins and minerals | <b>Vitamins and minerals</b> <ul style="list-style-type: none"> <li>• Dietary sources, biochemical functions and deficiency manifestations of fat soluble vitamins</li> <li>• Dietary sources, biochemical functions and deficiency manifestations of water soluble vitamins</li> <li>• Minerals -dietary sources, functional importance and altered levels of iron and calcium</li> <li>• Dietary sources, functional importance and altered levels of copper, fluorine, sodium and potassium</li> <li>• Investigations and their interpretations</li> </ul> | Lecture, discussion. Explain using charts, models slides  | Essay<br>Short answers<br>Very short answers |
| <b>VII</b> | <b>2</b> | Explain Acid Base balance  | <b>Acid Base balance</b> <ul style="list-style-type: none"> <li>• PH, buffers and Acid Base disorders</li> <li>• Investigations and their interpretations</li> </ul>  | Lecture, Discussion. Explain using charts, models slides  | Short answers<br>Very short answers          |

|             |          |  |   |   |                                     |
|-------------|----------|--|---|---|-------------------------------------|
| <b>VIII</b> | <b>4</b> | Explain different function tests       | <b>Function Tests</b> <ul style="list-style-type: none"> <li>• LFT(briefly describe the important tests)</li> <li>• RFT-Urea , S. Creatinine, urine examination. (briefly describe the important tests)</li> </ul>  | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |
| <b>IX</b>   | <b>2</b> | Describe the metabolism of Haemoglobin | <b>Haemoglobin</b> <ul style="list-style-type: none"> <li>• Catabolism of haemoglobin</li> <li>• Biochemical basis of jaundice.</li> </ul>  | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |
| <b>X</b>    | <b>2</b> | Describe the immunochemistry           | <b>Immunochemistry</b> <ul style="list-style-type: none"> <li>• Structure and functions of immunoglobulin</li> <li>• Immune Response</li> <li>• Mechanism of antibody production</li> <li>• Antigens- HLA Typing</li> <li>• Free radicals and antioxidants</li> <li>• Electrophoretic and quantitative determination of immunoglobulins-ELISA</li> <li>• Investigations and their interpretations.</li> </ul> | Lecture, discussion.<br>Explain using charts, models slides | Short answers<br>Very short answers |

## References

- Vasudevan D M & Sreekmar S. Text Book of Biochemistry, Jaypee.
- Satyanarayanan, Essentials of Biochemistry. Kolkata, Books & Allied (P) Ltd.
- Dr. Ramakrishnan S & Dr. Angayarkanni N. Basis in Biochemistry for Professional Nursing. Chennai, B I Publications Ltd.
- Puri D . Text Book of Medical Biochemistry, New Delhi, Elsevier.
- Nelson D I. Lehingea Principles & Biochemistry. New York, Premier & Company.

## PSYCHOLOGY Course No.6

**Placement –I Year**

**Theory (In hours) -60**

### Course Description:

This course is designed to assist the students to acquire knowledge of fundamentals of psychology and develop an insight into behavior of self and others.

Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

| Unit | Time (Hrs) | Learning Objectives                                   | Content  | Teaching Learning activities | Assessment Methods                  |
|------|------------|---|--|------------------------------|-------------------------------------|
| I    | 3          | Describe the history, scope and methods of psychology | <b>Introduction:</b> <ul style="list-style-type: none"> <li>• History of psychology.</li> <li>• Definitions &amp; Scope of Psychology</li> <li>• Branches of psychology</li> <li>• Methods of Psychology</li> <li>• Relevance of psychology in nursing.</li> </ul> | Lecture, discussion          | Short answers<br>Very short answers |
| II   | 6          | Explain the biology of - Human behavior               | <b>Biology of behavior</b> <ul style="list-style-type: none"> <li>• Body mind relationship</li> <li>• Heredity and environment.</li> <li>• Brain and behavior: Nervous</li> </ul>  | Lecture, discussion          | Essay<br>Short answers              |

|     |    |   |   |  |   |
|-----|----|---|---|--|---|
|     |    |   | <p>System, Neurons and synapse.</p> <ul style="list-style-type: none"> <li>• Association Cortex, Rt. and Lt.Hemispheres.</li> <li>• Psychology of Sensations.</li> <li>• Muscular and glandular controls of behavior.</li> <li>• Nature of behavior of an Organism/Integrated responses</li> </ul>  |  | Very short answers  |
| III | 20 | Describe various cognitive processes and their applications | <p><b>Cognitive processes</b></p> <ul style="list-style-type: none"> <li>• <b>Attention:-</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Types</li> <li>-determinants</li> <li>-Span of attention</li> <li>- Shifting of attention</li> <li>- Distraction.</li> </ul> </li> <li>• <b>Perception: -</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Principles</li> <li>-Factors</li> <li>- Errors in perception.</li> </ul> </li> <li>• <b>Learning: -</b> <ul style="list-style-type: none"> <li>-Nature</li> <li>-Types</li> <li>- Factors</li> <li>- Laws</li> <li>-Theories of learning</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Psychometric assessment- Practice Sessions</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>Trial and error</p> <p>Classical conditioning</p> <p>Gestalt Theory</p> <p>Operant Conditioning</p> <p>Cognitive Theory</p> <p>Transfer of Learning</p> <p>- Study habits</p> <p>• <b>Memory:</b> -</p> <p>-Definition</p> <p>-Types</p> <p>-Factors</p> <p>-Methods of memorizing</p> <p>- Theories of Memory</p> <p>-Information Processing</p> <p>- Theory of general<br/>memory</p> <p>• <b>Forgetting:-</b></p> <p>-Definition</p> <p>-Types</p> <p>-Factors</p> <p>-Theories of forgetting</p> <p>-Decay Theory</p> <p>-Interference Theory</p> <p>-Repression Theory</p> <p>-Storage failure</p> <p>• <b>Thinking:-</b></p> <p>-Types</p> <p>-Levels</p> <p>-Stages of Development</p> <p>- Relationship with<br/>language and</p> |  |
|--|--|--|--|--|



|           |          |  |  |   |   |
|-----------|----------|--|--|---|---|
|           |          |  | <p>communication</p> <ul style="list-style-type: none"> <li>• <b>Intelligence:-</b> <ul style="list-style-type: none"> <li>-Definition</li> <li>- Classification</li> <li>-Theories of Intelligence</li> <li>-Monarchic Theory</li> <li>-Multifactor Theory</li> <li>-Two factor theory</li> <li>-Group factor theory</li> <li>-Multiple intelligence theory</li> <li>-Intelligence Quotient</li> </ul> </li> <li>• <b>Aptitude:-</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Concept</li> <li>-Types</li> <li>-Individual differences and variability.</li> </ul> </li> <li>• Psychometric assessment of cognitive processes</li> </ul> |   |   |
| <b>IV</b> | <b>8</b> | . Describe motivation emotions, stress and their influence on behavior | <p><b>Motivation, emotions &amp; stress</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation:</b> <ul style="list-style-type: none"> <li>-Meaning</li> <li>-Need, Motives, Drive</li> <li>- Types</li> <li>- Theories of motivation</li> <li>-Drive Theory</li> <li>-Instinct Theory</li> <li>-Incentive Theory</li> <li>-Hierarchy Theory</li> <li>-Goal oriented Theory</li> </ul> </li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Role plays</p> <p>Case</p> <p>Discussion</p> <p>Demonstration</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|          |          |  |   |                                     |   |
|----------|----------|--|---|-------------------------------------|---|
|          |          |  | <ul style="list-style-type: none"> <li>-Motives and behavior</li> <li>-Conflicts and frustration</li> <li>-Conflict resolution.</li> </ul> <p>• <b>Emotion:-</b></p> <ul style="list-style-type: none"> <li>- Definition</li> <li>-Components</li> <li>-Theories of emotion</li> <li>-James Lang Theory</li> <li>-Cannon Bard Theory</li> <li>-Schacher Singer Theory</li> <li>- Lazarus Theory</li> <li>-Emotions in health and illness, alterations</li> <li>-Changes in emotions</li> </ul> <p>• <b>Stress:</b></p> <ul style="list-style-type: none"> <li>-Stressors</li> <li>- Cycle</li> <li>-Effect</li> <li>-Adaptation &amp; Coping</li> </ul> <p>• Psychometric assessment of emotions (briefly).</p> |                                     |   |
| <b>V</b> | <b>7</b> | Explain the concepts of personality and attitude & their influence on behavior | <p><b>Personality and Attitude</b></p> <p>• Personality:-</p> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Topography</li> <li>-Types</li> <li>- Theories of personality</li> <li>-Type Theory</li> <li>-Trait Theory</li> <li>-Psycho analytical theory</li> <li>-Erickson’s Psychosocial</li> </ul>  | Lecture, Discussion, Demonstration. | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |          |   |  |  |   |
|------------|----------|---|--|--|---|
|            |          |   | <p>Development theory</p> <ul style="list-style-type: none"> <li>-Self theory</li> <li>-Learning Theories of Personality</li> <li>-development of personality,</li> </ul> <p>• <b>Attitude:-</b></p> <ul style="list-style-type: none"> <li>-Definition</li> <li>-Nature</li> <li>-Development</li> <li>-Factors affecting behavior and attitudes</li> <li>-Attitudinal change.</li> <li>-Psychometric assessment of attitudes (briefly).</li> </ul> |  |   |
| <b>VI</b>  | <b>4</b> | Describe psychology of people during the life cycle | <p><b>Developmental Psychology</b></p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals – challenged, women, sick.</li> <li>• Psychology of groups</li> </ul>  | Lecture, discussion<br><br>Case discussion | Short answers<br><br>Very short answers |
| <b>VII</b> | <b>8</b> | Describe the Characteristic of Mentally healthy     | <p><b>Mental hygiene and mental Health</b></p> <ul style="list-style-type: none"> <li>• Definition&amp; Concepts of mental hygiene and mental health.</li> <li>• Characteristics of mentally</li> </ul>  | Lecture<br><br>Discussion                  | Essay<br><br>Short answers              |

|             |          |  |   |   |  |
|-------------|----------|--|---|---|--|
|             |          | <p>person</p> <p>Explain ego defense mechanisms</p>            | <p>healthy person.</p> <ul style="list-style-type: none"> <li>• Warning signs of poor mental health.</li> <li>• Promotive and Preventive mental health-strategies and services.</li> <li>• Ego defense mechanisms and its implications.</li> <li>• Personal and social adjustments.</li> <li>• Guidance and counseling.</li> <li>• Role of nurse in mental health</li> </ul>  |   | <p>Very short answers</p>                      |
| <b>VIII</b> | <b>4</b> | <p>Explain the psychological assessments and role of nurse</p> | <p><b>Psychological assessment &amp; tests.</b></p> <ul style="list-style-type: none"> <li>• Types of tests &amp; their interpretations <ul style="list-style-type: none"> <li>-Projective test,</li> <li>- Intelligence test,</li> <li>-Personality Test,</li> <li>- Attitude Test,</li> <li>-Aptitude Test,</li> <li>-Achievement Test</li> </ul> </li> <li>• Characteristics of a good test <ul style="list-style-type: none"> <li>-Uses of tests</li> <li>-Role of nurse in psychological assessment</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Practice Sessions</p> | <p>Short answers</p> <p>Very short answers</p> |

## References:-

- Razeena Viswambaran. Text Book of Psychology for Health Professionals.
- Anthikad J. Psychology for Graduate Nurses. New Delhi, Jaypee.
- David G Mayers, Psychology. Work Publishers, New York
- Passer M W, Smith R E. Psychology, The Science of Mind & Behaviour, New York, Tata Mc Graw-Hill.
- Dr. Balachandran M. Psychology for Nursing Students, Thiruvananthapuram, Maanas Publishers.
- Charles G Morris . Psychology- An introduction to New Hercy, Prentice Hall.
- Bhatia. Elements of Psychology and Mental hygiene for Nurses in India, Orient Longman.
- A B Kutty, Psychology for BSc Nursing, PHI learning, New Delhi,2013

## NURSING FOUNDATIONS

Placement – I year

Theory (In hours) -465

(Class hours-265+ Lab hours -200)

Practical (Clinical hours) - 450

### Course Description:

This course is designed to help the students to develop an understanding of the Nursing Profession, philosophy, objectives, theories and application of nursing in various clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in supervised clinical settings.

| Unit | Time | Learning Objectives                                | Content   | Teaching Learning Activities | Assessment Methods |
|------|------|--|---|------------------------------|--------------------|
| I    | 10   | Describe the concept of health, illness and health | <b>Introduction:</b> <ul style="list-style-type: none"><li>• Health &amp; Illness<ul style="list-style-type: none"><li>- Definition</li><li>- Concept</li></ul></li></ul> | Lecture<br><br>Discussion    | Short answers      |

|    |    |   |  |   |  |
|----|----|---|--|---|--|
|    |    | care agencies   | <ul style="list-style-type: none"> <li>• Health illness continuum</li> <li>• Factors influencing health</li> <li>• Causes &amp; risk factors of illness</li> <li>• Illness behavior</li> <li>• Impact of illness on patient and family</li> <li>• Health care services <ul style="list-style-type: none"> <li>- Health promotion</li> <li>- Levels of prevention</li> </ul> </li> <li>• Health care agencies: <ul style="list-style-type: none"> <li>• hospitals – types, organization and functions</li> </ul> </li> <li>• Health care team</li> </ul>  | Visit to health care agencies   | very short answers                             |
| II | 15 | <p>-Explain concept and scope of nursing</p> <p>-Describe values, code of ethics and professional conduct for nurses in India</p> | <p><b>Nursing as a profession</b></p> <ul style="list-style-type: none"> <li>• Nursing: - <ul style="list-style-type: none"> <li>-Definition</li> <li>-Philosophy</li> <li>-Objectives</li> <li>-Characteristics</li> <li>-Scope of nursing practice</li> </ul> </li> <li>• -Functions of nurse</li> <li>• -Qualities of a nurse</li> <li>• -Categories of nursing personnel</li> <li>• Definition and characteristics of profession</li> <li>• Nursing as a profession</li> <li>• Values: Definition, types, values in professional nursing</li> <li>• Ethics: Definition, ethical</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Role plays</p> | <p>Short answers</p> <p>very short answers</p> |

|     |    |   |   |   |   |
|-----|----|---|---|---|---|
|     |    |   | <p>principles, Nursing code of ethics</p> <ul style="list-style-type: none"> <li>• History of nursing in India</li> </ul>   |   |   |
| III | 5  | <p>Explain the basic concepts of conceptual and theoretical models of nursing</p>                                       | <p><b>Conceptual and theoretical models in nursing practice</b></p> <ul style="list-style-type: none"> <li>• Introduction to models:-</li> <li>• -Holistic model</li> <li>• -Health belief model</li> <li>• -Health promotion model</li> <li>• -Maslow's hierarchy of needs</li> <li>• Introduction to theories in Nursing:---Florence Nightingale environmental theory</li> <li>• -Orem's general theory of nursing</li> <li>• - Peplau's theory of interpersonal relationship</li> <li>• - Henderson's definition of nursing</li> </ul> | <p>Lecture</p> <p>Discussion</p>  | <p>Short Answers</p> <p>Very short answers</p>              |
| IV  | 10 | <p>Communicate effectively with patient families and team members and maintain effective human relations projecting</p> | <p><b>Communication and nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication</li> <li>-Definition</li> <li>- Levels</li> <li>- Elements</li> <li>- Types</li> <li>-Factors influencing communication</li> <li>-Methods of effective communication</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Role play</p> <p>Video film on nurses interacting</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

|   |    |  |   |   |  |
|---|----|--|---|---|--|
|   |    | <p>professional image</p> <p>Appreciate the importance of patient teaching in nursing</p>  | <ul style="list-style-type: none"> <li>-Attending skills, rapport building skills, empathy skills</li> <li>-Barriers to effective communication</li> <li>• Helping relationships (NPR) <ul style="list-style-type: none"> <li>-Definition</li> <li>-Goals</li> <li>-Phases of a helping relationship (NPR)</li> </ul> </li> <li>• Patient teaching:- <ul style="list-style-type: none"> <li>- purpose,</li> <li>- principles,</li> <li>- role of nurse</li> </ul> </li> </ul>   | <p>with the patient</p> <p>Practice session on patient teaching</p> <p>Supervised clinical practice</p>                 |  |
| V | 30 | <p>Describe purpose and process of health assessment</p> <p>Describe the health assessment of each body system</p> <p>Explain the concept, uses, format and steps of nursing process</p> | <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>-Purposes</li> <li>-Process of health assessment:</li> <li>-Health history, physical examination</li> <li>-Methods : <ul style="list-style-type: none"> <li>- inspection,</li> <li>-palpation,</li> <li>- percussion,</li> <li>- auscultation,</li> <li>- olfaction.</li> </ul> </li> <li>• Preparation of patient and unit for physical examination</li> <li>• Nursing process</li> <li>• The nursing process:- <ul style="list-style-type: none"> <li>- Overview</li> <li>-Definition</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice on simulators</p> <p>Supervised clinical practice</p> | <p>Structured essay</p> <p>Short answers</p> <p>very short answers</p> |



|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>Documents nursing process as per the format</p> | <p align="center"><b>-Steps of Nursing Process</b></p> <ul style="list-style-type: none"> <li>● <b>Assessment:-</b> <ul style="list-style-type: none"> <li>- Collection of Data –</li> <li>- types, sources, methods,</li> <li>- Formulating nursing judgment,</li> <li>- Data Interpretation</li> </ul> </li> <li>● <b>Nursing diagnosis:-</b> <ul style="list-style-type: none"> <li>- Identification of client problems,</li> <li>-Nursing diagnosis statement,</li> <li>- Difference between medical and nursing diagnosis.</li> </ul> </li> <li>● <b>Planning :-</b> <ul style="list-style-type: none"> <li>- Establishing Priorities,</li> <li>- Establishing Goals and</li> <li>- Expected outcomes.</li> <li>- Selection of interventions,</li> <li>- Protocols</li> <li>- standing Orders,</li> <li>- Writing Nursing Care Plan</li> </ul> </li> <li>● <b>Implementation:</b> <ul style="list-style-type: none"> <li>-Implementing the plan of care.</li> </ul> </li> <li>● <b>Evaluation :</b> <ul style="list-style-type: none"> <li>-Outcome of care</li> <li>-Review and Modify</li> </ul> </li> <li>● <b>Documentation and Reporting</b></li> </ul> |  |  |
|--|--|--|---|--|--|

|     |   |   |   |  |  |
|-----|---|---|---|--|--|
| VI  | 5 | Describe the purposes, types and techniques of recording and reporting                  | <p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation :- <ul style="list-style-type: none"> <li>-Purposes of recording &amp; reporting</li> <li>- General guidelines for recording</li> <li>-Types of documentation system</li> <li>- Computerized documentation</li> <li>-Common record keeping forms</li> </ul> </li> <li>• Reporting:- <ul style="list-style-type: none"> <li>-Change of shift reports,</li> <li>-transfer reports,</li> <li>-telephone report and</li> <li>-incident reports.</li> </ul> </li> <li>• Minimizing legal liability through effective record keeping.</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Practice session<br>Supervised clinical practice | Essay<br>Short answers<br>very short answers |
| VII | 5 | Explain the admission & discharge procedure<br>Performs admission & discharge procedure | <p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>• Admission to the hospital : <ul style="list-style-type: none"> <li>-Purposes</li> <li>-Types</li> <li>- Unit &amp; its preparation- -</li> <li>- admission procedure</li> <li>- Medico legal issues.</li> </ul> </li> <li>• Discharge from the hospital: <ul style="list-style-type: none"> <li>-DAMA &amp; abscond,</li> <li>- referrals &amp; transfers</li> <li>-Discharge planning</li> </ul> </li> </ul>   | Lecture<br>Discussion<br>Demonstration<br>Lab Practice<br>Supervise                        | Essay<br>Short answers<br>very short answers |

|      |    |  |   |  |  |
|------|----|--|---|--|--|
|      |    |  | <ul style="list-style-type: none"> <li>-Discharge procedure</li> <li>-Care of the unit after discharge</li> <li>-Medico-legal issues</li> </ul>   | <ul style="list-style-type: none"> <li>d</li> <li>clinical practice</li> </ul>   |  |
| VIII | 20 | Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings | <p><b>Infection control and waste management</b></p> <ul style="list-style-type: none"> <li>• Infection control <ul style="list-style-type: none"> <li>- Nature of infection,</li> <li>-chain of infection,</li> <li>-methods of transmission,</li> <li>-Body defenses against infection</li> </ul> </li> <li>• Types of infection <ul style="list-style-type: none"> <li>-Nosocomial infection</li> </ul> </li> <li>• Asepsis: concepts, <ul style="list-style-type: none"> <li>- medical and surgical asepsis,</li> <li>-barrier methods</li> </ul> </li> <li>• Hand washing- <ul style="list-style-type: none"> <li>-Medical and surgical</li> </ul> </li> <li>• Isolation: Source &amp; protective</li> <li>• Personal protective equipments – <ul style="list-style-type: none"> <li>- types, uses,</li> <li>- techniques of wearing &amp; removal</li> </ul> </li> <li>• Decontamination of equipment and unit</li> <li>• Transportation of infected patients</li> <li>• Universal safety precautions-</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>very short answers</li> </ul> |

|           |           |   |  |  |   |
|-----------|-----------|---|--|--|---|
|           |           |   | <p>standard precautions and transmission based precautions</p> <ul style="list-style-type: none"> <li>• Biomedical waste management <ul style="list-style-type: none"> <li>- Importance</li> <li>- Types of hospital waste</li> <li>- Hazards associated with hospital waste</li> <li>- Decontamination of hospital waste</li> <li>- Segregation, transportation and disposal</li> <li>- Hospital infection control committee- Nurse's role.</li> </ul> </li> </ul>  |  |   |
| <b>IX</b> | <b>30</b> | <p>Describe principles and techniques of monitoring and maintaining vital signs</p> <p>Monitor and maintain vital signs</p> | <p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs <ul style="list-style-type: none"> <li>- Principles</li> </ul> </li> <li>• <b>Body temperature</b> <ul style="list-style-type: none"> <li>- Physiology,</li> <li>- regulation &amp; factors affecting body temperature</li> <li>-Sites, equipments, techniques &amp; special consideration</li> <li>-Temperature alterations:- Hyperthermia, hypothermia, heat stroke.</li> <li>-Care of patients having alterations in body</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised</p> <p>Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>temperature</p> <ul style="list-style-type: none"> <li>• <b>Pulse</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation</li> <li>-Characteristics of pulse</li> <li>- Factors affecting pulse</li> <li>- Assessment of pulse, sites, location, techniques</li> <li>-Alteration in pulse</li> </ul> </li> <li>• <b>Respiration</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation</li> <li>-Mechanics of breathing</li> <li>-Characteristics of respiration</li> <li>-Factors affecting respiration</li> <li>- Alterations in respiration</li> </ul> </li> <li>• <b>Blood pressure</b> <ul style="list-style-type: none"> <li>-Physiology &amp; regulation of BP</li> <li>-Characteristics of B.P.</li> <li>-Factors affecting B.P.</li> <li>-Assessment of B.P</li> <li>- sites, equipments and technique</li> <li>- Alterations in blood pressure</li> <li>-Assessment of B.P.</li> </ul> </li> <li>• Assessment of TPR</li> <li>• Recording of Vital Signs</li> </ul> |  |  |
|--|--|--|---|--|--|

|   |    |  |  |  |                    |
|---|----|--|--|--|--------------------|
| X | 60 | Describe the basic physiological and psychological needs of the patient  | <b>Meeting needs of patients</b> <ul style="list-style-type: none"> <li>• Basic needs</li> <li>• -Activities of daily living</li> <li>• -Provide safe and clean environment: - therapeutic environment</li> <li>• -Physical environment: temperature, humidity, noise, ventilation, light, odour, pest control</li> <li>• - Reduction of physical hazards, fire, accidents</li> <li>• - Role of a nurse in providing safe and clean environment.</li> <li>• -Patient environment : room, equipment and linen</li> <li>• - Making patients' beds:</li> <li>• Types of beds and bed making.</li> <li>• Comfort&amp; Safety</li> <li>• - Factors influencing comfort</li> <li>• - Comfort devices</li> <li>• - Safety devices- restraints, side rails, airways .</li> <li>• Hygiene</li> <li>• - Factors influencing</li> </ul> | Lecture  |                    |
|   |    | Describe the principles and techniques for meeting basic, physiological and psychosocial needs of patient                            |  | Discussion   |                    |
|   |    | Perform nursing assessment, plan, implement and evaluate the care for meeting, basic physiological and psychosocial needs of patient |  | -Demonstration of sponge bath, back care, nail care, foot care and hair care | Essay              |
|   |    |  |  | Demonstration of mouth care  | Short answers      |
|   |    |  |  | Practice sessions  | very short answers |
|   |    |  |  | Supervised Clinical Practice   |                    |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>hygienic practices</p> <ul style="list-style-type: none"> <li>• - Care of skin : <ul style="list-style-type: none"> <li>- Bath, Perineal care</li> </ul> </li> <li>• - Pressure Ulcers <ul style="list-style-type: none"> <li>- Care of pressure points</li> </ul> </li> <li>• - Care of oral cavity , eyes, ears &amp; nose</li> <li>• Care of Nail &amp; foot, hair.</li> <li>• Physiological needs <ul style="list-style-type: none"> <li>- Sleep and rest</li> <li>- Physiology of sleep</li> <li>-Factors affecting sleep</li> <li>- Promoting rest and sleep</li> <li>- Sleep disorders</li> </ul> </li> <li>• Nutrition <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of nutritional needs</li> <li>- Meeting nutritional needs: principles, procedure &amp; special care</li> </ul> </li> <li>• - Oral, nasogastric and gastrostomy feeding, parenteral feeding.</li> <li>• Urinary elimination <ul style="list-style-type: none"> <li>-Review of physiology</li> </ul> </li> </ul> |  |
|--|--|--|---|--|

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>of urine elimination</p> <ul style="list-style-type: none"> <li>-Composition &amp; characteristics of urine</li> <li>- Factors influencing urination</li> </ul> <ul style="list-style-type: none"> <li>• -Alteration in urinary elimination: <ul style="list-style-type: none"> <li>urinary retention &amp; incontinence</li> </ul> </li> <li>• -Types and collection of urine specimen <ul style="list-style-type: none"> <li>-urine testing</li> </ul> </li> <li>• -Facilitating urine elimination: assessment, types, equipments,</li> <li>• Procedures-Providing urinal/bed pan, <ul style="list-style-type: none"> <li>-Condom drainage,</li> <li>-Catheterization,</li> <li>-care of urinary drainage,</li> <li>- bladder irrigation.</li> </ul> </li> <li>• Bowel elimination <ul style="list-style-type: none"> <li>-Review of physiology of bowel elimination</li> <li>- Composition &amp; characteristics of feces</li> <li>- Factors affecting bowel elimination</li> <li>- Alteration in bowel elimination and its</li> </ul> </li> </ul> |  |
|--|--|--|--|--|



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>management–</p> <ul style="list-style-type: none"> <li>-constipation,</li> <li>-diarrhoea,</li> <li>-fecal impaction</li> </ul> <ul style="list-style-type: none"> <li>• Types &amp; collection of specimen of faeces- observation</li> <li>• - Facilitating bowel elimination: <ul style="list-style-type: none"> <li>- assessment, equipment &amp; procedures-</li> <li>-Passing of flatus tube,</li> <li>-enemas,</li> <li>-suppository,</li> <li>-bowel wash.</li> </ul> </li> <li>• Mobility &amp; Immobility</li> <li>• - Principles of body mechanics</li> <li>• - Maintenance of normal body alignment and mobility</li> <li>• - Hazards associated with immobility</li> <li>• -Alteration in body alignment and mobility</li> <li>• - Nursing intervention for impaired body</li> <li>• alignment and mobility : assessment, types of devices used, methods &amp;</li> </ul> |  |
|--|--|--|--|--|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>special considerations, rehabilitation aspects</p> <ul style="list-style-type: none"> <li>• - Range of motion exercises</li> <li>• - Maintaining body alignment: positions,</li> <li>• moving, lifting, transferring, walking,</li> <li>• restraints <ul style="list-style-type: none"> <li>- Care of patients having restraints</li> </ul> </li> <li>• alteration of mobility :<br/>Assessment of self care ability and special considerations</li> <li>• Oxygenation <ul style="list-style-type: none"> <li>- Review of cardiovascular and respiratory physiology</li> <li>- Factors affecting oxygenation</li> <li>- Alterations in oxygenation</li> </ul> </li> <li>• - Nursing interventions in oxygen administration :-<br/>-assessment, types,<br/>- equipment used, procedure and special consideration.</li> <li>• - Chest physiotherapy</li> </ul> |  |  |
|--|--|--|---|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• Fluid, Electrolyte, and Acid Base Balances <ul style="list-style-type: none"> <li>-Review of physiological regulation of fluid , electrolyte and acid base balances</li> <li>-Factors affecting fluid, electrolyte ad acid base balance.</li> <li>- Alterations in fluid and electrolyte balance</li> <li>- Nursing interventions in fluid, electrolyte and acid base imbalance</li> <li>-Assessment, types, equipment, procedure and special consideration</li> </ul> </li> <li>• - Measuring fluid intake &amp; output</li> <li>• - Correcting fluid and electrolyte –imbalance: replacement of fluids- oral and parenteral,</li> <li>• -Venipuncture</li> <li>• - Regulating IV flow rates, changing IV solutions and tubing, changing IV dressing.</li> <li>• -Administering blood</li> </ul> |  |  |
|--|--|--|--|--|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>transfusion</p> <ul style="list-style-type: none"> <li>• - Restriction of fluids</li> <li>• Psychosocial needs: <ul style="list-style-type: none"> <li>- Concepts of cultural diversity, stress and adaptation, self concept, sexuality, spiritual health, coping with loss, death and grieving</li> <li>- Assessment of psychosocial needs</li> <li>- Nursing interventions for meeting psychosocial needs:</li> </ul> </li> <li>• Recreational and diversional therapies <ul style="list-style-type: none"> <li>-Nurses role</li> </ul> </li> <li>• Meeting the special needs of patients</li> <li>• -Care of patients having alterations in sensory functioning: -Visual and hearing impairment, Assessment of self care ability, Communication methods and special considerations</li> <li>• - Care of patient having altered sensorium - Unconsciousness-</li> </ul> |  |  |
|--|--|--|--|--|--|

|            |           |  |  |   |   |
|------------|-----------|--|--|---|---|
|            |           |  | assessment & nursing management.   |   |   |
| <b>XI</b>  | <b>5</b>  | <p>Explain the general principles of heat &amp; cold applications</p> <p>Demonstrate procedures of hot and cold applications</p>   | <p><b>Therapeutic use of heat and cold applications</b></p> <ul style="list-style-type: none"> <li>-General principles</li> <li>- Effect on the body</li> <li>• Hot applications: <ul style="list-style-type: none"> <li>- Hot water bag</li> <li>-Infra red therapy</li> <li>-Fomentation</li> <li>- sitz bath</li> </ul> </li> <li>• Cold applications: – <ul style="list-style-type: none"> <li>-Cold compress</li> <li>-Ice cap</li> <li>- Tepid sponge</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice sessions</p> <p>Supervised</p> <p>Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |
| <b>XII</b> | <b>40</b> | <p>Explain the principles, routes and effects of administration of medications.</p> <p>Calculate conversions of drugs dosages within and between system of measurements.</p> | <p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>• General principles/ considerations</li> <li>• -Purposes of medication, principles, rights, special considerations, prescriptions.</li> <li>• Safety in administering medications</li> <li>• Medication errors.</li> <li>• Drug forms</li> <li>• Routes of administration</li> <li>• Storage and maintenance</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice sessions</p> <p>Supervised</p> <p>Clinical Practice</p> | <p>Essay</p> <p>Short answers</p> <p>very short answers</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>Administer drugs by the following routes-Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous, Topical and Inhalation</p> | <p>of drugs and nurses responsibility,</p> <ul style="list-style-type: none"> <li>• Broad classification of drugs</li> <li>• -Therapeutic effect, side effects, toxic effects, idiosyncratic reactions, allergic reactions, drug tolerance, drug interactions.</li> <li>• Factors influencing drug actions</li> <li>• Systems of drug measurement: <ul style="list-style-type: none"> <li>- metric system,</li> <li>apothecary system,</li> <li>- house hold measurements,</li> <li>-solutions.</li> </ul> </li> <li>• Converting measurement units: conversion within one system, conversion between systems, dosage calculation.</li> <li>• Terminologies and abbreviations used in prescriptions of medications</li> <li>• Oral drug administration: <ul style="list-style-type: none"> <li>-Oral, sublingual and</li> </ul> </li> </ul> |  |  |
|--|--|--|---|--|--|

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>buccal -Equipment, procedure.</p> <ul style="list-style-type: none"> <li>• Parenteral <ul style="list-style-type: none"> <li>-General principles, decontamination and disposal of syringes and needles</li> </ul> </li> <li>• -Types of parenteral therapies</li> <li>• -Types of syringes, needles, cannula, and infusion sets</li> <li>• -Protection from needle stick injuries</li> <li>• -Routes of parenteral therapies:-</li> <li>• Intra-dermal: purpose, site, <ul style="list-style-type: none"> <li>- equipment, procedure, special</li> <li>-considerations</li> </ul> </li> <li>• -Subcutaneous: purpose, site, equipment, procedure, special considerations.</li> <li>• -Intramuscular : purpose, site, equipment, procedure, special considerations</li> <li>• -Intravenous: purpose, site equipment,</li> </ul> |  |  |
|--|--|--|---|--|--|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>procedure, special considerations.</p> <ul style="list-style-type: none"> <li>• -Advanced techniques: <ul style="list-style-type: none"> <li>- epidural,</li> <li>-intrathecal,</li> <li>-intraosseous,</li> <li>-intraperitoneal,</li> <li>-intrapleural,</li> <li>-intra-arterial.</li> <li>- Role of nurse</li> </ul> </li> <li>• Topical Administration <ul style="list-style-type: none"> <li>-Purposes, site, equipment, procedure,</li> </ul> </li> <li>• special considerations for application to skin &amp; mucous membrane.</li> <li>• -Direct application of liquids</li> <li>• -Gargle and swabbing the throat</li> <li>• -Insertion of drug in to the body cavity</li> <li>• -Suppository/ medicated pack in rectum/ vagina</li> <li>• -Instillations: Eye, ear, nasal, bladder and rectum.</li> <li>• -Irrigations: Eye, ear, nasal, bladder and rectum.</li> </ul> |  |
|--|--|--|---|--|



|             |          |   |  |                                  |  |
|-------------|----------|---|--|----------------------------------|--|
|             |          |   | <ul style="list-style-type: none"> <li>• -Spraying-nose and throat</li> <li>• -Inhalation: nasal, oral, endotracheal / tracheal (steam, oxygen and medications) : purpose, types, equipment, procedure, special considerations.</li> <li>• -Nebulization</li> <li>• -Recording and reporting of medications administered.</li> </ul> |                                  |  |
| <b>XIII</b> | <b>5</b> | <p>Define rehabilitation</p> <p>Explain the concepts, principles and types</p> <p>Discuss the role of nurse in rehabilitation</p> | <p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• -Definition of rehabilitation</li> <li>• -Concepts of rehabilitation</li> <li>• -Types of rehabilitation</li> <li>• -Role of nurse in rehabilitation</li> </ul>  | <p>Lecture</p> <p>Discussion</p> | <p>Short Answers</p> <p>Objective Type</p> |

|            |           |  |  |  |  |
|------------|-----------|--|--|--|--|
| <b>XIV</b> | <b>5</b>  | Explain care of terminally ill patient   | <p><b>Care of Terminally ill patient</b></p> <ul style="list-style-type: none"> <li>• Concepts of loss, grief</li> <li>• Signs of clinical death</li> <li>• Care of dying : Special</li> <li>• Considerations.</li> <li>• Advance directives: euthanasia, will, dying declaration, organ donation</li> <li>• Medico- legal issues</li> <li>• Care of body after death – equipment, procedure and care of unit</li> <li>• Autopsy</li> <li>• Embalming</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case<br/>Discussion/Role<br/>Le Play<br/>Practice Session<br/>Supervised<br/>Clinical<br/>Practice</p> | <p>Short answers<br/><br/>very short answers</p> |
| <b>XV</b>  | <b>20</b> | Explain the principles of first aid and demonstrate application of different types of bandages | <p><b>First Aid Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Qualities of a first aider</li> <li>• Preparation of equipment</li> <li>• Application of bandages and slings.</li> <li>• Shifting of patients with spine dislocation</li> <li>• Padding and splinting fractured limbs</li> <li>• First aid measures and antidotes in Poisoning: Immediate care of</li> </ul>  | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case<br/>Discussion/Role<br/>Play<br/>Practice<br/>Session</p>   | <p>Short answers<br/><br/>very short answers</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>patients with snakebite, rabid dog bite, burns, scalds, frost bite, sunstroke, drowning, electrocution</p> <ul style="list-style-type: none"> <li>• First aid and nursing in simple emergencies</li> <li>• Common accidents- preventive measures &amp; emergency care : <ul style="list-style-type: none"> <li>-wounds,</li> <li>-food poisoning,</li> <li>-chemical poisoning</li> <li>-foreign body in the eye, ear, nose &amp; throat</li> </ul> </li> <li>• Cardio Pulmonary Resuscitation –BLS</li> </ul> |  |  |
|--|--|--|---|--|--|

### References

- Kozier. B etal. Fundamentals of Nursing, Concepts, Process and Practice New Delhi,Dorling Kendersl
- Fundamentals of Nursing –A procedure manual TNAI.
- Potter. P .A, Perry .A. G. Fundamentals of Nursing, St. Louis, Mosby.
- Taylor. C .etal. Fundamentals of Nursing-The Art & Science of Nursing Care, New Delhi
- Susamma Varghese & Dr. Valsamma Joseph. Nursing Foundations & First aid, 2<sup>nd</sup> edition, Frontline Publications, Hyderabad.
- Worlters Kluwer Health (India) Pvt Ltd.
- Wilkinson. J. M. Leuven .K .V. Fundamentals of Nursing-Thinking and Doing, NewDelhi, Jaypee Brothers Medical Publishers (P) Ltd.

- Tumby B K. Fundamentals Skills and Concepts in Patient Care, Philadelphia, Lippincott.
- Gupta. L. C & Gupta A. Manual of First Aid. New Delhi, Jaypee Brothers (P) Ltd.
- Gulanick.M. & Myers.J.L. Nursing Care Plans – Nursing Diagnosis & Intervention, St.Louis, Mosby.
- Ulrich. S. P. & Canale. S. W. Nursing Care Planning Guides for Adults in Acute, Extended and Home care Settings, St.Louis, Elsevier.
- Clinical Nursing Procedure Manual Ecumenical Book Services, Chennai.
- National & International Journals on Nursing.

## NURSING FOUNDATIONS – PRACTICALS

Placement: I Year

Lab- 200 Hrs

Clinical – 450 Hrs

| Area   | Objective   | Skills  | Assignment  | Assessment methods   |
|--|---|---|---|--|
| Demonstration: Lab<br>-General medical and surgery ward. | -Performs admission and discharge procedure.<br>-Prepare nursing care plan based on nursing process | Hospital admission and Discharge<br>Admission<br>-Prepare unit for new patient.<br>-Prepare admission bed.<br>-Performs admission procedure : new patient, transfer in<br>-Prepare patient records.<br>Discharge/Transfer out<br>-Gives discharge counseling<br>-Perform discharge procedure: | -Practice in Unit/Hospital<br>.<br>-Write nursing records of patient :<br>Simulated – 1<br>Actual - 1 | -Evaluate with checklist<br>-Assessment of clinical performance with rating scale.<br>-Completion of practical record.<br>-OSCE<br>-Assessment |

|                 |  |   |  |   |
|-----------------|--|---|--|---|
|                 |  | <p>(planned discharge, DAMA and abscond, referrals and transfers).</p> <ul style="list-style-type: none"> <li>-Prepare records of discharge / transfer.</li> <li>-Dismantle, and disinfect unit and equipment after discharge / transfer.</li> </ul> <p>Perform assessment:</p> <ul style="list-style-type: none"> <li>-History taking, Nursing diagnosis, problem list, prioritization, goals &amp; expected outcomes, selection of interventions.</li> <li>-Write nursing care plan.</li> <li>-Gives care as per the plan.</li> </ul> |  | <p>of nursing process records with check list.</p> <ul style="list-style-type: none"> <li>-Evaluate the implementation of nursing care with rating scale.</li> </ul>                        |
| Lab<br>Hospital | <ul style="list-style-type: none"> <li>-Communicate effectively with patient families and team members.</li> <li>-Maintain effective human relations.</li> <li>-Develops plan for patient</li> </ul> | <p>Communication</p> <ul style="list-style-type: none"> <li>-Use verbal and non verbal communication techniques.</li> </ul> <p>Prepare a plan for patient teaching session.</p> <p>Write patient report</p> <ul style="list-style-type: none"> <li>-Change-of shift reports, transfer reports, incident reports etc.</li> <li>-Present patient report.</li> </ul> <p>Vital signs</p>  | <ul style="list-style-type: none"> <li>-Role plays in simulated situations on communication techniques – 1</li> <li>-Health talk – 1</li> <li>-Write nurses notes</li> <li>-Present the patient report of 2-3</li> </ul> | <ul style="list-style-type: none"> <li>-Assess role plays with the check list on communication techniques.</li> <li>-Assess health talk with the checklist.</li> <li>-Assessment</li> </ul> |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <p>teaching.</p> <ul style="list-style-type: none"> <li>-Prepare patient reports</li> <li>-Presents reports.</li> <li>-Monitor vital signs.</li> <li>-Perform health assessment of each body system.</li> <li>-Provide basic nursing care to patients.</li> </ul> | <ul style="list-style-type: none"> <li>-Measure, records and interpret alterations in body temperature, pulse respiration and blood pressure.</li> <li>Health assessment</li> <li>-Health history taking</li> <li>-Perform assessment: general , body systems</li> <li>-Use various methods of physical examination: Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> <li>-Identification of system wise deviations.</li> <li>Prepare Patient's unit:</li> <li>-Prepare beds: Open, closed, occupied, operation, amputation</li> <li>-cardiac, fracture, burn, divided, &amp; fowlers bed.</li> <li>-Pain assessment and provision for comfort.</li> <li>Use comfort devices</li> <li>Hygienic Care:</li> <li>-Oral hygiene:</li> <li>-Baths and care of pressure points.</li> <li>-Hair wash, Pediculosis treatment.</li> </ul> | <p>assigned patients.</p> <ul style="list-style-type: none"> <li>-Lab practice</li> <li>-Measure vital signs of assigned patients</li> <li>-Simulated exercises on CPR mannikin</li> </ul> | <p>of communication techniques by rating scale.</p> <ul style="list-style-type: none"> <li>-Assessment of performance with rating scale.</li> <li>-Assessment of each skill with checklist.</li> <li>-Completion of activity records</li> </ul> |
|--|---|--|--|---|

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | <p>Feeding: Oral, Enteral, Naso/Orogastric, Gastrostomy and Parenteral feeding.</p> <p>Naso- gastric tube insertion and irrigation.</p> <p>Assisting patient in Urinary elimination.</p> <ul style="list-style-type: none"> <li>-Provides urinal/bed pan</li> <li>-Condom drainage</li> <li>-Perineal care</li> <li>-Catheterization</li> <li>-Care of urinary drainage</li> <li>-Bladder irrigation</li> </ul> <p>Assisting bowel Elimination:</p> <ul style="list-style-type: none"> <li>-Insertion of flatus tube</li> <li>-Enemas</li> <li>-Insertion of suppository.</li> <li>-Bowel wash</li> </ul> <p>Body Alignment and Mobility:</p> <ul style="list-style-type: none"> <li>-Range of motion exercises</li> <li>- Positioning: Recumbent, Lateral (Rt/Lt), Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</li> <li>- Assist patient in moving, lifting, transferring, walking</li> </ul> |  |  |
|--|--|---|--|--|

|  |  |   |  |
|--|--|---|--|
|  |  | <p>- Restraints.</p> <p>Oxygen administration</p> <p>Suctioning:<br/>oropharyngeal,<br/>nasopharyngeal</p> <p>Chest physiotherapy<br/>&amp; postural drainage</p> <p>CPR – Basic life support</p> <p>Intravenous therapy</p> <p>Blood and blood<br/>component therapy.</p> <p>Collection of specimen</p> <p>- Collect/assist for<br/>collection of specimens<br/>for investigations - urine,<br/>sputum, faeces, vomitus,<br/>blood and other body<br/>fluids</p> <p>- Perform lab tests:<br/>Urine: Sugar, albumin,<br/>acetone,<br/>Blood: Sugar (with<br/>strip/glucometer)</p> <p>Hot and cold applications:<br/>Local and general</p> <p>Communicating and<br/>assisting with self-care of<br/>visually &amp; hearing<br/>impaired patients.</p> <p>Recreational and</p> |  |
|--|--|---|--|



|  |   |   |  |   |
|--|---|---|--|---|
|  |   | Diversional therapies.<br>Caring of patient with altered sensorium..  |  |   |
| Lab<br><br>Hospital<br>Dept. of<br>infection<br>control,<br>CSSD | -Perform infection control procedures.<br><br>-Perform procedures for care of wounds. | Infection control<br><br>-Hand washing techniques.<br>(simple, hand antiseptis and surgical antiseptis (scrub)<br><br>-Prepare isolation unit in Lab/ward.<br><br>-Practice technique of wearing and removing Personal protective equipments (PPE)<br><br>-Practice standard safety precautions<br>(Universal precautions)<br><br>Decontamination of equipment and unit:-<br><br>Surgical asepsis:<br>-Sterilization<br><br>-Handling sterilized equipment<br><br>-Calculate strengths of lotions,<br><br>-Prepare lotions.<br><br>-Care of articles. | -Observation and write report :<br>Department of Infection control & CSSD.<br><br>-Collection of samples for culture | -Evaluation of observation report<br><br>-Evaluate all Procedures with checklist. |
|  | -Administer drugs.  | Administration of medications.  |  |   |

|  |  |  |  |  |
|--|--|--|--|--|
|  | <p>-Provide care to dying and dead.</p> <p>-Counsel and support relatives.</p> | <p>Administer medications in different forms and routes:</p> <ul style="list-style-type: none"> <li>-Oral, Sublingual and Buccal.</li> <li>-Parenteral: Intradermal, subcutaneous, Intramuscular etc.</li> <li>-Assist with Intra Venous medications.</li> <li>-Drug measurements and dose calculations.</li> <li>-Preparation of lotions and solutions.</li> <li>-Administers topical applications.</li> <li>-Insertion of drug into body cavity</li> <li>-Suppository &amp; medicated packing etc.</li> <li>-Instillation of medicines and spray into Ear, Eye, Nose and throat.</li> <li>-Irrigations: Eye, Ear, Bladder, Vagina and Rectum.</li> <li>-Inhalations: dry and moist.</li> <li>Care of dying patient.</li> <li>-Caring and packing of</li> </ul> |  |  |
|--|--|--|--|--|

|                     |                           |   |   |            |
|---------------------|---------------------------|---|---|------------|
|                     |                           | dead body.<br>-Counseling and supporting grieving relatives.<br>-Terminal care of the unit. |   |            |
| Lab<br><br>Hospital | Apply bandages and slings | -Application of bandages, binders, splints & slings.<br>bandaging of various body parts.    | Demonstrate in the lab<br><br>Practice in the clinical area | Check list |

### CLINICAL ASSIGNMENTS

Nursing Assessment-

History Collection ,

Physical assessment

Nursing care plan - 5

Nursing care plan presentation - 2

Health talk -1

Nursing foundations record

Log book

Daily Diary

## English Course No.7

**Placement – I Year**

**Theory (In hours) -30**

### Course Description:

The Course is designed to enable students to enhance ability to comprehend spoken and written English for effective communication in their professional work.

| Unit       | Time (Hrs) | Learning objectives  | Content  | Teaching Learning Activities   | Assessment   |
|------------|------------|--|--|--|--|
| <b>I</b>   | <b>8</b>   | Speak and write grammatically correct English              | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Review of Grammar</li> <li>• Building Vocabulary</li> <li>• Phonetics</li> <li>• Public Speaking</li> </ul>   | Exercise on use of Grammar<br><br>Practice in Public Speaking  | Objective type test<br><br>Fill in the blanks<br><br>Para Phrasing |
| <b>II</b>  | <b>4</b>   | Develop ability to read and understand the prescribed text | <b>READING</b> <ul style="list-style-type: none"> <li>• Read and comprehend prescribed course books</li> </ul>   | Exercise on:<br>-Reading Summarizing<br>Comprehension  | Short answers<br><br>Essay type test                               |
| <b>III</b> | <b>8</b>   | Develop writing skills                                     | <b>VARIOUS FORMS OF COMPOSITION</b> <ul style="list-style-type: none"> <li>• Letter writing</li> <li>• Note taking</li> <li>• Precise Writing</li> <li>• Nurses notes</li> <li>• Anecdotal records</li> <li>• Diary Writing</li> <li>• Reports on client's health status</li> <li>• -Preparation of</li> </ul> | Exercises on writing :<br>-Letter writing<br>-Nurses notes<br>-Precise<br>-Diary<br>-Anecdote<br>-Story writing<br>-<br>Resume/C V<br>-Essay writing<br>-Discussion on written | Prepare letters, diary, resume                                     |

|           |          |  |  |   |                                  |
|-----------|----------|--|--|---|----------------------------------|
|           |          |  | resume/ CV   | reports/<br>documents   |                                  |
| <b>IV</b> | <b>6</b> | Develop skill in spoken English          | <b>SPOKEN ENGLISH</b> <ul style="list-style-type: none"> <li>• Oral report</li> <li>• Discussion</li> <li>• Debate</li> <li>• Telephonic conversation</li> </ul> | Exercise on:<br>-Debating<br>- Participating in Seminar, panel symposium    | Assessment of the various skills |
| <b>V</b>  | <b>4</b> | Develop skill in listening comprehension | <b>LISTENING COMPREHENSION</b><br>media, audio, video, speeches etc  | Exercise on:<br>-Listening to Audio video tapes and identify the key points | Assessment of the various skills |

### References

- David M T. English for Professional Nursing, Chennai, B I Publishers Pvt Ltd
- Lohumi S. Remedial Grammar and Composition, Jalaandhar , Vikas Co
- Platt M and Landgridge A. English for Nurses- A Natural Approach to Language Learning, New Delhi, Orient Longman Pvt Ltd.
- Rose S. Career English for Nurses. Chennai. Orient Blackswan Pvt Ltd.
- Taylor G. English Conversation Practice. New Delhi . Tata Mc Graw Hill Publishing Co

## INTRODUCTION TO COMPUTER — Course No.8

**Placement: 1 year**

**Theory (In hours) - 45**

**(Class hours-15+ Lab hours -30)**

### Course description:

This course is designed for students to develop basic understanding of the use of computers and its applications in nursing

| Unit     | Time (Hrs) |    | Learning objective  | Content   | Teaching learning activities               | Assessment methods                  |
|----------|------------|----|---|---|--|-------------------------------------|
|          | Th         | Pr |   |   |  |                                     |
| <b>I</b> | <b>3</b>   |    | -Identify the basics of computer<br><br>-Identify the application of computers in nursing | <b>COMPUTERS:</b><br><b>Basic parts and Functions</b> <ul style="list-style-type: none"> <li>• Review the basic parts of computer and its functions</li> <li>• Changing and removing of passwords of user accounts</li> <li>• Formulating and deleting of files</li> <li>• Changing date time and its format</li> <li>• Trouble shooting</li> <li>• Changing mouse properties</li> <li>• Configuring start up programs</li> <li>• Hardware and software:</li> <li>• System configuration</li> <li>• Installing and uninstalling programs</li> <li>• Installing drivers</li> </ul> | Lecture<br>Discussion<br><br>Demonstration | Short answers<br><br>Objective type |

|            |          |           |   |  |   |  |
|------------|----------|-----------|---|--|---|--|
|            |          |           |   | <ul style="list-style-type: none"> <li>• Installing a program and setting it as a default program</li> <li>• Backup and restore</li> </ul>   |   |  |
| <b>II</b>  | <b>6</b> | <b>20</b> | <p>Describe and use the Disk Operating System</p> <p>Demonstrate skill in the use of MS office</p>            | <p><b>Introduction to disk operating system - DOS</b></p> <ul style="list-style-type: none"> <li>• DOS</li> <li>• Windows (all version): <ul style="list-style-type: none"> <li>- Updating windows</li> <li>- MS word</li> <li>- Excel</li> <li>- office packages</li> </ul> </li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Objective type</p> <p>Practical exam</p>               |
| <b>III</b> | <b>2</b> | <b>3</b>  | <p>Demonstrate skill ion using multimedia</p> <p>Identify features of computer aided teaching and testing</p> | <p><b>Multimedia; types &amp;uses</b></p> <ul style="list-style-type: none"> <li>• Changing the appearance and personalizing</li> <li>• Computer aided teaching &amp; testing</li> <li>• Power point presentation</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> | <p>Short answers</p> <p>Objective type</p> <p>Practical exam and viva voce</p> |
| <b>IV</b>  | <b>1</b> | <b>3</b>  | <p>Demonstrate use of internet and e- mail</p>  | <p><b>Use of internet and e-mail</b></p> <ul style="list-style-type: none"> <li>• Set up an internet connection</li> <li>• E-mail and attachments</li> <li>• Browsing history</li> <li>• Default page</li> <li>• Social media</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>                         | <p>Short answers</p> <p>Objective type</p> <p>Practical exam and viva voce</p> |

|           |          |          |  |   |  |   |
|-----------|----------|----------|--|---|--|---|
| <b>V</b>  | <b>2</b> | <b>2</b> | Describe and use the statistical packages                                | <b>Statistical packages</b> <ul style="list-style-type: none"> <li>- Types and their features</li> </ul>                | Lecture<br>Discussion<br>Demonstration<br>Practice session | Short answers<br>Objective type<br>Practical exam and viva voce |
| <b>VI</b> | <b>1</b> | <b>2</b> | Describe the components and uses of health management information system | <b>Health Management Information System (HMIS)</b> <ul style="list-style-type: none"> <li>• Components, uses</li> </ul> | Lecture<br>Discussion<br>Demonstration                     | Short answers<br>Objective type                                 |

### References

- Alicold Leslie H. Computers in Nursing. Philadelphia, Lippincot
- Dheena Dayal R. Computer Science, Vol I& II, New Delhi. Tata Mc Graw Hill Publishing Company Ltd
- Goel M K. Introduction to Computer Science. New Delhi. Sterlin Publishers Pvt Ltd.
- Jain P and Kumari N. Introduction to Computers for Nursing, Jalandhar, S. Vikas &CO
- Reddy N N . Computer Education for BSc Nursing . Hyderabad. Front line Publishers
- Vikas Guptha. Condex Computer Courses Kit. New Delhi, Dreamtech Press



## SECOND YEAR B.Sc NURSING

### SOCIOLOGY Course No. 9

**Placement: II Year**

**Theory 60 hours**

#### Course description:

This course is designed to introduce the concepts of sociology related to community and social institutions in India and its relationship with health, illness and nursing.

| Unit | Time (hrs) | Learning objectives   | Content   | Teaching learning activity | Assess ment methods                                  |
|------|------------|---|---|----------------------------|--|
| I    | 2          | -Identify the basic concepts in sociology<br>-State the importance of sociology in nursing. | <b>Introduction</b> <ul style="list-style-type: none"> <li>• -Sociology-definition, origin, nature and scope</li> <li>• -Primary concepts-society, community, institution</li> <li>• -Importance and application of sociology in nursing</li> </ul>                                       | Lecture<br>Discussion      | Short answers<br><br>Very short answers              |
| II   | 3          | Describe the relationship of individual in society and community                            | <b>Individual &amp; society</b> <ul style="list-style-type: none"> <li>• -Society- definition, characteristics and types.</li> <li>• -Community- types, characteristics, elements,</li> <li>• -Difference between society and community.</li> <li>• -Personal disorganization.</li> </ul> | Lecture<br>Discussion      | Essay<br><br>Short answers<br><br>Very short answers |
| III  | 4          | Describe the influence of culture and socialization on health and disease.                  | <b>Culture and Socialization</b> <ul style="list-style-type: none"> <li>• <b>Culture :</b><br/>-Definition, characteristics, functions</li> <li>-Evolution of culture:<br/>-invention, diffusion,</li> </ul>  | Lecture<br>Discussion      | Essay<br><br>Short answers<br><br>Very               |

|           |          |   |  |                       |   |
|-----------|----------|---|--|-----------------------|---|
|           |          |   | <p>transmission</p> <ul style="list-style-type: none"> <li>• -Unity and diversity in culture</li> <li>• -Cultural lag</li> <li>• -Acculturation,</li> <li>• Enculturation and transculturation</li> <li>• -Cultural factors in health and disease</li> <li>• <b>Socialization:</b> <ul style="list-style-type: none"> <li>-Meaning, process, stages &amp; agencies of socialization.</li> <li>-Individualisation</li> </ul> </li> </ul>            |                       | short answers   |
| <b>IV</b> | <b>5</b> | Identify various social groups and their interactions | <p><b>Social groups</b></p> <ul style="list-style-type: none"> <li>• -Meaning, characteristics and classification</li> <li>• -Primary and secondary groups, characteristics and importance in society</li> <li>• -Ingroups and outgroups</li> <li>• -Unorganised groups : characteristics and types- crowd, mob, public, audience</li> <li>• -Permanent special groups- band, tribe, clan/sib, horde, state</li> <li>• -Reference group</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| <b>V</b>  | <b>3</b> | Identify the various                                  | <p><b>Social process</b></p> <ul style="list-style-type: none"> <li>• -Meaning, characteristics</li> </ul>   | Lecture<br>Discussion | Essay   |

|    |   |  |  |                       |   |
|----|---|--|--|-----------------------|---|
|    |   | social process and social systems                                  | <p>and importance in society</p> <ul style="list-style-type: none"> <li>• -Conjunctive process/ associative process: cooperation, accommodation, assimilation.</li> <li>• -Disjunctive process/dissociative process : competition, conflict, Isolation</li> <li>• Social system <ul style="list-style-type: none"> <li>- Definition, types, elements</li> <li>-Status and role: importance in society</li> <li>-Political , economic, religious and educational systems</li> </ul> </li> </ul> |                       | <p>Short answers</p> <p>Very short answers</p>              |
| VI | 3 | Explain the growth of population in India and its impact on health | <p><b>Society and population</b></p> <ul style="list-style-type: none"> <li>• -Demography and its characteristics, demographic cycle.</li> <li>• -Population distribution in India</li> <li>• -Malthusian theory of population</li> <li>• -population explosion in India and its impact on health status</li> <li>• -Family welfare programmes and its impact on population control.</li> </ul>  | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|      |   |  |  |                       |  |
|------|---|--|--|-----------------------|--|
| VII  | 6 | Describe the major social institutions in India and its influence on health practices  | <ul style="list-style-type: none"> <li>• Social institutions <ul style="list-style-type: none"> <li>-Characteristics and functions</li> </ul> </li> <li>• Family: <ul style="list-style-type: none"> <li>-Definitions, functions, types (nuclear, joint, blended and extended family), characteristics, merits and demerits, present trends, family problems, welfare services.</li> </ul> </li> <li>• Marriage: <ul style="list-style-type: none"> <li>-Characteristics, functions, types</li> <li>-Marital problems-dowry, divorce</li> <li>-Changes and legislation on family and marriages in India-marriage act</li> <li>-Role of family and marriage on health and health practices</li> </ul> </li> </ul> | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |
| VIII | 4 | Describe the class and caste system and their influence on health and health practices | <p><b>Social stratification</b></p> <ul style="list-style-type: none"> <li>-Meaning, characteristics and types of social stratification</li> <li>• -Indian caste system-origin and features; present trend</li> <li>• -Social class system- nature and characteristics;social class and life style</li> </ul>  | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |

|           |          |  |  |                       |   |
|-----------|----------|--|--|-----------------------|---|
|           |          |  | <ul style="list-style-type: none"> <li>• -Social mobility-meaning and types; social mobility in India</li> <li>• -Race: biological characteristics, classification, races in India</li> <li>• -Impact of social stratification on health and health practices.</li> </ul>  |                       |   |
| <b>IX</b> | <b>5</b> | Describe the types of communities in India, their practices and impact on health | <p><b>Communities in India</b></p> <ul style="list-style-type: none"> <li>-Types of communities in India-Rural, urban and regional.</li> <li>• -Rural community : <ul style="list-style-type: none"> <li>-Characteristics of Indian villages, changes in Indian rural life, rural problems, rural planning and reconstruction,</li> <li>• panchayat raj system, community participation,</li> <li>• community development programmes,</li> <li>• health facilities in rural areas and its impact on health and health practices</li> </ul> </li> <li>• -Urban community: Features, urbanization-growth of cities, urban slums, major urban problems and its impact on</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |          |                                      |   |                       |   |
|------------|----------|--------------------------------------|---|-----------------------|---|
|            |          |                                      | <p>health and health practices.</p> <ul style="list-style-type: none"> <li>-Regions: problems and impact on health</li> </ul>   |                       |   |
| <b>X</b>   | <b>4</b> | Explain the process of social change | <p><b>Social change</b></p> <ul style="list-style-type: none"> <li>-Characteristics, causes and process of social change</li> <li>-Factors influencing social change –cultural change, cultural lag, social change</li> <li>• -Introduction to theories of socialchange : Linear, Cyclical, Marxian, Functional</li> <li>• -Planned changes- social marketing in health sector</li> <li>-Role of the nurse</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| <b>XI</b>  | <b>5</b> | Describe the social organization     | <p><b>Social organization</b></p> <ul style="list-style-type: none"> <li>-Characteristics, types (formal,informal),modes of participation</li> <li>• -Voluntary organizations- social health agencies</li> <li>• Social Disorganization</li> <li>-Definition, characteristics, causes, types, remedial measures</li> <li>• -Personal disorganization, family disorganization</li> </ul>                               | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| <b>XII</b> | <b>4</b> | Explain the nature and               | <p><b>Social control</b></p> <ul style="list-style-type: none"> <li>-Meaning, objectives and</li> </ul>   | Lecture<br>Discussion | Essay   |

|             |           |   |  |                       |   |
|-------------|-----------|---|--|-----------------------|---|
|             |           | process of social control   | <p>types of social control.</p> <ul style="list-style-type: none"> <li>-Formal and informal means of social control</li> <li>• -Agencies of social control<br/>Folkways, mores, customs, traditions, religion, public opinion, beliefs, ideologies, law and fashion.</li> <li>• -Social norms: nature and importance in social life</li> <li>• Anomie and deviance</li> <li>• -Role of the nurse</li> </ul>  |                       | <p>Short answers</p> <p>Very short answers</p>              |
| <b>XIII</b> | <b>12</b> | Describe the role of the nurse in dealing with social problems in India | <p><b>Social problems</b></p> <ul style="list-style-type: none"> <li>-Meaning, causes</li> <li>• -Major social problems: poverty, housing, illiteracy, food supplies, unemployment, substance abuse, prostitution, crime and juvenile delinquency.</li> <li>• -Vulnerable groups :<br/>Problems of aged,<br/>Problems of children</li> <li>• ( child labour, child abuse, trafficking, street children),</li> <li>• Problems of women, Handicapped, Minorities and marginalised groups, HIV/AIDS</li> <li>• -Rights of women and children</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• -Social security</li> <li>• -Control and planning</li> <li>• -Social welfare programmes in India</li> <li>• -Role of the nurse</li> </ul> |  |  |
|--|--|--|--|--|--|

**References**

- Gurberg M. Sociology. New Delhi, Surgeet Publications
- Lemmon Mary. Sociology and Social Problems in Nursing; St Louis, C V Mosby Co
- Venkettaraman R. Medical Sociology in an Indian Setting . Mc Company India Pvt Ltd
- Cockerham William C, Medical Sociology. Engelwood Cliffs: Prentice Hall
- Park J E and K Park. Textbook of Preventive and Social Medicine. Jabalpur: Banarsidas Bhanot Publishers.
- Horton B P & Hunt C L. Sociology. New Delhi, Tata Mc Groaw Hill

**MEDICAL SURGICAL NURSING (ADULT including GERIATRICS) –I**

**MEDICAL NURSING — Course No. 10**

**Placement: II Year**

Theory- 110 Hrs

Nursing faculty-90hrs

**External faculty-20hrs**

Practical: 440 hrs

**Course Description:**

The purpose of this course is to enable students to identify the etiology, pathophysiology, symptomatology, diagnostic measures and management (medical, nursing and dietetic) of common medical, communicable and dermatological diseases and to develop proficiency in caring for patients with these diseases.



| Unit | Time                | Learning objectives   | Content   | Teaching learning activities                          | Assessment methods                               |
|------|---------------------|---|---|---|--|
| I    | 5<br>(NF-4<br>EF-1) | <p>Appreciate the trends in medicine and medical nursing</p> <p>Describe the role of a nurse in caring patients with medical dermatologic and communicable diseases.</p> <p>Describe the common signs, symptoms and problems and their specific nursing interventions</p> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• - Evolution and trends of medicine</li> <li>• - Review concepts of health and illness,</li> <li>• - concepts of disease causation</li> <li>• - International classification of diseases (ICD-10 or later version)</li> <li>• - Acute illness, chronic illness, terminal illness</li> <li>• - Stages of illness.</li> <li>• - Review concepts of comprehensive nursing care.</li> <li>• - Review of nursing process</li> <li>• - Evolution and trends in medical nursing</li> <li>• - Role and responsibilities of nurse in medical wards</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Assignments</p>   | <p>Short - answers</p> <p>Very short answers</p> |
| II   | 7<br>NF-6<br>EF-1   | <p>Describe the common signs, symptoms and problems and</p>   | <p><b>Common signs&amp; symptoms and its management.</b></p> <ul style="list-style-type: none"> <li>• - Fluid and electrolyte imbalances</li> <li>• - Acid base imbalances</li> <li>• Oedema, Pain, Dyspnoea</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> | <p>Short - answers</p> <p>Very short</p>         |

|     |                         |  |   |   |  |
|-----|-------------------------|--|---|---|--|
|     |                         | their specific nursing interventions   | and cough,<br>Unconsciousness, Syncope,<br>Fever and hyperthermia.  |   | answers  |
| III | 12<br>NF-<br>10<br>EF-2 | Explain the etiology, Patho physiology, Clinical manifestations diagnostic measures and management of patients with disorders of respiratory system. | <p><b>Nursing management of patients with respiratory problems.</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of respiratory system.</li> <li>• -Assessment of respiratory system - nursing history and physical examination</li> <li>• -Diagnostic measures and related nursing care –</li> <li>• sputum examination, X-ray, pulmonary function test, allergic tests, mantoux test</li> <li>• thoracentesis, bronchoscopy, pulse oximetry, ventilation perfusion scan</li> <li>• - Etiology, pathophysiology, clinical manifestations, complications, diagnosis,</li> <li>• medical, dietetic and nursing management of patients with the following diseases <ul style="list-style-type: none"> <li>- Lower respiratory infections, COPD, Bronchial asthma, Bronchiectasis,</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay<br>Short - answers<br>Very short answers |

|    |                      |   |   |  |   |
|----|----------------------|---|---|--|---|
|    |                      |   | <p>Bronchitis, Atelectasis, Pneumonia, Pulmonary tuberculosis, Pleurisy, Pleural effusion, Pulmonary hypertension, Pulmonary oedema, Pulmonary embolism</p> <ul style="list-style-type: none"> <li>• -special therapies: <ul style="list-style-type: none"> <li>-Chest physiotherapy,</li> <li>- incentive spirometry</li> </ul> </li> <li>• -Rehabilitation</li> <li>• - Review drugs used in the treatment of respiratory disorders.</li> </ul>   |  |   |
| IV | 18<br>NF-15,<br>EF-3 | <p>Explain the etiology pathophysiology clinical manifestations diagnostic measures &amp; management of patients with disorders of cardiovascular &amp; hematologic system.</p> | <p><b>Nursing management of patients with Cardiovascular and hematological diseases._</b></p> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of cardiovascular system.</li> <li>• -Nursing assessment and physical examination</li> <li>• - Diagnostic measures and related nursing care :</li> <li>• - complete blood count, ECG, echocardiogram, cardiac catheterization, cardiac enzymes, nuclear, imaging, TMT, coronary angiography, CVP, Doppler</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>supervised clinical practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short answers</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>studies, plethysmography, arteriography, bone marrow analysis.</p> <ul style="list-style-type: none"> <li>• - Etiology, pathophysiology, symptomatology, diagnosis, medical, dietetic and nursing management of patients with the following conditions: <ul style="list-style-type: none"> <li>- Atherosclerosis, Coronary Artery Diseases -Myocardial infarction, Angina pectoris</li> <li>- Hypotension, Hypertension</li> <li>- Endocarditis, Pericarditis, Myocarditis</li> <li>- Rheumatic Heart Disease</li> <li>- CCF , Cor Pulmonale, Pulmonary oedema</li> <li>- Cardiogenic shock</li> <li>- CPR</li> </ul> </li> <li>• Haematology <ul style="list-style-type: none"> <li>- Anaemia - Iron deficiency anaemia, Haemolytic anaemia, Megaloblastic anaemia, Thalassemia</li> <li>Sickle cell disease, Aplastic anemia, Polycythemia</li> <li>-Bleeding disorders :-</li> <li>- Disseminated intravascular coagulation, Hemophilia, Thrombocytopenia</li> </ul> </li> </ul> |  |
|--|--|--|--|--|

|   |                     |  |  |  |  |
|---|---------------------|--|--|--|--|
|   |                     |  | <ul style="list-style-type: none"> <li>- Leukemia, Leukopaenia, Lymphoma, Agranulocytosis, Myeloma</li> <li>• -Bone marrow/ stem cell transplantation</li> <li>• -Blood transfusion - safety checks, procedure and requirements, management of adverse reactions, recording.</li> <li>- Management and counselling of blood donors,</li> <li>-phlebotomy and post donation management, blood bank functioning and hospital transfusion committee</li> <li>- Biosafety and waste management in relation to blood transfusion</li> <li>• - Review drugs used in the treatment of cardiovascular and haematologic disorders.</li> </ul> |  |  |
| V | 10<br>NF-8,<br>EF-2 | Describe the etiology, patho-physiology, clinical manifestations, diagnostic | <b>Nursing management of patients with disorders of digestive system</b> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of digestive system.</li> </ul>  | Lecture<br>Discussion<br>Demonstration<br>observation<br>n visit | Essay<br><br>Short - answers<br><br>Very |

|  |   |   |  |               |
|--|---|---|--|---------------|
|  | measures and management of patient with disorders of digestive system | <ul style="list-style-type: none"> <li>• - Nursing assessment- history and physical examination, nutritional assessment.</li> <li>• - Diagnostic measures and related nurses role - endoscopy, LFT, barium meal, barium enema, ultrasonography, gastric analysis, liver biopsy, endoscopic retrograde Cholangio pancreatography, blood studies.</li> <li>• - Etiology, pathophysiology, symptomatology, diagnosis, medical, dietetic and nursing management of patients with the following conditions: <ul style="list-style-type: none"> <li>- disorders of oral cavity.</li> <li>- Oesophagitis, GERD</li> <li>- Irritable bowel syndrome,</li> <li>-Hepatitis, Cirrhosis of liver, Portal hypertension,</li> <li>-Hepatic failure and hepatic coma,</li> <li>-Metabolic syndrome, Obesity,</li> </ul> </li> <li>• - Review drugs used in the treatment of gastrointestinal disorders.</li> </ul> | supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | short answers |
|--|---|---|--|---------------|

|    |                    |   |  |   |  |
|----|--------------------|---|--|---|--|
| VI | 8<br>NF-6,<br>EF-2 | Describe the etiology, Pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of urinary system. | <p><b>Nursing management of patients with disorders of urinary system.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of urinary system.</li> <li>- Nursing assessment - history and physical examination.</li> <li>- Diagnostic measures and related nursing care : <ul style="list-style-type: none"> <li>- blood chemistry, urinalysis, RFT, clearance studies, KUB, IVP, renal arteriogram, renal biopsy, cystoscopy, urodynamic studies, cystogram and urethrogram.</li> </ul> </li> <li>- Etiology, pathophysiology, symptomatology, Medical, dietetic and nursing management of patients with: <ul style="list-style-type: none"> <li>- Nephritis, Nephrotic syndrome, Urinary tract infections, Acute renal failure, Chronic renal failure.</li> </ul> </li> <li>- Review drugs used in urinary system.</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay<br>Short - answers<br>Very short answers |
|----|--------------------|---|--|---|--|

|     |                      |   |  |  |  |
|-----|----------------------|---|--|--|--|
| VII | 12<br>NF-10;<br>EF-2 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of nervous system. | <p><b>Nursing management of patients with disorders of nervous system.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of nervous system.</li> <li>-Nursing assessment- nursing history and physical examination</li> <li>- Diagnostic measures and related nursing care: Lumbar puncture, CSF analysis, cerebral angiography, CT, MRI, magnetic resonance angiography, PET Scan, SPECT Scan, cerebral ultrasound, EEG, EMG, myelography, evoked potential</li> <li>- Etiology, pathophysiology, symptomatology, medical, dietetic and nursing management of patients with: <ul style="list-style-type: none"> <li>-Head ache, Migraine, Increased ICP, Cerebral oedema, TIA,</li> <li>-Cerebrovascular accident, , Meningitis, Encephalitis,</li> <li>-Cranial and spinal</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration<br>observation visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab<br>practice<br>Health education | Essay<br>Short - answers<br>Very short answers |
|-----|----------------------|---|--|--|--|



|      |                   |   |   |   |   |
|------|-------------------|---|---|---|---|
|      |                   |   | <p>neuropathies, bell's palsy, trigeminal neuralgia, Guillain Barre Syndrome, Myasthenia gravis, Parkinsonism, Multiple sclerosis, Dementia.</p> <ul style="list-style-type: none"> <li>• - Role of nurse in communicating with patients having neurologic deficits.</li> <li>• - Rehabilitation of patients with neurological deficits</li> <li>• - Review drugs used in the treatment of neurological disorders.</li> </ul>                                       |   |   |
| VIII | 8<br>NF-6<br>EF 2 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with endocrine disorders. | <p><b>Nursing management of patients with endocrine disorders.</b></p> <ul style="list-style-type: none"> <li>• - Review anatomy and physiology of endocrine glands.</li> <li>• - Nursing assessment, nursing history, physical examination.</li> <li>• - Diagnostic measures and related nursing care - blood sugar analysis, GTT, thyroid scan, thyroid FNAC, thyroid function tests, tests of adrenal function, tests of pituitary function, tests of</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>in visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab<br/>practice<br/>Health<br/>education</p> | <p>Essay<br/>Short - answers<br/>Very short answers</p> |

|           |          |   |  |   |   |
|-----------|----------|---|--|---|---|
|           |          |   | <p>parathyroid function.</p> <ul style="list-style-type: none"> <li>- etiology, pathophysiology, symptomatology medical management, dietetic management and nursing management of patients with : <ul style="list-style-type: none"> <li>- Diabetes mellitus, Pituitary disorders, Disorders of thyroid and parathyroid glands, Disorders of adrenal gland.</li> </ul> </li> <li>- Review drugs used in the treatment of endocrine disorders.</li> </ul>   |   |   |
| <b>IX</b> | <b>5</b> | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with immunologic disorders. | <p><b>Nursing management of patients with immunologic disorders.</b></p> <ul style="list-style-type: none"> <li>-Diagnostic measures and related nursing care</li> <li>- Etiology, pathophysiology, symptomatology, medical and nursing management of patients with : <ul style="list-style-type: none"> <li>-Primary immunodeficiency, Secondary immunodeficiency,</li> <li>-Graft versus host disease, Acquired immunodeficiency syndrome</li> </ul> </li> <li>-Role of nurse in counseling</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>in visit<br/>supervised clinical practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short answers</p> |

|          |   |   |   |  |   |
|----------|---|---|---|--|---|
|          |   |   | <p>and health education,</p> <ul style="list-style-type: none"> <li>• Rehabilitation of patients with HIV/AIDS</li> <li>• -National and international agencies in AIDS control,</li> <li>• - National AIDS Control Programme.</li> <li>• -Auto immune disorders - SLE, Gout</li> <li>• - Review drugs used in the treatment of immune disorders.</li> </ul>   |  |   |
| <b>X</b> | <b>10</b><br><b>NF-5</b><br><b>EF 5</b> | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with integumentary disorders and Sexually Transmitted Disorders | <p><b>Nursing management of patients with integumentary disorders and Sexually Transmitted Diseases</b></p> <ul style="list-style-type: none"> <li>• - Review of anatomy and physiology of integumentary system.</li> <li>• - Nursing assessment - history and physical examination.</li> <li>• - Diagnostic measures and related nurses role - VDRL, ELIZA, Skin biopsy, skin smear</li> <li>• - Etiology, pathophysiology, clinical manifestations, diagnosis, medical and nursing management of</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation visit<br/>supervised clinical practice<br/>Drug book<br/>Presentations<br/>Lab<br/>practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short<br/>Answers</p> |

|           |           |   |  |  |   |
|-----------|-----------|---|--|--|---|
|           |           |   | <p>patients with :</p> <ul style="list-style-type: none"> <li>- bacterial, viral and fungal infections:</li> </ul> <p>Eczema/dermatitis,<br/> Dermatoses : infectious &amp; non infectious, Psoriasis,<br/> Acne vulgaris, skin cancers,<br/> Alopecia, Pemphigus,</p> <ul style="list-style-type: none"> <li>- Sexually transmitted diseases-</li> </ul>  |  |   |
| <b>XI</b> | <b>10</b> | <p>Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with communicable diseases</p> | <p><b>Nursing management of patients with communicable diseases.</b></p> <ul style="list-style-type: none"> <li>• -Overview of infectious agent, infection process</li> <li>• -Epidemiology, clinical manifestations, diagnosis, prevention, medical and nursing management of patients with:</li> <li>• -Cholera, Tetanus, Gas Gangrene, Plague, Typhoid, Leprosy</li> <li>-Diarrhoeal disorders, Hepatitis, Herpes, Chickenpox, Mumps, Measles, Rubella, Influenza, Poliomyelitis, Yellow fever, Dengue Fever, Rabies, Japanese encephalitis, Chikungunya, Small pox.</li> </ul> | <p>Lecture<br/> Discussion<br/> Demonstration<br/> observation visit<br/> supervised clinical practice<br/> Drug book<br/> Presentations<br/> Lab practice<br/> Health education</p> | <p>Essay<br/> Short - answers<br/> Very short Answers</p> |

|            |          |  |  |   |   |
|------------|----------|--|--|---|---|
|            |          |  | <p>-Malaria, Filaria, Helminthiasis, Amoebic dysentery, Leptospirosis, worm infestation</p> <ul style="list-style-type: none"> <li>• - Review barrier nursing,</li> <li>• - Review special infection control measures: Notification, Quarantine, Isolation.</li> </ul> |   |   |
| <b>XII</b> | <b>5</b> | Describe medical & nursing management of patients with medical emergencies | <p><b>Nursing management of patients with medical emergencies.</b></p> <ul style="list-style-type: none"> <li>• Poisoning,</li> <li>• snake bite,</li> <li>• allergy and hypersensitivity reactions</li> </ul>   | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health education</p> | <p>Essay<br/>Short - answers<br/>Very short<br/>Answers</p> |

## References

- Smeltzer, S., Bare, B. G., Hinkle, J.L., Cheever, K. H. Brunner & Suddarth's Text Book of Medical Surgical Nursing. New Delhi : Wolters Kluwer.
- Boon, N. A., Colledge, N. R., Et al. Davidson's Principles & Practice of Medicine. Noida: Elsevier.
- Krishnadas K. V. Text Book of Medicine. New Delhi: Elsevier.
- Dwivedi P. Communicable Diseases. Nagpur: Ananthaprakasan.
- Pavithran K. Dermato\_Venero Leprology
- Thappa, D. M. Essentials in Dermatology. New Delhi: Jay Pee.

- Hickey, J. V. Clinical Practice of Neurological and Neurosurgical Nursing. Philadelphia: Lippincott.
- Woods, S. L. Cardiac Nursing. Philadelphia: Lippincott.
- Marton, P. G., Fontane, D. K., Et al. Critical Care Nursing. Philadelphia: Lippincott.
- Felbman N., Et al. Gastroenterological and Liver Diseases. Philadelphia: Elsevier.
- Thomas, N. Renal Nursing. Philadelphia: Elsevier.
- National & International Journals on Nursing.

## MEDICAL NURSING - PRACTICAL

Practical: 440 Hrs (11 Wks)

| Area  | Duration (in weeks)   | Objectives   | Skills  | Assignments   | Assessment methods  |
|---|-----------------------|--|---|---|---|
| General Medical Ward (respiratory, gastroenterology, renal, hematology, neurology, endocrine) | 6 (1 week night duty) | Provide nursing care to clients with medical disorders<br>-Counsel and educate patients and families | Assessment of the patient<br>-Taking history<br>-Perform physical examination<br>-Identify alteration and deviations<br>-Practice medical and surgical asepsis and standard safety measures<br>-Administer medications oral, IV, IM, subcutaneous and intradermal<br>-IV therapy<br>-IV cannulation | -Plan and provide care to 3-4 assigned patients<br>-Nursing care plan -2<br>-Nursing care study and presentation -1<br>-Drug book<br>-Drug presentation<br>-Clinical presentation | -Assess performance with rating scale.<br>-Assess skill with check list<br>- Evaluation of care study, presentation<br>- Completion of activity |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  |  | <ul style="list-style-type: none"> <li>-maintenance and monitoring I/O Chart.</li> <li>-oxygen therapy by different methods</li> <li>-Nebulization</li> <li>-Chest physiotherapy</li> <li>-Nasogastric feeding</li> <li>-Assist in common diagnostic procedures</li> <li>-Assist in common therapeutic procedures</li> <li>-Blood and component therapy</li> <li>-Throat suctioning</li> <li>-Collect specimens for common investigations</li> <li>-Maintain elimination <ul style="list-style-type: none"> <li>- bladder catheterization</li> <li>-Bowel wash</li> <li>-enema</li> <li>-maintain continuous bladder drainage</li> </ul> </li> <li>-Teaching related to specific disease conditions and procedures</li> </ul> |  | <ul style="list-style-type: none"> <li>record</li> <li>-OSCE</li> </ul> |
|--|--|--|---|--|---|

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| Cardiology Ward                           | 1 | <ul style="list-style-type: none"> <li>-Provide nursing care to clients with cardiac medical disorders</li> <li>-Counsel and educate patients and families</li> </ul>  | <ul style="list-style-type: none"> <li>-Physical examination of cardiovascular system</li> <li>-recording ECG</li> <li>-Assisting in diagnostic and therapeutic procedures-</li> <li>-Administer cardiac drugs</li> <li>- cardiopulmonary resuscitation</li> <li>-Teach patients and families</li> <li>-Practice medical and surgical asepsis and standard safety measures</li> </ul> | <ul style="list-style-type: none"> <li>-Plan and provide care to 3-4 assigned patients</li> <li>-Nursing care plan -1</li> <li>-Drug book</li> <li>-Drug presentation</li> <li>-Teaching patients and families</li> </ul> | <ul style="list-style-type: none"> <li>Assess performance with rating scale.</li> <li>-Assess skill with check list</li> <li>Evaluation of case study, presentation</li> <li>Completion of activity record</li> </ul>        |
| Dermatology and Communicable disease ward | 2 | <ul style="list-style-type: none"> <li>-Identify common skin problems and communicable diseases</li> <li>-Provide nursing care to clients with skin disorders and communicable diseases</li> <li>-Counsel and educate</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of patients with skin disorders and communicable diseases</li> <li>-practice barrier nursing and isolation techniques – Assist in diagnostic / therapeutic procedures</li> </ul>   | <ul style="list-style-type: none"> <li>-Plan and provide care to 3-4 assigned patients</li> <li>-Health talk</li> <li>- Drug book</li> <li>-Case presentation</li> </ul>  | <ul style="list-style-type: none"> <li>Assess performance with rating scale.</li> <li>-Assess skill with check list</li> <li>Evaluation of case presentation , health talk</li> <li>Completion of activity record</li> </ul> |



|                               |   |   |   |   |  |
|-------------------------------|---|---|---|---|--|
|                               |   | patients and families   |   |   |  |
| Casualty emergency Department | 1 | Provide emergency care to patients with various medical emergencies | -Emergency assessment of patients with medical emergencies<br>-Assist in diagnostic and therapeutic procedures-<br>- Counsel and educate patients and families  | Report of activities  | Assess performance with rating scale.<br>-Assess skill with check list<br>Evaluation of reports<br>Completion of activity record   |
| Medical ICU                   | 1 | Provide care to patients with critical medical illnesses            | -Assessment of seriously ill patients<br>- Monitor the patients conditions with continuous monitoring equipments<br>- Assist with diagnostic and therapeutic procedures<br>- Technical skill in using various equipments<br>- Use flow sheets for recording | - Provide care to 1-2 assigned patients<br>-Nursing care plan-1<br>-Drug book | Assess performance with rating scale.<br>-Assess skill with check list<br>Evaluation of care plan<br>Completion of activity record |

### Clinical Assignments

- |                            |                           |
|----------------------------|---------------------------|
| 1) Nursing Care Plan - (4) | 2) Nursing Care Study - 1 |
| 3) Clinical presentation-1 | 4) Drug Presentation - 1  |
| 5) Health talk-1           | 6) Practical Record       |
| 7) Drug File               | 8) Log Book               |



## PATHOLOGY Course No. 11

**Placement: II Year**

**Total 30 hours (Theory-20 hours; Lab-10 hours )**

Course Description:

This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in the practice of nursing.

| Unit | Time (Hrs) |    | Objectives   | Content  | Teaching learning activities  | Assessment methods  |
|------|------------|----|--|--|---|---|
|      | Th         | Pr |  |  |   |   |
| I    | 3          |    | <ul style="list-style-type: none"> <li>- Define the common terms used in pathology</li> <li>- Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Introduction</b></li> <li>• Importance of the study of pathology                             <ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Methods and techniques</li> <li>• Cellular and Tissue changes</li> </ul> </li> <li>• Infiltration and regeneration</li> <li>• Inflammations and Infections</li> <li>• Wound healing</li> <li>• Vascular changes</li> <li>• - Cellular growth, Neoplasms                             <ul style="list-style-type: none"> <li>• Normal and Cancer cell</li> <li>• Benign and Malignant growths</li> <li>• In situ carcinoma</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Explain using Charts</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> </ul> |

|    |    |   |   |   |   |  |
|----|----|---|---|---|---|--|
|    |    |   |   | <ul style="list-style-type: none"> <li>- Disturbances of fluid and electrolyte</li> <li>imbalance.</li> </ul>   |   |  |
| II | 10 | 5 | Explain Pathological changes in disease conditions of various systems | <p><b>Special pathology</b></p> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> <li>• Respiratory tract <ul style="list-style-type: none"> <li>- Tuberculosis, Bronchitis.</li> <li>- Pleural effusion and pneumonia</li> <li>- Lung abscess, emphysema, bronchiectasis</li> <li>- Bronchial asthma, Chronic obstructive Pulmonary disease &amp; tumours.</li> </ul> </li> <li>• Cardio-vascular system <ul style="list-style-type: none"> <li>- Pericardial effusion</li> <li>- Rheumatic heart disease</li> <li>- Infective endocarditis</li> <li>atherosclerosis</li> <li>- Ischemia, infarction &amp; aneurysm</li> </ul> </li> <li>• Gastro Intestinal Tract <ul style="list-style-type: none"> <li>- Peptic ulcer, typhoid</li> <li>- Carcinoma of GI tract, buccal, Esophageal, Gastric &amp; intestinal</li> </ul> </li> <li>• Liver, Gall bladder &amp; pancreas <ul style="list-style-type: none"> <li>- Hepatitis, Chronic liver, abscess, cirrhosis</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> <li>- Explain using charts, slides specimen , X-rays and Scans</li> <li>- Visit to Pathology lab, endoscopy unit and OT</li> </ul> | <p>Short answers</p> <p>Objective type</p> |

|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
|  |  |  |  | <ul style="list-style-type: none"> <li>- Tumours of liver, gall bladder and pancreas</li> <li>- Cholecystitis</li> <li>• Male genital system. <ul style="list-style-type: none"> <li>- Cryptorchidism, testicular atrophy, Prostatic hyperplasia, carcinoma</li> <li>- Penis &amp; prostate.</li> </ul> </li> <li>• Female genital system <ul style="list-style-type: none"> <li>- Fibroids</li> <li>- Carcinoma cervix and Endometrium</li> <li>- Vesicular mole, choriocarcinoma</li> <li>- Ectopic gestation</li> <li>- Ovarian cyst &amp; tumours</li> </ul> </li> <li>• Breast Cancer</li> <li>• Central Nervous system <ul style="list-style-type: none"> <li>- Hydrocephalus, Meningitis, encephalitis,</li> <li>- Vascular disorders - thrombosis, embolism</li> <li>- Stroke, paraplegia, quadriplegia</li> <li>- Tumours, meningiomas, gliomas.</li> </ul> </li> <li>• Metastatic tumour</li> <li>• Skeletal system <ul style="list-style-type: none"> <li>- Bone healing, osteoporosis osteomyelitis</li> </ul> </li> <li>• Arthritis &amp; tumours</li> </ul> |  |  |
|--|--|--|--|---|--|--|

|     |   |   |   |   |   |                                  |
|-----|---|---|---|---|---|----------------------------------|
| III | 4 | 3 | Describe various laboratory tests in assessment and monitoring of disease conditions. | <p><b>Clinical pathology</b></p> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions.</li> <li>- Hemoglobin</li> <li>- RBC, White cell &amp; platelet counts</li> <li>- Bleeding time, clotting time and prothrombin time</li> <li>- Blood grouping and cross matching</li> <li>- Blood chemistry</li> <li>- Blood culture</li> <li>- Serological and immunological tests</li> <li>- Other blood tests</li> <li>- Examination of Bone marrow</li> <li>• - Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> <li>- Visits to Clinical pathology &amp; Bio-chemistry lab and Blood bank</li> </ul> | Short answers<br>Objective type  |
| IV  | 2 | 1 | Describe the laboratory tests for   | <p><b>Examination of body cavity fluids, transudates and exudates.</b></p> <ul style="list-style-type: none"> <li>• The laboratory tests used in CSF analysis</li> </ul>  | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> </ul>  | -Short answers<br>Objective type |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
|   |   |   | <p>examination of body cavity fluids, transudates and exudates</p> <ul style="list-style-type: none"> <li>• Examination of other body cavity fluids, transudates and exudates - sputum, wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen-sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests,</li> <li>• inference and normal values.</li> </ul>                  | ration   |  |
| V | 1 | 1 | <p>Describe the laboratory tests for examination of Urine and faeces.</p> <p><b>Urine and faeces</b></p> <ul style="list-style-type: none"> <li>• Urine and faeces <ul style="list-style-type: none"> <li>- Physical characteristics</li> <li>- Analysis</li> <li>- Culture and sensitivity</li> </ul> </li> <li>• Faeces <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values.</li> </ul> | <p>- Lecture Discussion</p> <p>- Demonstration</p> | <p>Short answers</p> <p>Objective type</p> |

## References

- Mohan, H. Text Book of Pathology. New Delhi: Jay Pee.
- Kumar, V., Abbas, A. K., Fausto, N. Robins Cotran . Pathologic Basis of Diseases. Philadelphia: W. B. Saunders .
- Smith, L. Microbiology and Pathology. St. Louis: C. V. Mosby Company.
- Robbins, S. L., Kumar, V. Basic Pathology. Philadelphia: W. B. Saunders .
- Swaminathan ,Pathology for Nurses, New Delhi: Jay Pee

## MEDICAL SURGICAL NURSING (ADULT including GERIATRICS) –I

### SURGICAL NURSING Course No. 12

**Placement: II Year**

**Theory - 110hrs**

**Nursing faculty- 75 hrs + External faculty- 35hrs**

**Practical: 520 hrs**

### Course description:

This course is designed to enable the students to recognize the etiology, pathophysiology, clinical manifestations, diagnosis and management of patients with common surgical conditions and provide comprehensive nursing care based on nursing process during the pre operative, intra operative, and post operative period.

| Unit | Time (Hrs)                      | Objectives   | Content  | Teaching Learning Activities   | Evaluation                              |
|------|---------------------------------|--|--|--|---|
| I    | 6<br>NF-4<br>EF-2<br>(surge on) | -Describe the concepts of surgical nursing. - Identify the current trends in surgery and surgical nursing. - | <b>Surgery &amp; surgical nursing.</b> <ul style="list-style-type: none"> <li>• -History &amp; trends in surgery &amp; surgical nursing.</li> <li>• -Wound- types, wound healing,.</li> <li>• -Inflammation, abscess,</li> <li>• -Wound infection, surgical dressing.</li> <li>• -Role of nurse in the care</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Supervised clinical practice | Short answers<br><br>Very short answers |

|    |                                      |  |  |  |                                     |
|----|--------------------------------------|--|--|--|-------------------------------------|
|    |                                      | Identify the role of nurses in the management of a patient undergoing surgery.   | of patients undergoing surgery–pre operative, intra operative, immediate and late post operative period.<br><ul style="list-style-type: none"> <li>• -Haemorrhage, shock</li> </ul>  |  |                                     |
| II | 20<br>NF-15<br>EF-5<br>(Anaesthetic) | -Describe the organization and physical set up of Operation Theatre,<br>-Identify the instruments and equipments used for common surgical procedures<br>-Describe the perioperative nursing care<br>- Describe the infection control measures in the operation theatre<br>- Describe the | <b>Operating Room Technique</b><br><ul style="list-style-type: none"> <li>• -Organization and physical set up of operation theatre, OT design, OT team, Duties and responsibilities of nurse in OT, OT dress code, principles of operation theatre technique, OT Table,</li> <li>• Suture materials, equipments in OT, Instruments for common surgical procedures.</li> <li>• -Positions and draping for common surgical procedures, scrubbing, gowning, gloving.</li> <li>• -Preparation of instrument trolley for major &amp; minor surgeries.</li> <li>• -Maintenance of therapeutic environment</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Supervised clinical practice | Short answers<br>Very short answers |



|     |                                      |   |   |  |  |
|-----|--------------------------------------|---|---|--|--|
|     |                                      | care of patients undergoing anesthesia                                | <p>in OT.</p> <ul style="list-style-type: none"> <li>• -Monitoring patients during surgical procedures.</li> <li>• -Infection control in OT, Standard precautions, disinfection, sterilization, fumigation of OT, biomedical waste management in OT,</li> <li>• -Prevention of accidents and hazards in OT</li> <li>• - Anesthesia: <ul style="list-style-type: none"> <li>-types of anesthesia, anesthetic agents, methods of administration, equipments, stages of anesthesia,</li> <li>-Pre anesthetic check up, Premedication, management of patients before , during &amp; after anesthesia.</li> <li>-Complications of anesthesia.</li> </ul> </li> </ul> |  |  |
| III | 18<br>NF-12<br>EF-<br>6(surg<br>eon) | Describe the pre and post operative management of patients undergoing | <p><b>Nursing management of patients undergoing Gastrointestinal surgeries</b></p> <ul style="list-style-type: none"> <li>• -Etiology, pathophysiology, clinical manifestations, diagnosis, surgical &amp;</li> </ul>   | Lecture,<br><br>Discussion,<br><br>Demonstration | Essay<br><br>Short answers<br><br>Very |

|  |  |                            |  |                              |               |
|--|--|----------------------------|--|------------------------------|---------------|
|  |  | Gastrointestinal surgeries | <p>nursing management of patients with disorders of :</p> <ul style="list-style-type: none"> <li>- Oral cavity:<br/>Inflammation, Infection, pre malignant &amp; malignant lesions of oral cavity</li> <li>• -Oesophagus :<br/>Inflammation, Stricture , obstruction, bleeding, carcinoma of oesophagus</li> <li>• -Stomach &amp; duodenum : --<br/>Pyloric stenosis, tumours, bleeding, Carcinoma stomach, hiatus hernia.</li> <li>• -Small and large intestine:<br/>inflammation, infection, enteritis, obstruction, tumour, perforation.<br/>Inflammatory bowel disease, intestinal obstruction, acute abdomen</li> <li>- Hernia,</li> <li>• -Appendix: Appendicitis</li> <li>• -Rectum and Anal canal:<br/>Haemorrhoids, Anal fissure, Fistula, Carcinoma rectum, Pilonidal cyst.</li> <li>• -Gall bladder:<br/>inflammation, infection, tumours.</li> </ul> | Supervised clinical practice | short answers |
|--|--|----------------------------|--|------------------------------|---------------|

|    |                                  |  |   |   |  |
|----|----------------------------------|--|---|---|--|
|    |                                  |  | <ul style="list-style-type: none"> <li>-Pancreas: inflammation, cyst, abscess, tumours.</li> </ul>  |   |  |
| IV | 8<br>NF-5<br>EF-3<br>(urologist) | Describe the pre & Post operative management of patients undergoing renal and genito urinary surgeries | <p><b>Nursing management of patients undergoing renal and genitourinary surgeries</b></p> <ul style="list-style-type: none"> <li>-Etiology, pathophysiology, clinical manifestations, diagnosis, medical, surgical and nursing management of patients with disorders of :</li> <li>-Kidney: Congenital anomalies, hydronephrosis, renal calculi, tumours</li> <li>-Ureter, urinary bladder and urethra: inflammation, infection, stricture, obstruction, tumours.</li> <li>-Prostate : Benign prostatic hypertrophy, Carcinoma prostate,</li> <li>-Hydrocoele, epispadias, hypospadias, phimosis</li> </ul> | Lecture,<br>Discussion,<br>Demonstration,<br>Supervised clinical practice | Essay<br>Short answers<br>Very short answers |
| V  | 5                                | Describe the pre & post operative nursing management of patients                                       | <p><b>Nursing management of patients undergoing thoracic and vascular surgeries</b></p> <ul style="list-style-type: none"> <li>Etiology, pathophysiology, clinical manifestation, diagnosis, medical, surgical</li> </ul>   | Lecture,<br>Discussion,<br>Demonstration,                                 | Essay<br>Short answers                       |

|    |  |   |  |  |  |
|----|--|---|--|--|--|
|    |  | undergoing thoracic & vascular surgeries  | <p>and nursing management of patients with:</p> <ul style="list-style-type: none"> <li>• - Empyema, lung abscess, carcinoma lung, pneumothorax, chest injury, surgical emphysema.</li> <li>• -Vascular disorders:</li> <li>• Thrombo Angitis obliterans, Raynaud's disease , varicose vein and</li> <li>• Aneurysms</li> </ul>   | Supervised clinical practice                                     | Very short answers                           |
| VI | 15<br>NF-10<br>EF-5<br>(Orthopaedic surgeon) | Describe the pre & Post operative management of patients with musculoskeletal disorders | <p><b>Nursing management of patients with disorders of musculoskeletal system</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; physiology of musculoskeletal System</li> <li>• -Assessment of patients with musculoskeletal Disorders.</li> <li>• -Etiology, pathophysiology, clinical features, investigations, medical, surgical and nursing management of patients with :</li> <li>• -Inflammation and trauma of muscles, ligaments and joints-osteoarthritis, rheumatoid arthritis ,</li> </ul> | Lecture, Discussion, Demonstration, Supervised clinical practice | Essay<br>Short answers<br>Very short answers |

|      |   |  |   |  |   |
|------|---|--|---|--|---|
|      |   |  | <p>osteomyelitis,<br/>osteomalacia,<br/>osteoporosis, pott's spine,<br/>paget's disease, bone<br/>tumours.</p> <ul style="list-style-type: none"> <li>• -Subluxation ,Dislocation</li> <li>• - Fracture of bones,</li> <li>• -Prolapsed Inter vertebral<br/>disc</li> <li>• -Congenital disorders of<br/>bones</li> </ul>   |  |   |
| VII  | <p>8<br/>NF-4<br/>EF-4<br/>(Surg<br/>eon)</p> | <p>Describe the<br/>pre &amp; Post<br/>operative<br/>management<br/>of<br/>patients with<br/>miscellaneous<br/>surgical<br/>conditions</p> | <p><b>Nursing management of<br/>patients with miscellaneous<br/>surgical conditions</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy –<br/>breast, thyroid.</li> <li>• -Etiology, pathophysiology<br/>clinical manifestations,<br/>diagnosis, medical, surgical<br/>and nursing management<br/>of patients with benign<br/>and malignant tumours of :</li> <li>• -Breast</li> <li>• -Thyroid</li> <li>• -Management of patients<br/>with Burns,</li> <li>• -Poly trauma</li> </ul> | <p>Lecture,<br/>Discussion,<br/>Demonstra<br/>tion,<br/>Supervised<br/>clinical<br/>practice</p> | <p>Essay<br/>Short<br/>answers<br/>Very<br/>short<br/>answers</p> |
| VIII | <p>15<br/>NF-10<br/>EF-5</p>                  | <p>Describe the<br/>etiology,<br/>pathophysiology</p>  | <p><b>Nursing management of<br/>patients with disorders of<br/>Ear, Nose and Throat.</b></p>  | <p>Lecture,<br/>Discussion,</p>  | <p>Essay<br/>Short</p>  |

|  |                              |  |  |   |  |
|--|------------------------------|--|--|---|--|
|  | <p><b>(ENT surge on)</b></p> | <p>y,<br/>clinical manifestations, diagnosis and medical, surgical and nursing management of patients with disorders of ear nose, and throat</p> | <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; Physiology of ear, nose &amp; throat.</li> <li>• -Assessment and diagnostic measures of patients with disorders of ear, nose and throat</li> <li>• -Etiology, pathophysiology, clinical manifestations, diagnosis, medical, surgical &amp; nursing management of patients with disorders of :</li> <li>• -Ear-foreign bodies, impacted wax, otitis media, tympanic membrane perforation, Otosclerosis, mastoiditis, tumours, Meniere's disease, labyrinthitis, Deafness.</li> <li>• - Disorders of Nose- common cold, sinusitis, epistaxis, deviated nasal septum, nasal polyps.</li> <li>• -Disorders of Throat - Pharyngitis, tonsillitis, adenoiditis, peritonsillar abscess, Laryngitis,</li> <li>• -Upper air way obstruction, cancer of larynx.</li> </ul> | <p>Demonstration,<br/><br/>Supervised clinical practice</p> | <p>answers<br/><br/>Very short answers</p> |
|--|------------------------------|--|--|---|--|

|    |  |   |   |   |  |
|----|--|---|---|---|--|
|    |  |   | <ul style="list-style-type: none"> <li>• -Communicating with impaired hearing and mute</li> <li>• -Instillation of ear drops</li> </ul>   |   |  |
| IX | 15<br>NF-10<br>EF-5<br>(opht<br>halmo<br>logist) | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures, medical, surgical and nursing management of patients with disorders of Eye. | <p><b>Nursing management of patients with disorders of the Eye</b></p> <ul style="list-style-type: none"> <li>• -Review of anatomy &amp; physiology of Eye,</li> <li>• -Assessment &amp; diagnostic measures of patients with disorders of eye.</li> <li>• -Etiology, pathophysiology, clinical manifestations,</li> <li>• Medical, surgical and nursing management of patients with:</li> <li>• - Sty, Chalazion, conjunctivitis, Trachoma, Dacryocystitis, squint, keratitis, eye injuries, glaucoma, cataract, tumours of the</li> <li>• eye, refractive errors, retinal detachment,</li> <li>• Ocular emergencies, blindness, enucleation.</li> <li>• -Eye banking</li> <li>• -Application of eye ointment, Instillation of eye drops.</li> </ul> | Lecture,<br>Discussion,<br>Demonstration,<br>Supervised clinical practice | Essay<br>Short answers<br>Very short answers |

## References

- Smeltzer Suzane , C., Bare Brenda, G ., Brunner and Suddarth's Text book of Medical Surgical Nursing, Lippincott Williams & Wilkins.
- Black Joyce M., Luckman and Sorenson's Medical Surgical Nursing, W.B. Saunders , Philadelphia.
- Lemone &Burke. Medical Surgical Nursing-Critical Thinking in Client Care.Chennai. Pearson Education
- Lewis , Heitkemper, Dirkesen. Medical Surgical Nursing-Assessment and Management of Clinical Problems, Mosby.
- Phipps etal.,Medical Surgical Nursing, Mosby
- Ignatavicius Donna,M.Linda Workman., Medical Surgical Nursing -A Nursing process Approach,W.B.Saunders.
- Baily and Love, Short Text book of Surgery, Hodder Arnold,Newyork.
- Das,Text Book of Surgery, Jaypee.
- Town, Sabiston's Text Book of Surgery, Elsevier.
- Agarwal, Text Book of Ophthalmology, Jaypee.
- Ahamed, Essential's of Ophthalmology, Jaypee.
- Orthopaedic Nursing and Rehabilitation, ELBS,Churchill Livingston.
- Ebnezar.,Text book of Orthopaedics, Jaypee.
- Dhingra., Diseases of Ear ,Nose and Throat, Elsevier.
- Allan William .B. Richard etal., Nursing in Diseases of Eye , Ear,Nose and Throat W.B.Saunders.
- Maqbool Mohammad., Maqbool Subail.,Text book of Ear,Nose& Throat Diseases, Jaypee.
- Dixon,Eileen.,Theatre Technique, Bailliere Tindal,London.
- Atknison ., Berry., Kohn's Operating Room Technique, St. Louis.
- Luqmani.,Text Book of Orthopaedics,Trauma & Rheumatology, ELSIVIER.
- Hazarika P, Nayak D R and Balakrishnan R.Text Bookof Ear, Nose Throat and Head & Neck Surgery CBS Publishers . New Delhi.
- National & International Journals on Nursing.



## SURGICAL NURSING -PRACTICAL

Total – 520 hours (13 weeks)

| Area                       | Durati on (in week)   | Objectives  | Skills  | Assign ments  | Assessment methods  |
|----------------------------|-----------------------|---|---|---|---|
| Surgical Ward & Burns unit | 4 (1 week night duty) | Provide pre & post operative care to patients undergoing Surgeries<br><br>Provide comprehensive care to patients with burns | -Preoperative preparation of patients, receiving patients after surgery, monitoring of patients after surgery, care of wounds & drains, suture removal<br>-Chest physiotherapy,<br>-Ambulation and exercise after surgery,<br>- Care of inter costal drainage, -provide comprehensive care to patients after surgery,<br>-Management of patients with burns<br>- Health education at the time of discharge after surgery. | - Preopera tive work up of two patients, -care plan - 2<br><br>-care study-1<br><br>-Night report | -Assess performance using rating scale<br>-Assess skill with check list<br>-Evaluation of care study, care plan , presentation<br>-Completion of activity record<br>-OSCE |
| Surgical ICU               | 1                     | Provide comprehensive care to patients in the immediate   | -Haemodynamic monitoring of patients after surgery, monitor for bleeding and other complications, maintain fluid  | -Plan and provide care to 1-2 assigned patients   | Assess performance using rating scale<br>-Assess skill with check list  |

|                   |   |  |  |  |   |
|-------------------|---|--|--|--|---|
|                   |   | <p>post operative period</p> <ul style="list-style-type: none"> <li>-Detect &amp; manage complications after surgery</li> </ul>  | <ul style="list-style-type: none"> <li>&amp;electrolyte balance after surgery,</li> <li>-Deep breathing &amp; coughing exercise,</li> <li>-Chest physiotherapy,</li> <li>-Endotracheal and oral suctioning.</li> </ul>   | <ul style="list-style-type: none"> <li>-Care plan-1</li> <li>-Drug book</li> <li>-Report of special procedures</li> </ul>  | <ul style="list-style-type: none"> <li>-Evaluation of careplan ,</li> <li>report of special procedures</li> <li>-Completion of activity records</li> </ul>              |
| Operation Theatre | 4 | <p>Identify instruments used in common surgeries ,</p> <p>Participates in infection control practices in Operation theatre,</p> <p>Sets up instrument trolley for common surgical procedures</p> <p>Assist in Surgeries,</p> <p>Provide peri operative Nursing care.</p> | <ul style="list-style-type: none"> <li>-Scrubbing, gowning, gloving, carbolization, disinfection, fumigation,</li> <li>-Setting up of instrument trolley for common surgical procedures,</li> <li>-Sterilization of instruments, --</li> <li>-Positioning and draping of patients for various surgeries,</li> <li>-Assisting in giving Anesthesia,</li> <li>-Assist with major &amp;minor surgeries,</li> <li>Practice surgical aseptic techniques</li> <li>Handling specimens.</li> </ul> | <ul style="list-style-type: none"> <li>Assist as a circulatory nurse, Assist as a scrub nurse in major surgeries -8 minor surgeries -10,</li> <li>Maintain Daily Report. Prepare check list for practicing surgical asepsis in operation Theatre.</li> </ul> | <ul style="list-style-type: none"> <li>-Assess performance using rating scale</li> <li>-Assess skill with check list</li> <li>-Completion of activity record</li> </ul> |

|                       |   |  |   |   |   |
|-----------------------|---|--|---|---|---|
| Orthopaedic Ward & OP | 2 | Provide comprehensive nursing care to patients with musculoskeletal disorders. | -Assess patients with musculoskeletal disorders, assist in application of plaster cast, skin traction & skeletal traction, - ROM exercises, -provide comprehensive care(pre & post operative) to patients with musculoskeletal disorders. | -Plan and provide care to assigned patients<br>-Care plan -1<br>-Report of plaster cast application, traction.<br>-case study/ presentation | -Assess performance using rating scale<br>-Assess skill with check list<br>-Evaluation of care plan, presentation, report of special procedures<br>-Completion of activity record |
| ENT Ward & OP         | 1 | Provide comprehensive care to patients with ENT disorders.                     | Assess patients with ENT disorders,<br>Assist with diagnostic & therapeutic procedures, instill ear drops, perform tracheostomy care & suctioning,<br>Provide comprehensive care( pre & post operative) to patients with ENT disorders.   | -Plan and provide care to assigned patients<br>- Observati on report<br>-Drug file  | -Assess performance using rating scale<br>-Assess skill with check list<br>-Evaluation of report of special procedures<br>-Completion of activity record                          |
| Ophthalmology Ward,   | 1 | Provide care to patients with Eye  | Assess patients with disorders of eye, assist diagnostic &  | -Plan and provide care to assigned  | Assess performance using rating   |

|        |  |           |  |   |  |
|--------|--|-----------|--|---|--|
| OP, OT |  | Disorders | therapeutic procedures, instill eye drops, apply eye bandage, provide pre & post operative care to patients with eye disorders, health education to patients after eye surgery . | patients Observati on report- OPD, OT, Eye bank -Drug file -Provide health educatio n to patients with eye surgery, Observati on report, -Drug file | scale<br>-Assess skill with check list<br>-Evaluation of health talk, report of special procedures<br>-Completion of activity record |
|--------|--|-----------|--|---|--|

#### DETAILS OF PRACTICAL RECORD

Nursing Care study - 1

Pre operative preparation of selected surgical cases - 2

Nursing Care plan – 4

(surgical Ward – 2, surgical ICU – 1, Orthopaedic ward – 1)

Instrument sets : major surgeries assisted – 2

Instrument sets of a minor surgeries assisted - 2

List of surgeries assisted with details of patients :

(Major surgeries -5, Minor surgeries- 5)

## PHARMACOLOGY — Course No. 13

**Placement: II year**

**Theory – 60 hours.**

#### Course Description:

This course is designed to enable students to acquire understanding of pharmacodynamics, pharmacokinetics, principles of therapeutics and nursing implications.

| Unit | Time (hours) | Learning objectives   | Content   | Teaching learning activities | Assessment method                            |
|------|--------------|---|---|------------------------------|--|
| I    | 5            | Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration | <p><b>Introduction to Pharmacology</b></p> <ul style="list-style-type: none"> <li>-Definitions</li> <li>-Sources</li> <li>-Terminology used</li> <li>-Types: Classification</li> <li>• -Pharmacodynamics: <ul style="list-style-type: none"> <li>Actions: therapeutic, adverse, toxic</li> </ul> </li> <li>• -Pharmacokinetics: <ul style="list-style-type: none"> <li>absorption, distribution, metabolism, interaction, excretion.</li> </ul> </li> <li>• - Review : routes and principles of administration of drugs</li> <li>• - Indian Pharmacopoeia: <ul style="list-style-type: none"> <li>Legal issues</li> </ul> </li> <li>• - Rational use of drugs</li> <li>• - Principles of therapeutics.</li> </ul> | Lecture<br>Discussion        | Short answers<br>Very short answers          |
| II   | 10           | Explain chemotherapy of specific infections and infestations and nurse's responsibilities             | <p><b>Chemotherapy</b></p> <ul style="list-style-type: none"> <li>• - Pharmacology of commonly used antibiotics. <ul style="list-style-type: none"> <li>-Pencillin</li> <li>- Cephalosporins</li> <li>- Aminoglycosides</li> <li>- Macrolide &amp;</li> </ul> </li> </ul>   | Lecture<br>Discussion        | Essay<br>Short answers<br>Very short answers |

|     |   |  |  |                       |   |
|-----|---|--|--|-----------------------|---|
|     |   |  | <p>broad spectrum antibiotics</p> <ul style="list-style-type: none"> <li>- Sulfonamides</li> <li>- Quinolones</li> <li>- Antiamoebic</li> <li>- Antimalarials</li> <li>- Anthelmintic</li> <li>- Antiscabies agents</li> <li>- Antiviral &amp; anti fungal agents</li> <li>- Antitubercular drugs</li> <li>- Anti leprosy drugs</li> <li>• -Anticancer drugs</li> <li>• - Immuno suppressants</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity</li> <li>• role of nurse.</li> </ul> |                       |   |
| III | 2 | Describe antiseptics, disinfectants, insecticides and nurse's responsibilities | <p><b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b></p> <ul style="list-style-type: none"> <li>• - Antiseptics</li> <li>• - Disinfectants</li> <li>• - insecticides</li> <li>• Composition, action, dosage, route,</li> </ul>  | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|           |          |  |  |                       |  |
|-----------|----------|--|--|-----------------------|--|
|           |          |  | indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.  |                       |  |
| <b>IV</b> | <b>4</b> | Describe drugs acting on Gastro intestinal system and nurse's responsibilities | <p><b>Drugs acting on G.I.System</b></p> <ul style="list-style-type: none"> <li>• - Pharmacology of commonly used - <ul style="list-style-type: none"> <li>• Antiemetics,</li> <li>• Emetics</li> <li>• Purgatives</li> <li>• Antacids</li> <li>• Cholinergic</li> <li>• Anticholinergics</li> </ul> </li> <li>• Fluid and electrolyte therapy</li> <li>• Anti diarrhoeals</li> <li>• Histamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
| <b>V</b>  | <b>3</b> | Describe drugs used on Respiratory system and                                  | <p><b>Drugs used on Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used drugs</li> </ul>   | Lecture<br>Discussion | Essay<br>Short answers                       |

|    |   |  |  |                       |  |
|----|---|--|--|-----------------------|--|
|    |   | nurse's responsibilities   | <ul style="list-style-type: none"> <li>• Anti asthmatics</li> <li>• Mucolytics</li> <li>• Decongestants</li> <li>• Expectorants</li> <li>• Antitussives</li> <li>• Bronchodilators</li> <li>• Broncho constrictors</li> <li>• Antihistamines</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> |                       | Very short answers                           |
| VI | 2 | Describe drugs used on Urinary system and nurse's responsibilities | <p><b>Drugs used on Urinary system</b></p> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used.</li> <li>• Diuretics and antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergic and anti cholinergics</li> <li>• Acidifiers and alkalanizers</li> <li>• Composition, action, dosage , route, indications, contraindications, drug</li> </ul>   | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |



|      |   |  |  |                       |  |
|------|---|--|--|-----------------------|--|
|      |   |  | Interactions, side effects, adverse effects, toxicity and role of nurse.   |                       |  |
| VII  | 4 | Describe Drugs used in de-addiction, emergency, deficiency of vitamins & minerals, poisoning, immunization and immuno-suppression and nurse's responsibilities | <b>Miscellaneous Drugs</b> <ul style="list-style-type: none"> <li>• Drugs used in de-addiction</li> <li>• Drugs used in CPR and emergency</li> <li>• Vitamins and minerals</li> <li>• Immunosuppressants</li> <li>• Antidotes</li> <li>• Antivenom</li> <li>• Vaccines and sera</li> </ul>   | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
| VIII | 2 | Describe drugs used on skin & mucous membranes and nurse's responsibilities  | <b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>• - Topical applications for skin, eye, ear, nose and buccal cavity</li> <li>• Antipruritics</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |

|    |    |  |   |                       |  |
|----|----|--|---|-----------------------|--|
| IX | 10 | Describe drugs used on Nervous system and role of nurse. | <b>Drugs acting on Nervous system</b> <ul style="list-style-type: none"> <li>• Basic &amp; Applied pharmacology of commonly used: <ul style="list-style-type: none"> <li>• Analgesics and Anaesthetics</li> <li>• Analgesics</li> <li>• Non steroidal anti inflammatory (NSAID) drugs</li> <li>• Antipyretics</li> <li>• Hypnotics and Sedatives</li> <li>• Opioids</li> <li>• Non-Opioids</li> <li>• Tranquilizers</li> </ul> </li> <li>• General &amp; local anesthetics - Gases: oxygen, nitrous oxide, carbon-dioxide</li> <li>• Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>- Muscle relaxants</li> <li>- Major tranquilizers</li> <li>- Anti-psychotics</li> <li>- Antidepressants</li> <li>- Anticonvulsants</li> <li>- Adrenergics</li> <li>- Noradrenics'</li> <li>- Mood stabilizers</li> </ul> </li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
|----|----|--|---|-----------------------|--|

|   |   |   |  |                       |   |
|---|---|---|--|-----------------------|---|
|   |   |   | <ul style="list-style-type: none"> <li>- Acetylcholine</li> <li>- Stimulants</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>   |                       |   |
| X | 6 | Describe drugs used on Cardiovascular system and nurse's responsibilities | <p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Anti-hypertensives &amp; Vasodilators</li> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> <li>• Composition, action, dosage , route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|    |   |  |   |                       |  |
|----|---|--|---|-----------------------|--|
| XI | 6 | Describe drugs used for hormonal disorders and supplementation and medical termination of pregnancy and nurse's responsibilities | <p><b>Drugs used for hormonal disorders/supplementation and medical termination of pregnancy</b></p> <ul style="list-style-type: none"> <li>• Insulins &amp; oral hypoglycemics</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen-progestrone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts.</li> <li>• Calcium regulators</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> | Lecture<br>Discussion | Essay<br>Short answers<br>Very short answers |
|----|---|--|---|-----------------------|--|

|            |          |  |  |            |                    |
|------------|----------|--|--|------------|--------------------|
| <b>XII</b> | <b>6</b> | Demonstrate awareness of the common drugs used in alternative system of medicine | <b>Introduction to Drugs used in alternative systems of medicine:</b>  | Lecture    | Short answers      |
|            |          |  | <ul style="list-style-type: none"> <li>• Ayurveda,</li> <li>• Homeopathy,</li> <li>• Unani</li> <li>• Siddha etc.</li> </ul> | Discussion | Very short answers |

### References

- Sathoskar R.S., Bhandarkar S. D., Ainapure S. S. Pharmacology & Pharmacotherapeutics. Mumbai: Popular Parakashan Pvt. Ltd.
- Udayakumar, P. Pharmacology For Nurses. New Delhi: Jay Pee.
- Herbert-Ashton, M., Nancy, C. Pharmacology. New Delhi: Jones & Bartlett.
- Sreevastava, M. Fundamental and Applied Pharmacology for Nurses. New Delhi: Jay Pee.
- Mckenery & Salerno. Mosby's Pharmacology in Nursing. St. Louis: Elsevier.
- Drug Hand book. Philadelphia: Lippincott Williams and Wilkins
- Tripathi K. D. Essentials of Medical Pharmacology. New Delhi: Jaypee.
- Mc Kenry, L. M. Salerno, E. Mosby's Pharmacology in Nursing. St. Louis: Mosby.

## COMMUNITY HEALTH NURSING-I Course No.14

**Placement: II Year**

**Theory - 100 Hours**

**Practical – 160 Hours**

Course description:

This course is designed for students to appreciate the principles of promotion and maintenance of health of the individuals, families and community.

| Unit      | Time (hours) | Learning Objectives   | Content   | Teaching learning activity  | Assessment methods      |
|-----------|--------------|---|---|---|-------------------------|
| <b>I</b>  | <b>5</b>     | Describe concept and dimensions of health<br>Apply the levels of prevention in health care<br>Promote healthy life styles | <b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Health:                             <ul style="list-style-type: none"> <li>- Definition</li> <li>- Concept and Determinants of health</li> </ul> </li> <li>• Dimensions of Health                             <ul style="list-style-type: none"> <li>- Physical,</li> <li>- mental,</li> <li>- social and</li> <li>- spiritual health</li> </ul> </li> <li>• Levels of prevention.</li> <li>• Protective immunization, cold chain system</li> <li>• Personal health and Personal hygiene</li> <li>• Menstrual hygiene</li> <li>• Health Promotion</li> </ul> | Lecture<br>Discussion<br>Charts<br>Participation in clinic activities | Essays<br>Short answers |
| <b>II</b> | <b>25</b>    | Identify the environmental  | <b>ENVIRONMENTAL HEALTH</b> <ul style="list-style-type: none"> <li>• Environment-</li> </ul>  | -Lecture<br>Discussion  | Essay                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>factors affecting health</p> <p>Explain the importance of food hygiene and its impact on health</p> | <p>Definition</p> <ul style="list-style-type: none"> <li>• Components of environment</li> <li>• Environmental Sanitation- Definition</li> <li>• Environmental Factors: <ul style="list-style-type: none"> <li>- Water, Air, light, ventilation, noise, climate,</li> <li>- Housing</li> <li>- Global warming</li> </ul> </li> <li>• Disposal of waste, disposal of excreta and disposal of dead bodies</li> <li>• Acts regulating the environmental sanitation -National pollution control board.</li> <li>• Arthropods and Rodents: <ul style="list-style-type: none"> <li>- Mosquito, Houseflies, lice and other vectors</li> </ul> </li> <li>• Food hygiene: -- production, preservation, purchase, preparation, consumption,</li> <li>• Food poisoning</li> <li>• -Acts regulating food hygiene, Prevention of food adulteration.</li> </ul> | <p>using models, charts and slides</p> <p>-Field trip to water treatment plant, sewage treatment plant and milk pasteurizing plant, hotel / restaurant etc</p> | <p>Short answers</p> <p>Very short answers</p> |
|--|--|--|--|--|--|

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| <p style="text-align: center;"><b>III</b></p> | <p style="text-align: center;"><b>5</b></p>  | <p>Describe concepts, principles and elements of primary health care</p>    | <p><b>PRIMARY HEALTH CARE</b></p> <ul style="list-style-type: none"> <li>- Definition, and characteristics</li> <li>- Elements</li> <li>- Principles</li> <li>• Health For All</li> <li>• Millennium Development Goals</li> <li>• Sustainable development Goals</li> <li>• Functions of <ul style="list-style-type: none"> <li>- -Sub Centre</li> <li>- -Primary Health Centre</li> <li>- -Community Health Centre</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Supervised field practice</p>                              | <p>Essay</p> <p>Short answers</p>                           |
| <p style="text-align: center;"><b>IV</b></p>  | <p style="text-align: center;"><b>10</b></p> | <p>Describe concept, scope, uses methods and approaches of epidemiology</p> | <p><b>EPIDEMIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses</li> <li>• Dynamics of disease transmission</li> <li>• Epidemiological triad</li> <li>• Measurements in Epidemiology:</li> <li>• Morbidity and mortality measurements</li> <li>• Health indicators</li> <li>• Methods of epidemiology:</li> </ul>  | <p>Lecture discussion</p> <p>Explain using Charts, graphs Models and slides Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



|          |           |   |  |  |   |
|----------|-----------|---|--|--|---|
|          |           |   | <p>Descriptive, Analytical, experimental</p> <ul style="list-style-type: none"> <li>• Epidemic investigation</li> </ul>  |  |   |
| <b>V</b> | <b>25</b> | <p>Describe Epidemiology and nursing management of common Communicable diseases</p> | <p><b>EPIDEMIOLOGY AND NURSING MANAGEMENT OF COMMON COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>• Respiratory infections: <ul style="list-style-type: none"> <li>- Small Pox, Chicken Pox,</li> <li>- Measles, Influenza, Rubella,</li> <li>- ARI &amp; Pneumonia, Mumps,</li> <li>- Diphtheria, Whooping cough,</li> <li>- Meningococcal meningitis,</li> <li>- Tuberculosis, SARS, Swine flue</li> </ul> </li> <li>• Intestinal Infections : <ul style="list-style-type: none"> <li>- Poliomyelitis, Viral Hepatitis,</li> <li>- Cholera, Diarrhoeal diseases,</li> <li>- Typhoid Fever, Amoebiasis,</li> <li>- Hook worm infection,</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Supervised field practice in health centers Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p>Ascariasis,<br/>Dracunculiasis.</p> <ul style="list-style-type: none"> <li>• Arthropod infections : <ul style="list-style-type: none"> <li>- Dengue, Malaria,<br/>Filariasis,</li> <li>- Chikungunya</li> </ul> </li> <li>• Zoonoses:</li> <li>• Viral- <ul style="list-style-type: none"> <li>- Rabies, Yellow<br/>fever,</li> <li>- Japanese<br/>encephalitis,<br/>Kyasnur Forest<br/>Disease.</li> </ul> </li> <li>• Bacterial – <ul style="list-style-type: none"> <li>- Brucellosis, Plague,<br/>Human<br/>Salmonellosis,</li> </ul> </li> <li>• Anthrax, Leptospirosis</li> <li>• Rickettsial diseases-<br/>Rickettsial Zoonoses,<br/>Scrub typhus, Murine<br/>typhus, Tick typhus,</li> <li>• Q fever.</li> <li>• Parasitic zoonoses –<br/>Taeniasis, Hydatid<br/>disease,</li> <li>• Leishmaniasis.</li> <li>• Surface infection:<br/>Trachoma,</li> </ul> |  |  |
|--|--|--|---|--|--|

|            |           |  |  |  |  |
|------------|-----------|--|--|--|--|
|            |           |  | <ul style="list-style-type: none"> <li>• Tetanus, Leprosy, STD &amp; RTI,</li> <li>• Yaws,</li> <li>• Management of persons with HIV/AIDS</li> <li>• -Emerging and Re emerging infectious diseases</li> </ul>  |  |  |
| <b>VI</b>  | <b>10</b> | Describe the epidemiology and nursing management of common non-Communicable diseases | <p><b>EPIDEMIOLOGY AND NURSING MANAGEMENT OF NON-COMMUNICABLE DISEASES</b></p> <ul style="list-style-type: none"> <li>• Nutritional problems: Malnutrition, under nutrition, over nutrition, nutritional deficiencies, Anaemia and Obesity</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Disease</li> <li>• Coronary Heart Disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Fluorosis</li> </ul> | Lecture<br>Discussion<br><br>Supervised field practice in health centers | Essay<br><br>Short answers<br><br>Very short answers |
| <b>VII</b> | <b>6</b>  | Describe the concepts and  | <b>DEMOGRAPHY</b>  | Lecture  |  |

|             |          |  |   |  |  |
|-------------|----------|--|---|--|--|
|             |          | scope of demography<br>-Describe methods of data collection, analysis and interpretation of demographic data | <ul style="list-style-type: none"> <li>• Definition</li> <li>• Demographic Cycle</li> <li>• Census</li> <li>• Demographic trends in India</li> <li>• Demographic rates and ratios</li> <li>• Demographic and reproductive indicators</li> </ul>   | Discussion<br>Surveys<br>Project   | Essay<br><br>Short answers                           |
| <b>VIII</b> | <b>7</b> | Describe methods of population control   | <b>POPULATION CONTROL</b> <ul style="list-style-type: none"> <li>• Population explosion and its impact on social and economic development</li> <li>• Promotion of small family norm-Family Planning</li> <li>• Methods of contraception:<br/>Temporary and Permanent family planning methods</li> <li>• Emergency contraception</li> <li>• MTP</li> </ul> | -Lecture discussion using charts, models and slides<br><br>Supervised field practice | Essay<br><br>Short answers<br><br>Very short answers |
| <b>IX</b>   | <b>7</b> | Identify the various aspects of health education and   | <b>INFORMATION, EDUCATION AND COMMUNICATION (IEC)</b> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Aims &amp; objectives</li> </ul>   | -Lecture discussion using different types of AV                                      | Essay<br><br>Short answers                           |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | apply in the community health nursing practice | <ul style="list-style-type: none"> <li>• Health Education- Principles &amp; approaches</li> <li>• AV aids in Health Education</li> <li>• Methods&amp; media of IEC</li> <li>• Role of nurse in IEC</li> </ul> | aids<br>health talks<br>Demonstration<br>Project |  |
|--|--|--|---|--|--|

## REFERENCE

- Park. K. Text book of Preventive & Social Medicine, M/s Banarsidas Bhanot Publishers Jabalpur, Latest edition.
- Suryakantha.H A. Community Medicine-with Recent Advances, Jaypee Brothers Medical Publishers, New Delhi.
- Gupta MC & Mahajan BK. Text Book of Preventive and Social Medicine, Jaypee Brothers Medical Publishers, New Delhi.
- Gulani.K.K. Community Health Nursing. Principles & practice. Kumar Publishing House, New Delhi.
- Swarankar K. Community Health Nursing, N.R. Brothers, Indore.
- Sridhar Rao. Principles of Community Medicine. AITBS Publishers, New Delhi.
- Neelam Kumari. A Text Book of Community Health Nursing-I, S.Vikas & Company, Jalandhar.
- Rao, Kasthuri Sundar, An Introduction to Community Health Nursing, B.I. Publications, Madras.
- Community Health Nursing Manual, TNAI Publication, GreenPark, New Delhi. Latest edition
- National & International Journals on Public Health .

## COMMUNITY HEALTH NURSING I – Practical

Placement : II Year

Duration: 160 Hrs (4 Weeks)

| Areas                   | Duration (in weeks) | Skills   | Assignments  | Assessment methods                            |
|-------------------------|---------------------|--|--|---|
| Sub Centre              | 1 week              | -Maintain interpersonal relationship.  | Health talk-1  | -Assess clinical performance                  |
| Primary Health Centre   | 1 week              | -Identify health deviations of individuals   | -Report of the activities of SC, PHC, CHC, UHC   | with rating scales                            |
| Community Health Centre | 1 week              | -History taking<br>-Physical examination<br>-Collect specimens : sputum, malaria smear   | -Report of the posting to clinics (Preventive clinic , NCD Clinic and Family Planning unit)  | -Health talk<br>-Report of observation visits |
| Urban Health Centre-UHC | 1 week              | -Perform simple lab tests- blood for Haemoglobin, sugar, urine for albumin & sugar<br>-Administer vaccines and medications to adults<br>-Render need based services to the clients<br>-Educate individuals on prevailing health problems<br>-Conduct epidemiological survey - chlorination of domestic well. | -Epidemiological survey- Report<br>Report of field visits to<br>-Water purification plant, Sewage treatment plant and Milk pasteurizing plant, Anganwadi , Meat processing unit, | -Completion of activity record                |

## THIRD YEAR B.SC NURSING

### MEDICAL SURGICAL NURSING –II (ADULT including GERIATRICS)-II

Course  
No. 15

**Placement: III Year**

**Theory: 110 hours**

**Nursing faculty: 80 hours**

**External faculty: 30 hours**

**Practical-400 hours**

#### Course description:

This course is designed to enable the students to recognize the etiology, pathophysiology, symptomatology, diagnostic measures and management of patients with complex medical and surgical conditions in cardiology, cardiothoracic surgery, neurology, neurosurgery, nephrology, urology, oncology, plastic and reconstructive surgery and emergencies and to provide comprehensive nursing care to such patients.

| Unit | Time (hrs) | Learning objectives   | Content  | Teaching learning activities   | Assess ment method                           |
|------|------------|---|--|--|--|
| I    | 8          | -Describe the organization of critical care units.<br>-Describe the role of the nurse in management of patients in critical care units. | <b>Nursing management of patients in critical care units</b> <ul style="list-style-type: none"> <li>• Critical care units : organizational set up, policies, staffing norms,</li> <li>• principles of critical care nursing</li> <li>• protocols, equipments and supplies , ventilators, monitors, infusion pumps, defibrillators,</li> <li>• infection control in critical care units.</li> <li>• psychosocial aspects.</li> <li>• nursing assessment- history&amp; physical</li> </ul> | Lecture<br><br>Discussion<br><br>Explain using charts, graphs, models, films, slides,<br><br>Demonstr a tion | Essay<br><br>Short notes<br>Very short notes |

|    |    |   |  |  |   |
|----|----|---|--|--|---|
|    |    |   | <p>examination in the critical care units</p> <ul style="list-style-type: none"> <li>• Special treatments and procedures-cardiac monitoring, haemodynamic monitoring.</li> <li>• CPR- BLS, ACLS</li> <li>• transitional care</li> <li>• crisis intervention and stress management.</li> <li>• drugs used in critical care units.</li> <li>• records</li> <li>• ethical and legal aspects.</li> <li>• communication with patient and family.</li> </ul> | <p>Practice session</p> <p>Discussion / seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book/ presentation</p> |   |
| II | 12 | Describe organization of emergency and disaster care services | <p><b>Nursing management of patients with emergencies and disaster situations</b></p> <ul style="list-style-type: none"> <li>• Disaster nursing:- <ul style="list-style-type: none"> <li>- concepts , principles of disaster nursing - Causes and types of disaster :</li> <li>- Natural and man made-earthquakes, flood, epidemics, cyclones, tsunami,</li> </ul> </li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Explain using charts, graphs, models, films, slides,</p>   | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |



|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p>fire, explosion, accidents, violence, terrorism, biochemical war.</p> <ul style="list-style-type: none"> <li>• -Policies related to emergency/ disaster management: international, national and state, institutional.</li> <li>• -disaster preparedness : team, guidelines, protocols, equipments, resources, coordination and involvement of community, government departments, nongovernmental organizations, international agencies.</li> <li>• role of the nurse in disaster management.</li> <li>• legal aspects of disaster nursing.</li> <li>• post traumatic stress disorder.</li> <li>• rehabilitation: physical, psychosocial, financial, relocation.</li> <li>• Emergency nursing :- <ul style="list-style-type: none"> <li>- concepts, principles of emergency nursing.</li> </ul> </li> </ul> | <p>Demonstration</p> <p>Practice session</p> <p>Discussion / seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Disaster management drills</p> <p>Drug book/ presentation</p> |  |
|--|--|--|---|---|--|

|     |    |  |   |   |   |
|-----|----|--|---|---|---|
|     |    |  | <ul style="list-style-type: none"> <li>- issues in emergency care.</li> <li>• Organization of emergency services : physical set up, staffing, equipments and supplies, protocols.</li> <li>- Concepts of triage and role of the nurse.</li> <li>- Coordination and involvement of different departments and facilities</li> <li>- Medico legal aspects</li> </ul>   |   |   |
| III | 12 | <p>Explain concepts, theories and problems of ageing.</p> <p>Describe the nursing care of the elderly.</p> | <p><b>Nursing care of the elderly</b></p> <ul style="list-style-type: none"> <li>• Ageing- concepts, theories, ageing process</li> <li>• Demographics in ageing</li> <li>• Psychosocial aspects, stress and coping in older adults</li> <li>• Cognitive aspects of ageing.</li> <li>• Normal biological ageing.</li> <li>• Age related changes in body systems, health promotion strategies.</li> <li>• Common health problems and nursing management: cardiovascular,</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Explain using charts, graphs, models, films, slides,</p> <p>Practice session</p> <p>Case presentati</p> | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |

|    |                   |   |  |   |                                    |
|----|-------------------|---|--|---|------------------------------------|
|    |                   |   | respiratory,<br>musculoskeletal,<br>endocrine, genitourinary,<br>gastrointestinal,<br>neurological, skin & other<br>sensory organs. <ul style="list-style-type: none"> <li>• Psychosocial and sexual abuse of the elderly.</li> <li>• Environmental aspects of ageing.</li> <li>• Role of the nurse in the care of the elderly- home &amp; institutional care.</li> <li>• Role of the nurse for caregivers of elderly.</li> <li>• Role of family, formal and informal caregivers.</li> <li>• Use of aides and prosthesis (hearing aids, dentures)</li> <li>• Legal and ethical issues.</li> <li>• Provisions and programmes for the elderly.</li> <li>• Privileges, community programmes, and health services</li> </ul> | on,<br>seminar<br><br>Health education<br><br>Supervised clinical practice<br><br>Drug book/ presentation<br><br>Visit to old age homes |                                    |
| IV | 9<br>NF 6<br>EF 3 | Describe the nursing management of patients | <b>Nursing management of patients with respiratory disorders</b>   | Lecture<br><br>Discussion   | Essay<br>Short notes<br>Very short |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   |   | with respiratory disorders  | <ul style="list-style-type: none"> <li>• ARDS, Interstitial Lung Disease, Respiratory failure</li> <li>• Nursing management of patients on mechanical ventilator.</li> </ul>  |  | notes                                    |
| V | 25<br>NF-15<br>EF-10<br>(card-5;<br>Card<br>Surg-5) | Describe the etiology, pathophysiology, clinical manifestations and medical, surgical and nursing management of common cardiac conditions | <p><b>Nursing management of patients with diseases of the heart.</b></p> <ul style="list-style-type: none"> <li>• Medical: <ul style="list-style-type: none"> <li>-Acute coronary syndrome, dysrhythmias, cardiomyopathies, cardiac arrest</li> </ul> </li> <li>• Surgical: <ul style="list-style-type: none"> <li>-Closed and open heart surgery, valvotomy, valve replacement, CABG, repair of aneurysm</li> <li>correction of congenital defects, Heart transplantation.</li> <li>-Supportive therapies: Pacemaker, IABP, defibrillator, thrombolytic therapy, interventional cardiology,</li> <li>-Pre and post operative management of patients</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration | Essay<br>Short notes<br>Very short notes |

|      |                     |   |   |  |   |
|------|---------------------|---|---|--|---|
|      |                     |   | <p>undergoing cardiac surgery</p> <ul style="list-style-type: none"> <li>-Drugs used</li> <li>-Rehabilitation</li> </ul>  |  |   |
| VI   | 15<br>NF-10<br>EF-5 | Describe the medical, surgical and nursing management of patients with neurological conditions. | <p><b>Nursing management of patients with neurological conditions</b></p> <ul style="list-style-type: none"> <li>• Neuro assessment</li> <li>• Medical: Epilepsy</li> <li>• Surgical :Head injury, spinal cord injury, IVDP, ICSOL-Brain tumours, cerebral aneurysms</li> <li>• Nursing management- cranial and spinal surgeries</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>  | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |
| VII  | 8<br>NF-4<br>EF-4   | Describe the nursing management of patients with renal disorders                                | <p><b>Nursing management of patients with renal disorders</b></p> <ul style="list-style-type: none"> <li>• Renal failure</li> <li>• CRRT, Dialysis, Renal transplantation</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p>  | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |
| VIII | 15<br>NF-10<br>EF-5 | Describe the nursing management of patients with oncologic disorders.                           | <p><b>Nursing management of patients with oncologic disorders.</b></p> <ul style="list-style-type: none"> <li>• structure and characteristics of normal and cancer cells.</li> <li>-cell cycle</li> <li>• Nursing assessment- history and physical</li> </ul>   | <p>Seminar</p> <p>Lecture</p> <p>Discussion</p> <p>Slides</p> <p>Demonstration</p> <p>Practice session</p> | <p>Essay</p> <p>Short notes</p> <p>Very short notes</p> |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p>examination</p> <ul style="list-style-type: none"> <li>• prevention, screening, early detection, warning signs of cancer</li> <li>• epidemiology, etiology, pathophysiology, classification, staging and grading, clinical manifestations, diagnosis, treatment modalities and medical, surgical &amp; nursing management of oncologic conditions: <ul style="list-style-type: none"> <li>-Oral, larynx, lung, stomach, colon, liver, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate.</li> </ul> </li> <li>• Oncological emergencies</li> <li>• Modalities of treatment:</li> <li>• Chemotherapy, radiation therapy, immunotherapy, surgical interventions, stem cell and bone marrow transplantation, gene therapy, other forms of treatment.</li> <li>• Psychosocial aspects of cancer</li> <li>• Rehabilitation</li> </ul> | <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book presentation</p> <p>Visit to palliative care centre, Hospice</p> |  |
|--|--|--|---|---|--|

|    |                   |   |   |  |  |
|----|-------------------|---|---|--|--|
|    |                   |   | <ul style="list-style-type: none"> <li>• Palliative care : symptom and pain management, nutritional support</li> <li>• Home care, hospice care, special therapies</li> </ul>  |  |  |
| IX | 6<br>NF-3<br>EF-3 | Describe the nursing management of patients with plastic, reconstructive and cosmetic surgeries | <p><b>Reconstructive and cosmetic surgeries.</b></p> <ul style="list-style-type: none"> <li>• Nursing management of patients with plastic, reconstructive and cosmetic surgeries</li> <li>• Types of reconstructive and cosmetic surgery for : traumatic injuries, burns, congenital defects,</li> <li>• Skin grafts</li> <li>• cosmetic surgeries- prosthesis</li> <li>• Nursing management- pre &amp; post operative care</li> <li>• Legal aspects</li> <li>• Rehabilitation</li> </ul> | Lecture<br>Discussion<br>Slides<br>Demonstration<br>Practice session<br>Health education | Essay<br>Short notes<br>Very short notes |

**References:**

- Smeltzer, S., Bare, B. G., Hinkle, J.L., Cheever, K. H. Brunner & Suddarth's Text Book of Medical Surgical Nursing New Delhi : Wolters Kluwer
- Black and Mattassarini Jacobs, Luckmann and Sorrensen's Medical Surgical Nursing: Philadelphia.W.B.Saunders
- Lemone Pricilla and Burke Karen M. Medical Surgical Nursing: California. Addison Wesley
- Krishnadas K V. Textbook of Medicine; NewDelhi , Jaypee Brothers

- Haslet, Chilvers, Hunter and Boon. Davidson's Principles and Practice of Medicine: Edinburgh. Churchill Livingstone
- Miaskowski and Buchol. Oncology Nursing-Assessment and Clinical Care: St. Louis. Mosby
- Otto Shirley. Oncology Nursing: St. Louis. Mosby
- Hicky Joanne V. The Clinical practice of Neurological and Neurosurgical Nursing: Philadelphia. Lippincott
- Woods Sivarajan, Frolikher . Cardiac Nursing: Philadelphia, Lippincott
- Daver Antina and Furnas. Hand book of Plastic Surgery: Bombay. Oxford university Press
- Patricia Tabloski . Gerontological Nursing: Pearson Prentice Hall
- Joanne C Langan Preparing Nurses for Disaster Management: Pearson-Prentice Hall.
- National & International Journals on Critical Care Nursing.

## MEDICAL SURGICAL NURSING (ADULT AND GERIATRICS) II-PRACTICAL

Placement: III Year

Duration : 400 hours(10 Weeks)

| Area                                   | Duration (weeks) | Objectives of posting                   | Skills to be developed  | Assignments   | Assessment method   |
|--|------------------|---|---|---|---|
| Critical care unit (General MICU SICU) | 2                | Provide care to critically ill patients | <ul style="list-style-type: none"> <li>-Monitoring of patients in the ICU</li> <li>-Maintain flow sheet</li> <li>- Care of patient on ventilators</li> <li>-Perform endotracheal suction</li> <li>-Demonstrate use of ventilators, cardiac monitors etc.</li> <li>-Collect blood for ABG</li> </ul> | <ul style="list-style-type: none"> <li>-Provide care to assigned patients</li> <li>Care plan/case presentation /care study</li> <li>-Drug book</li> </ul> | <ul style="list-style-type: none"> <li>-Assess each skill with checklist</li> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation report</li> </ul> |



|                          |   |   |  |   |   |
|--------------------------|---|---|--|---|---|
|                          |   |   | <p>analysis &amp; interpret result</p> <ul style="list-style-type: none"> <li>-Assist with arterial puncture</li> <li>-Maintain CVP line, Pulse oximetry</li> <li>-CPR-ACLS - Defibrillators, Pacemakers,</li> <li>-Bag-mask ventilation</li> <li>-Emergency tray/trolley, Crash cart</li> <li>-Administration of drugs</li> <li>-Infusion pump</li> <li>-TPN</li> <li>-Chest physiotherapy, active and passive exercises</li> <li>-Counsel patient and family in dealing with grieving and bereavement</li> </ul> |   | <ul style="list-style-type: none"> <li>-Completion of activity record</li> <li>-OSCE</li> </ul>                             |
| Casualty /Emergency unit | 1 | -Provide care to patients in emergency and disaster situation | <ul style="list-style-type: none"> <li>-Practice " triage".</li> <li>-Assist with assessment, examination, investigations and their interpretations in emergency and</li> </ul>  | Observation report of emergency unit<br><br>Drug book | <ul style="list-style-type: none"> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation</li> </ul> |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
|   |   | <ul style="list-style-type: none"> <li>-Counsel patients and families for grief and bereavement</li> </ul>   | <ul style="list-style-type: none"> <li>disaster situations</li> <li>-Assist in documentations</li> <li>-Assist in legal procedures in the emergency unit.</li> <li>-Participate in managing crowd</li> <li>-Counsel patient and families in grief and bereavement</li> </ul> |  | <ul style="list-style-type: none"> <li>report</li> <li>-Completion of activity record</li> </ul>   |
| Dialysis unit & Transplant unit               | 1 | <ul style="list-style-type: none"> <li>-Provide care to patients undergoing haemodialysis/ peritoneal dialysis and renal transplantation</li> </ul>      | <ul style="list-style-type: none"> <li>-Monitoring and care of patients</li> <li>-Assist in documentation, patient education, and counseling</li> </ul>  | <ul style="list-style-type: none"> <li>Observation report</li> <li>Drug book</li> </ul>  | <ul style="list-style-type: none"> <li>-Assess performance with rating scale</li> <li>-Evaluation of observation report</li> <li>-Completion of activity record</li> </ul> |
| Coronary ICU, Cath Lab, Cardiac OT, Card surg | 2 | <ul style="list-style-type: none"> <li>-Provide care to critically ill patients.</li> <li>-Develop skill in assisting with special procedures</li> </ul> | <ul style="list-style-type: none"> <li>-Assist in arterial puncture for ABG analysis</li> <li>-Interpret ABG values</li> <li>-Record ECG-interpret values</li> <li>-Care of patient on mechanical ventilator</li> <li>-Assist in endotracheal</li> </ul>                     | <ul style="list-style-type: none"> <li>-Provide care to assigned patients</li> <li>-Arterial puncture-</li> <li>-Recording of ECG-</li> <li>-Tracheal</li> </ul> | <ul style="list-style-type: none"> <li>- Observation of performance</li> <li>-Evaluation of report</li> <li>-Completion of activity</li> </ul>                             |

|                        |   |  |  |  |  |
|------------------------|---|--|--|--|--|
| ICU,<br>WARD           |   | used in critical care unit.<br>-Identify potential problems and provide care accordingly.<br>-Develop skill in setting and handling ventilator.<br>-Administer Injections in Infusion pump.<br>-Maintain records of observations and drugs | intubation, endotracheal suctioning<br>-Demonstrate the use of-ventilators cardiac monitors, hemodynamic monitoring, pulse oximetry, CPR-ACLS, defibrillators, pacemakers, bag-mask ventilation, infusion pumps,<br>-.TPN<br>-Chest physiotherapy, active and passive exercise<br>-Assist with interventional cardiology | suctioning-<br>-<br>Administra<br>tion-CPAP<br>- Care plan / case presentation, care study<br>-Drug record | record   |
| Neurosurgical ICU & OT | 1 | -Develop skill in neurological assessment<br>-Provide care to patients with head injury, spinal injury,  | -Assess neurological status<br>-Provide care to patients with head injury and spinal injury<br>-Pre and post operative care to neurosurgical patients  | -Provide care to assigned patients<br>-Neuro assessment :-head injury, spinal                              | Assessment of performance<br><br>Completion of activity record |

|                                    |   |   |   |  |   |
|------------------------------------|---|---|---|--|---|
|                                    |   | cranial & spinal surgery  | -Assist with surgical procedures  | injury- pre op & post op.<br>- Careplan/case presentation/care study<br>-Drug file             |   |
| Plastic and reconstructive surgery | 1 | -Provide care to patients undergoing reconstructive surgeries           | -Nursing care of patients undergoing various reconstructive surgeries.<br>- participate in rehabilitation programme | -Provide care to assigned patients<br>-Nursing care plan<br>- Observation report of burns unit | Assess skill with checklist<br>Assess performance with rating scale<br>Evaluation of care plan<br>Observation report<br>Completion of activity record |
| Oncology unit                      | 2 | -Provide care to patients with cancer<br>-Counsel patients and families | -Screening for common cancers: breast self examination, warning signs<br>-Assist with diagnostic procedures         | -Provide care to assigned patients<br>- Careplan/case  | -Assess skill with checklist<br>Assess performance with rating  |

|  |  |   |   |   |
|--|--|---|---|---|
|  |  | <ul style="list-style-type: none"> <li>: biopsies, pap smear, bone marrow aspiration, breast self examination</li> <li>-Assist with therapeutic procedures</li> <li>-Participate in various modalities of treatment- chemotherapy, radiation therapy, pain management, hormonal therapy immunotherapy, gene therapy,</li> <li>-Alternative therapy</li> <li>-Participate in palliative care</li> <li>-Counsel and teach patients and families</li> <li>-Participate in rehabilitation programmes</li> </ul> | <ul style="list-style-type: none"> <li>presentation/care study</li> <li>-Drug book</li> <li>-Observation report of cancer unit</li> </ul> | <ul style="list-style-type: none"> <li>scale</li> <li>Evaluation of care plan, drug book and Observation report</li> <li>Completion of activity record</li> </ul> |
|--|--|---|---|---|

### Clinical assignments

|                     |    |                   |    |
|---------------------|----|-------------------|----|
| Nursing care plan   | -4 | Case presentation | -2 |
| Nursing care study  | -1 | Drug book         |    |
| Observation reports |    |                   |    |

## Child Health Nursing Course No. 16

**Placement- III Year**

**Theory: 140 hours**

**Nursing Faculty: 105 hours**

**External Faculty: 35 hours**

**Practical: 400 Hours**

**Time Allotment:**

|                                 |                                 |
|---------------------------------|---------------------------------|
| Genetics & Embryology- 10 Hours | Pediatric surgery - 10 Hours    |
| Pediatric Medicine - 15 hours   | Child health nursing- 105 Hours |
| Total - 140 Hours               |                                 |

**Course Description:**

Students identify the normal growth and development, needs/problems of children of various age groups and deviations from normal, recognize the basic concepts, principles and techniques of child care and the role of family in child rearing, develop beginning ability to plan and provide comprehensive nursing care to children suffering from diseases and disorders.

| Unit | Time (hrs) | Learning Objectives  | Content   | Teaching learning activity | Assessment methods                           |
|------|------------|--|---|----------------------------|--|
| I    | 6          | -Explain the concept of child care<br>-Describe the principles of child health nursing<br>-Recognize the difference between child and adult nursing<br>-Describe national policy | <b>Concepts of child care</b> <ul style="list-style-type: none"> <li>• History of Child Health Nursing</li> <li>• Principles of Child Health Nursing</li> <li>• Difference between adult and child nursing</li> <li>• Rights of children</li> <li>• Qualities of a Child Health Nurse</li> <li>• National policy &amp; legislations in</li> </ul> | Lecture<br>Discussion      | Essay<br>Short answers<br>Very short answers |

|            |           |  |   |  |  |
|------------|-----------|--|---|--|--|
|            |           | and child welfare programmes   | relation to child health and welfare.<br><ul style="list-style-type: none"> <li>• Child welfare programmes: State, National, International</li> </ul>   |  |  |
| <b>II</b>  | <b>2</b>  | -Recognize universal Immunization programme<br>-Explain the activities of preventive clinics                                       | <b>Preventive Pediatrics</b> <ul style="list-style-type: none"> <li>• Child Morbidity and mortality rates.</li> <li>• Universal Immunization Programme, cold chain,</li> <li>• Under-five clinic, well baby clinic -Child Guidance Clinic</li> <li>• IMNCI</li> </ul> | Lecture<br>Discussion<br>Field visit to Child Guidance Clinic      | Short answers<br>Very short answers          |
| <b>III</b> | <b>12</b> | -Describe the normal growth & development of children at different ages<br>-Appreciate the role of play for normal & sick children | <b>The healthy child</b> <ul style="list-style-type: none"> <li>• -Principles of growth and development</li> <li>• -Factors affecting growth &amp; development</li> <li>• -Growth and development, theories of development from infancy to adolescence,</li> </ul>    | Lecture<br>Discussion<br>Demonstration<br>Field visit to Anganwadi | Essay<br>Short answers<br>Very short answers |

|           |          |  |   |  |   |
|-----------|----------|--|---|--|---|
|           |          |  | <p>developmental problems and needs of children from infancy to adolescence;</p> <p>behavioural problems, habit disorders and management</p> <ul style="list-style-type: none"> <li>• -Play needs of children</li> </ul>  |  |   |
| <b>IV</b> | <b>5</b> | <p>Describe the Nutritional needs of infants &amp; children</p> <p>-Explain the nursing management of children with various nutritional disorders.</p> | <p><b>Nutritional needs and care of children with Nutritional disorders.</b></p> <ul style="list-style-type: none"> <li>• Nutritional needs of infants &amp; children: breast feeding, supplementary/ artificial feeding and weaning</li> <li>• -Baby friendly hospital initiative</li> <li>• -Nutritional requirements in children,</li> <li>• -Nutritional deficiency</li> <li>• Disorders:-Protein Energy Mal nutrition,</li> <li>• -Vitamin &amp; Mineral Deficiencies</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |



|    |    |  |  |  |   |
|----|----|--|--|--|---|
| V  | 10 | <p>-Explain the nursing management of normal/ high risk neonate.</p> <p>-Perform neonatal resuscitation.</p> <p>-Recognize and manage common neonatal problems</p> | <p><b>Nursing care of a neonate</b></p> <ul style="list-style-type: none"> <li>• -Nursing care of a normal newborn</li> <li>• -Essential newborn care</li> <li>• -Kangaroo mother care</li> <li>• -Nursing management of high risk neonate: low birth weight babies, preterm babies,</li> <li>• Management of common neonatal problems: respiratory distress syndrome, hyperbilirubinemia, meconium aspiration syndrome, infant of diabetic mother, neonatal sepsis</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Workshop</p> <p>on neonatal resuscitation</p> <p>Demonstration</p> <p>Practice session,</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| VI | 3  | <p>-Identify the reactions of child and family towards hospitalization and illness</p> <p>-Describe the major functions</p>  | <p><b>Caring for a hospitalized child</b></p> <ul style="list-style-type: none"> <li>• -Role of Child Health Nurse in caring for a hospitalized child</li> <li>• -Reaction of child and family towards illness and</li> </ul>  | <p>Lecture</p> <p>Discussion</p>   | <p>Essay</p> <p>Short answers</p>                           |

|      |    |  |   |  |  |
|------|----|--|---|--|--|
|      |    | and role of pediatric nurse in caring a hospitalized child                   | hospitalization and nurse's role in minimizing stress.<br><ul style="list-style-type: none"> <li>-General preoperative and post-operative management of children</li> </ul>   |  |  |
| VII  | 5  | -Describe the nursing management of children with respiratory disorders      | <b>Nursing management of children with Respiratory disorders and infections</b><br><ul style="list-style-type: none"> <li>• Nursing management of children with</li> <li>• URTI : tonsillitis, Croup, LRTI: Bronchial asthma,</li> <li>• Pneumonia, Bronchiolitis,</li> <li>• Tuberculosis, Emphysema, Empyema</li> </ul> | Lecture<br>cum<br>Discussion<br><br>Demonstration<br><br>Practice session<br><br>Clinical practice | Essay<br><br>Short answers<br><br>Very short answers |
| VIII | 11 | Describe the nursing management of children with gastro-intestinal disorders | <b>Nursing management of children with Gastrointestinal disorders</b><br><ul style="list-style-type: none"> <li>• -Gastro enteritis, Malabsorption syndrome, Hepatitis,</li> <li>• Indian childhood cirrhosis</li> </ul>  | Lecture<br>Discussion<br>Clinical Practice   | Essay<br><br>Short answers<br><br>Very short         |

|    |   |   |  |  |  |
|----|---|---|--|--|--|
|    |   |   | <ul style="list-style-type: none"> <li>• -Cleft lip &amp; Palate,</li> <li>• Tracheo-esophageal fistula,</li> <li>• Diaphragmatic Hernia,</li> <li>• Pyloric stenosis, Intestinal</li> <li>• obstruction, Intussusception,</li> <li>• Hirschsprung's disease,</li> <li>• Anorectal malformation,</li> <li>• Abdominal wall defects- omphalocele, exomphalos, gastroschisis, Hernias</li> </ul> |  | answers                                      |
| IX | 7 | Describe the nursing management of children with cardio vascular disorders. | <b>Nursing management of children with Cardio vascular disorders</b> <ul style="list-style-type: none"> <li>• -Rheumatic fever,</li> <li>• Rheumatic Heart Disease, Heart failure, Kawasaki Disease.</li> <li>• Congenital heart defects-</li> <li>• -Patent ductus arteriosus, Atrial</li> </ul>  | Lecture<br>Discussion<br>Clinical practice | Essay<br>Short answers<br>Very short answers |

|     |   |  |  |   |   |
|-----|---|--|--|---|---|
|     |   |  | septal defect,<br>Ventricular septal<br>defect, Tetralogy of<br>Fallot, TGA  |   |   |
| X   | 6 | -Explain the<br>nursing<br>management of<br>children with<br>common<br>genito-urinary<br>disorders | <b>Nursing management of<br/>children with Genito<br/>urinary disorders</b> <ul style="list-style-type: none"> <li>• -UTI, Acute<br/>glomerulo nephritis,<br/>Nephrotic syndrome,</li> <li>• - Wilms' tumor,<br/>Obstructive<br/>uropathy, Epispadias,<br/>hypospadias, Ectopia<br/>vesica.</li> </ul>   | Lecture<br>Discussion<br>Clinical<br>practice | Essay<br><br>Short<br>answers<br><br>Very<br>short<br>answers |
| XI  | 6 | - Describe the<br>nursing<br>management of<br>children with<br>neurological<br>disorders           | <b>Nursing management of<br/>children with<br/>Neurological infections<br/>and disorders:</b> <ul style="list-style-type: none"> <li>• -seizure disorder,<br/>meningitis,<br/>encephalitis, neural<br/>tube defects,<br/>encephalocele,</li> <li>• hydrocephalus,</li> <li>• - Head Injury, brain<br/>tumors,</li> <li>• --cerebral palsy</li> </ul> | Lecture<br>Discussion<br>Clinical<br>practice | Essay<br><br>Short<br>answers<br><br>Very<br>short<br>answers |
| XII | 6 | Explain the<br>nursing<br>management of  | <b>Nursing management of<br/>children with<br/>Hematological</b>   | Lecture<br>Discussion                         | Essay<br><br>Short<br>answers                                 |

|             |          |   |  |   |   |
|-------------|----------|---|--|---|---|
|             |          | children with common hematological disorders                                | <b>disorders:</b><br>Anemias, thalassemia, ITP, Leukemia, Hodgkins' & Non Hodgkin's Lymphoma, hemophilia   | Clinical Practice                               | Very short answers                      |
| <b>XIII</b> | <b>3</b> | Describe the nursing management of children with common endocrine disorders | <b>Nursing management of children with Endocrine disorders</b><br><ul style="list-style-type: none"> <li>• - Juvenile Diabetes Mellitus, Congenital hypothyroidism</li> <li>• Growth hormone deficiency</li> </ul>   | Lecture<br>Discussion<br>Clinical practice      | Short answers<br><br>Very short answers |
| <b>XIV</b>  | <b>2</b> | Describe the nursing management of children with orthopedic Conditions      | <b>Nursing management of children with Orthopedic disorders</b><br>club feet, congenital hip dislocation   | Lecture cum Discussion<br><br>Clinical practice | Short answers<br><br>Very short answers |
| <b>XV</b>   | <b>5</b> | Describe the nursing management of children with common Genetic disorders   | <b>Nursing management of children with Genetic Disorders</b><br><ul style="list-style-type: none"> <li>• - Down's Syndrome,</li> <li>• -Turner's syndrome,</li> <li>• -Klinefelter's syndrome,</li> <li>• -Edwards syndrome,</li> <li>• -Inborn errors of metabolism:</li> </ul> | Lecture<br>Discussion<br><br>Clinical practice  | Short answers<br><br>Very short answers |

|             |          |  |  |  |   |
|-------------|----------|--|--|--|---|
|             |          |  | phenylketonuria,<br>albinism,<br><ul style="list-style-type: none"> <li>• galactosemia,</li> <li>• -genetic counseling</li> </ul>  |  |   |
| <b>XVI</b>  | <b>3</b> | Describe the nursing management of children with disorders of skin, eye, and ears. | <b>Nursing management of children with Common disorders of skin, eye and ear</b> <ul style="list-style-type: none"> <li>• Skin: scabies, pyoderma,</li> <li>• staphylococcal scalded skin syndrome</li> <li>• Eye: congenital glaucoma, cataract, squint ,refractive errors</li> <li>• Ear : wax, otitis externa, otitis media, mastoiditis, childhood deafness</li> </ul> | Lecture<br>Discussion<br>Clinical practice | Short answers<br><br>Very short answers |
| <b>XVII</b> | <b>5</b> | Describe the nursing management of children with communicable diseases.            | <b>Nursing management of children with communicable diseases</b> <ul style="list-style-type: none"> <li>• communicable diseases in children and its prevention and management</li> <li>• Dengue fever, Chikun Gunya</li> </ul>   | Lecture<br>Discussion<br>Clinical practice | Short answers<br><br>Very short answers |

|              |          |   |  |  |   |
|--------------|----------|---|--|--|---|
|              |          |   | <ul style="list-style-type: none"> <li>- Nursing care of infant and children with HIV/AIDS,</li> </ul>   |  |   |
| <b>XVIII</b> | <b>5</b> | Explain the nursing management of children with emergency conditions. | <b>Child health emergencies</b><br>-accidents, Poisoning, foreign bodies, shock, hemorrhage, burns, drowning, snake bite-<br>Nursing management  | Lecture<br>Discussion<br>Clinical practice   | Short answers<br><br>Very short answers |
| <b>XIX</b>   | <b>3</b> | -Identify the social & welfare services for challenged children       | <b>Management of challenged children:</b> <ul style="list-style-type: none"> <li>• Mentally, Physically, &amp; Socially challenged</li> <li>• -Welfare services for challenged children in India.</li> </ul> | Lecture<br>Discussion<br>Field visits to school for mentally, physically and socially challenged | Short answers<br><br>Very short answers |

|  |   |
|--|---|
|  | <p style="text-align: center;"><b>Genetics and Embryology ( 10 hours)</b></p> <ul style="list-style-type: none"> <li>• -Concepts and importance in Pediatrics.</li> <li>• -Gene structure and function</li> <li>• -Pattern of inheritance</li> <li>• -Common chromosomal disorders - Down's Syndrome, Turner's syndrome, Klinefelter's syndrome, Edwards syndrome, Albinism, Inborn errors of metabolism, phenylketonuria, galactosaemia, and mental retardation</li> <li>• -Growth and development of fetus</li> <li>• -Mal development leading to congenital anomalies</li> <li>• -Genetic testing in neonates and children</li> </ul>  |
|  | <p style="text-align: center;"><b>Paediatric surgery - (10 Hours)</b></p> <ul style="list-style-type: none"> <li>• Management of children with congenital disorders and diseases of:</li> <li>• -Cardiovascular System: Patent Ductus Arteriosus, Ventricular Septal Defect, Atrial Septal Defect, Tetralogy of Fallot</li> <li>• -Gastro intestinal system : Cleft lip, Cleft palate, Tracheo-esophageal fistulae, Pyloric stenosis, Intestinal obstruction, Hirschsprung's disease, Anorectal malformations, Omphalocele, Hernias.</li> <li>• -Central Nervous System : Head injury, Hydrocephalus, Spina bifida, Encephalocele, Brain tumors</li> <li>• -Genitourinary system: Wilm's tumor, Obstructive uropathy, Epispadias, Hypospadias, Ectopia vesicae</li> <li>• -Orthopedic Disorders : Club foot, Hip dislocation, Fracture</li> <li>• -Burns</li> </ul> |



### Paediatric Medicine(15 hrs)

- Management of children with diseases of:
- -Respiratory system: Croup, Bronchiolitis, Bronchitis, Pneumonia, Tuberculosis, Bronchial Asthma, emphysema, Empyema, Epiglottitis.
- -Cardiovascular System: Rheumatic fever, Rheumatic Heart Disease, Congestive Heart Failure, Kawasaki disease.
- -Gastrointestinal system: Gastroenteritis, Malabsorption syndrome, Hepatitis
- -Central Nervous System: Meningitis, Encephalitis, Cerebral palsy, Convulsions, Epilepsy
- -Genito urinary system: Acute glomerulonephritis, Nephrotic syndrome, Renal failure
- -Endocrine Disorders- Juvenile Diabetes, Congenital Hypothyroidism.
- -Haematology : Anemia, Thalassemia, Hemophilia, Leukemia, Lymphomas, ITP, HIV/AIDS.

### References

- Marlow and Redding Textbook of pediatric Nursing Latest Edition, WB. Saunders Company.
- Wong DL & Hockenberry M J ,Wong's Nursing care of Infants and Children, Mosby
- Marilyn J Hockenberry , Wong's essentials of Pediatric Nursing, Mosby
- Behrman, Kliegman &Arvin, Nelsons's Text book of Pediatrics ( Book I & II) ,W.B. saunders Company
- Nancy Tkacz Browne, Laura M Flanigan, Carmal,Pam. Nursing care of the pediatric surgical patient , Jones and Bartlett publishers.
- O.P GHAI, Essential pediatrics,.Interprint, New Delhi.
- Meharban Singh, Care of New born. Sagar Publications, New Delhi
- Susamma & Anupama Text book of Paediatric Nursing 1st edn Jaypee Brothers NewDelhi.
- Ashcraft KW, Holocomb GW & Murphy J.P. Peadiatric Surgery, Elsevier. Saunders
- Neill JA. Principles of Pediatric Surgery, Mosby, St. Louis

- Kyle and Carman, Essentials of Pediatric Nursing, Lippincott Williams & Wilkins.
- Meharban Singh, Paediatric Emergencies, Sagar Publications.
- Bowden, Children and Their Family, Lippincott Williams & Wilkins.
- National & International Journals on Paediatric Nursing.

## Child Health Nursing – Practical

Placement : III Year

Time: 400 Hours (10 weeks)

| Areas                   | Duration (in week) | Objectives  | Skills to be developed  | Assignments   | Assessment method  |
|-------------------------|--------------------|---|---|---|--|
| Pediatric medicine ward | 3                  | <p>-Provide nursing care to children with various medical disorders</p> <p>-Counsel and educate parents</p> | <p>Taking Pediatric history</p> <p>Physical examination and assessment of children.</p> <p>Administration of oral, I/M &amp; IV medicine /fluids,</p> <p>Calculation of fluid requirements</p> <p>Preparation of IV fluids with different strengths</p> <p>Apply restraints</p> <p>Administer O2 by different methods.</p> <p>Feed children by cup and spoon</p> <p>Collect specimens for common investigations</p> <p>Assist with common diagnostic procedures</p> | <p>-Give care to assigned pediatric patients</p> <p>-Nursing care plan</p> <p>-Case presentation</p> <p>-Health talk</p> <p>Care analysis</p> | <p>-Assess clinical performance with rating scale</p> <p>-Assess each skill with checklist</p> <p>-OSCE/ OSPE</p> <p>- Evaluation of case study/ presentation and Health education session</p> |

|                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
|                              |   |   | Teach mothers/parents on malnutrition, oral rehydration therapy , feeding & weaning, immunization schedule, play therapy, specific disease conditions   |   | -<br>Completi<br>n of<br>activity<br>record   |
| Pediatric<br>Surgery<br>Ward | 2 | -Recognize different pediatric surgical conditions<br>-Provide pre and post operative care to children with common paediatric surgical conditions<br>-Counsel and educate parents | -Calculate, prepare and administer I/V fluids<br>-Do bowel wash<br>-Care for ostomies, colostomy irrigation, Ureterostomy, Gastrostomy, Enterostomy<br>-Urinary Catheterization and drainage<br>-Feeding-Naso-gastric, Gastrostomy, Jejunostomy<br>-Care of surgical wounds<br>-Dressing<br>-Suture removal | -Give care to assigned pediatric patients<br>-Nursing care Plan<br>-Case study/<br>Presentation - | -Assess clinical performance with rating scale<br>-Asses each skill with check list<br>-OSCE/<br>OSPE<br>Evaluation of ease study/<br>presentati<br>on<br>Completi<br>n of activity<br>record |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| Paediatric<br>OPD/<br>Immunization<br>room   | 1 | <ul style="list-style-type: none"> <li>-Perform assessment of children: health, developmental and anthropometric -</li> <li>Perform Immunization</li> <li>-Give health education /nutritional education</li> </ul> | <ul style="list-style-type: none"> <li>Assessment of children Health assessment</li> <li>Developmental assessment</li> <li>Anthropometric assessment</li> <li>Immunization</li> <li>Health/nutritional education</li> </ul>  | <ul style="list-style-type: none"> <li>Growth and development assessment of different age groups.</li> <li>Health education –I</li> </ul> | <ul style="list-style-type: none"> <li>-Assess clinical performance with rating scale</li> <li>- Completion of activity record</li> </ul>  |
| Paediatric<br>Medicine and<br>surgery<br>ICU | 2 | <ul style="list-style-type: none"> <li>Provide nursing care to critically ill children</li> </ul>  | <ul style="list-style-type: none"> <li>Care of a child on ventilator</li> <li>Endotracheal suction</li> <li>Chest physiotherapy</li> <li>Administer fluids with infusion pump</li> <li>Total parenteral nutrition</li> <li>Monitoring of babies</li> <li>Cardio Pulmonary resuscitation</li> </ul> | <ul style="list-style-type: none"> <li>Nursing care plan-I</li> </ul>   | <ul style="list-style-type: none"> <li>Assess clinical performance with rating scale</li> <li>Completion of activity record</li> <li>Evaluation of observation report</li> </ul> |

|                    |   |  |   |                                 |   |
|--------------------|---|--|---|---------------------------------|---|
| Neonatal care unit | 2 | Perform newborn and preterm assessment | Care of babies in incubator /Warmer/ventilator/ phototherapy. Nursing care of high risk neonates. Neonatal resuscitation. | New born and preterm assessment | Evaluation of newborn and preterm assessment and care |
|--------------------|---|--|---|---------------------------------|---|

### Clinical assignments

Nursing care plan – 3 Care Study – 1

Case presentations – 2 Health talk – 1

Growth and Development assessment of newborn, infant, toddler, preschooler, schooler–4

Drug file

Project

## MENTAL HEALTH NURSING Course No. 17

**Placement: III Year**

Theory –110 Hours

Nursing faculty-80 hours

**External faculty-30 hours**

**(Psychiatrist- 20hrs; psychologist-5 hrs; + Psychiatric social worker-5 hrs)**

Practical – 360 hours

### Course Description:

This course is designed for developing an understanding of the modern approach to mental health, identification, prevention and nursing management of common mental health problems with special emphasis on therapeutic interventions for individuals, family and community.

| Unit | Time (Hrs) | Learning objectives      | Content  | Teaching learning activity | Assessment method |
|------|------------|--------------------------|--|----------------------------|-------------------|
| I    | 6<br>NF-5  | -Describe the historical | <b>Introduction</b><br>• -Perspectives of Mental |                            |                   |

|    |  |   |  |  |   |
|----|--|---|--|--|---|
|    | <b>EF-1</b>                                    | <p>development &amp; current trends in mental health nursing</p> <p>-Describe the epidemiology of mental health problems</p> <p>-Discuss the roles and responsibilities of the Nurse.</p> <p>-Discusses the scope of mental health nursing</p> <p>-Describe the concept of normal and abnormal behavior</p> | <p>Health and Mental Health nursing: evolution of mental health services, treatment and nursing practices.</p> <ul style="list-style-type: none"> <li>• -Prevalence and incidence of mental health problems and disorders in India</li> <li>• -Mental health team</li> <li>• -Nature and scope of mental health nursing</li> <li>• -Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>• -Concepts of normal and abnormal behaviour</li> </ul> | <p>Lecture</p> <p>Discussion</p>                             | <p>Short answers</p>                          |
| II | <p>9</p> <p><b>NF-7</b></p> <p><b>EF-2</b></p> | <p>-Defines the various terms used in mental health nursing</p> <p>-Explains the classification of mental disorders</p>   | <p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• -Definition: mental health nursing and terminology used</li> <li>• -Classification of mental disorders: ICD</li> <li>• -Review of personality</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Explain using Charts</p> | <p>Essay</p> <p>Short answers</p> <p>Very</p> |

|            |          |  |  |  |                      |
|------------|----------|--|--|--|----------------------|
|            |          | <p>-Explain psychodynamics of maladaptive behaviour</p> <p>-Discuss the etiological factors, psychopathology of mental disorders</p> <p>-Explain the Principles and standards of Mental health Nursing</p> <p>-Describe the conceptual models of mental health nursing</p> | <p>development, defense mechanisms</p> <ul style="list-style-type: none"> <li>• -Maladaptive behaviour of individuals and groups : stress, crisis and disaster(s)</li> <li>• -Etiology : bio-psycho-social factors</li> <li>• -Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission</li> <li>• -Principles of Mental health Nursing</li> <li>• -Standards of Mental health Nursing practice</li> <li>• -Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>• Psycho-analytical models- Freud</li> <li>• Behavioural model- BF. Skinner, Joseph Wolpe, EL.Thorndike, Ivan Pavlov</li> <li>• Psychosocial model- Erikson</li> <li>• Interpersonal model- H. Peplau, H.S. Sullivan</li> </ul> </li> </ul> | <p>Review of personality development</p> | <p>short answers</p> |
| <b>III</b> | <b>5</b> | -Describe  | <b>Assessment of mental health status</b>  | Lecture                                  | Short                |

|           |   |  |   |  |   |
|-----------|---|--|---|--|---|
|           | <b>NF-3</b><br><b>EF-2</b>              | nature, purpose and process of assessment of mental health status  | <ul style="list-style-type: none"> <li>• -History taking</li> <li>• -Mental status examination <ul style="list-style-type: none"> <li>-Mini mental status examination</li> </ul> </li> <li>• -Neurological examination: review</li> <li>• -Investigations: related blood chemistry, EEG, CT &amp; MRI</li> <li>• psychological tests Role and responsibilities of nurse</li> </ul>  | Discussion<br><br>Demonstration  | answers<br><br>Very short answers<br><br>Assessment of skills with check list |
| <b>IV</b> | <b>5</b>                                | <ul style="list-style-type: none"> <li>-Identify therapeutic communication techniques</li> <li>-Describe therapeutic relationship</li> <li>-Describe therapeutic impasse and its intervention</li> </ul> | <b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"> <li>• -Review of therapeutic communication: types, techniques, characteristics</li> <li>• -Types of relationship,</li> <li>• -Ethics and responsibilities</li> <li>• -Elements of nurse patient contract</li> <li>• -Review of technique of IPR- Johari Window</li> <li>• -Goals, phases, tasks, therapeutic techniques</li> <li>• -Therapeutic impasses and its intervention</li> </ul> | Lecture<br><br>Discussion<br><br>Demonstration<br><br>Role play<br><br>Process recording | Short answers<br><br>Very short answers                                       |
| <b>V</b>  | <b>10</b><br><b>NF-4</b><br><b>EF-6</b> | Explain treatment modalities and   | <b>Treatment modalities and therapies used in mental disorders</b>  | Lecture  | Essay<br>Short  |



|  |  |  |   |  |                                   |
|--|--|--|---|--|-----------------------------------|
|  |  | therapies used in mental disorders and role of the nurse | <ul style="list-style-type: none"> <li>• -Psycho Pharmacology</li> <li>• -Psychological therapies: <ul style="list-style-type: none"> <li>- Therapeutic community,</li> <li>- Psycho therapy-</li> <li>- Individual therapy ,</li> <li>- psychoanalytical,</li> <li>- cognitive and supportive - Family Therapy</li> </ul> </li> <li>• Group Therapy :</li> <li>• Behavioral Therapy</li> <li>• Play therapy,</li> <li>• Psycho-drama</li> <li>• Music, Dance,</li> <li>• Recreational and</li> <li>• Light therapy,</li> <li>• Relaxation therapies : <ul style="list-style-type: none"> <li>- Relaxation Technique,</li> <li>- Yoga, Meditation,</li> <li>- Biofeedback</li> </ul> </li> <li>• Occupational therapy</li> <li>• Physical Therapy:</li> <li>• Electro convulsive therapy</li> </ul> | Discussion<br><br>Demonstration<br><br>Group work<br><br>Practice session<br><br>Clinical practice | answers<br><br>Very short answers |
|--|--|--|---|--|-----------------------------------|

|     |                   |  |   |  |  |
|-----|-------------------|--|---|--|--|
| VI  | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia       | <b>Nursing management of patient with Schizophrenia and other delusional disorders</b> <ul style="list-style-type: none"> <li>• -Classification; ICD</li> <li>• -Etiology, psychopathology, types, clinical manifestations, diagnosis</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of patients with Schizophrenia</li> <li>• -Follow-up, home care and rehabilitation</li> </ul> | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |
| VII | 6<br>NF-5<br>EF-1 | -Describe the etiology, psychopathology, clinical manifestations Diagnostic criteria and management of patients with affective disorders | <b>Nursing management of patient with Mood (Affective) disorders</b> <ul style="list-style-type: none"> <li>• -Manic episode, Bipolar affective disorder, Depressive episode</li> <li>• -Etiology, psychopathology, clinical manifestations, diagnosis.</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of</li> </ul>   | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |

|      |                   |  |   |   |   |
|------|-------------------|--|---|---|---|
|      |                   |  | <p>patients with mood disorders</p> <ul style="list-style-type: none"> <li>-Follow-up and home care and rehabilitation</li> </ul>   |   |   |
| VIII | 7<br>NF-5<br>EF-2 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatoform disorders | <p><b>Nursing management of patient with neurotic, stress related and somatoform disorders</b></p> <ul style="list-style-type: none"> <li>-Anxiety disorder, Phobias, Dissociative disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder</li> <li>-Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>-Nursing Assessment- History, Physical and mental assessment</li> <li>-Treatment modalities and nursing management of patients with anxiety, OCD, Phobias, stress related and somatoform disorders</li> <li>-Follow-up and home care and rehabilitation.</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| IX   | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology,  | <p><b>Nursing management of patient with Substance use disorders</b></p> <ul style="list-style-type: none"> <li>• Commonly used</li> </ul>  | <p>Lecture</p> <p>Discussion</p>  | <p>Essay</p> <p>Short answer</p>                            |

|   |                   |   |  |  |   |
|---|-------------------|---|--|--|---|
|   |                   | clinical manifestations diagnostic criteria and management of patients with substance use disorders | <p>psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</p> <ul style="list-style-type: none"> <li>• -Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li> <li>• -Nursing Assessment- History, Physical, mental assessment and drug assay</li> <li>• -Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul> | <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>         | <p>s</p> <p>Very short answers</p>                  |
| X | 7<br>NF-6<br>EF-1 | Describe the etiology, psycho-pathology, clinical manifestations diagnostic criteria and management | <p><b>Nursing management of patient with Behavioral syndromes associated with Physiological disturbances and physical factors, sleep</b></p> <ul style="list-style-type: none"> <li>• Sexual dysfunction and</li> <li>• Eating disorders</li> <li>• -Eating disorders : Anorexia nervosa, Bulimia nervosa</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Case presentation</p> | <p>Essay</p> <p>Short answers</p> <p>Very short</p> |

|    |                   |   |  |   |  |
|----|-------------------|---|--|---|--|
|    |                   | of patients with sleep, sexual and eating disorders   | <ul style="list-style-type: none"> <li>• -Non organic sleep disorder :</li> <li>• Insomnia, Hypersomnia, Sleep walking, Nightmares</li> <li>• -Sexual dysfunctions</li> <li>• -Puerperium psychosis</li> <li>• -Classification of disorders</li> <li>• -Etiology, psycho-pathology, characteristics, diagnosis,</li> <li>• -Nursing Assessment- History, Physical and mental assessment</li> <li>• -Treatment modalities and nursing management of patients with non organic, sleep, sexual and eating disorders</li> <li>• -Follow-up and home care and rehabilitation</li> </ul> | on<br><br>Clinical practice   | answers  |
| XI | 6<br>NF-4<br>EF-2 | Describe the etiology, psycho-pathology, clinical manifestations , diagnostic criteria and management of childhood and adolescent | <p><b>Nursing management of childhood and adolescent disorders including mental deficiency</b></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho-pathology, characteristics, diagnosis, nursing assessment (history, physical , mental and IQ assessment)</li> </ul>   | Lecture<br><br>Discussion<br><br>Case discussion<br><br>Case presentation | Essay<br><br>Short answers<br><br>Very short answers |

|      |                   |  |   |  |  |
|------|-------------------|--|---|--|--|
|      |                   | disorders including mental deficiency  | <ul style="list-style-type: none"> <li>• Mental Retardation</li> <li>• Developmental disorder of :</li> <li>• Speech &amp; language, Scholastic skills, Hyperkinetic disorder,</li> <li>• Conduct disorder, Autism,</li> <li>• Enuresis, Encopresis,</li> <li>• Tic disorders</li> </ul>  | Clinical practice  |  |
| XII  | 6<br>NF-5<br>EF-1 | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders | <b>Nursing management of organic mental disorders</b> <ul style="list-style-type: none"> <li>• -Classification, Etiology, psychopathology, clinical features, diagnosis and differential diagnosis of-</li> <li>• Dementia, Delirium, Alzheimer's</li> <li>• -Nursing Assessment- History, Physical, mental and neurological assessment</li> <li>• -Treatment modalities and nursing management of organic mental disorders</li> <li>• -Follow-up and home care and rehabilitation</li> </ul> | Lecture<br>Discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay<br>Short answers<br>Very short answers |
| XIII | 7<br>NF-6<br>EF-1 | Identify psychiatric emergencies and carry out crisis  | <b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>• -Types of psychiatric emergencies and their management</li> </ul>   | Lecture<br>Discussion<br>Case  | Essay<br>Short answer                        |

|     |                   |  |  |  |   |
|-----|-------------------|--|--|--|---|
|     |                   | intervention   | <ul style="list-style-type: none"> <li>• -Stress adaptation Model: <ul style="list-style-type: none"> <li>• stress and stressor, coping, resources and mechanism</li> </ul> </li> <li>• -Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• -Types of crisis</li> <li>• -Crisis Intervention: <ul style="list-style-type: none"> <li>• Principles, techniques and process</li> </ul> </li> </ul> | discussion<br><br>Case presentation<br><br>Clinical practice | s<br><br>Very short answers             |
| XIV | 5<br>NF-4<br>EF-1 | Describe the etiology, psychopathology, clinical feature and management of personality disorders   | <b>Disorder of adult personality and Behaviour</b> <ul style="list-style-type: none"> <li>• -Personality disorders</li> <li>• -Gender identity disorder :</li> <li>• Transsexualism, Dual role transvestism</li> <li>• -Sexual preference (perversion)</li> <li>• -Habit and impulse disorder</li> </ul>   | Lecture<br><br>Discussion                                    | Short answers<br><br>Very short answers |
| XV  | 5<br>NF-4<br>EF-1 | -Identify the mental disorders of old age.<br>-Discuss the management of mental health problems of old age & the role of geropsychiatric nurse | <b>Geropsychiatry</b> <ul style="list-style-type: none"> <li>• -Theories of aging-review</li> <li>• -Mental illness in elderly</li> <li>• -Management of Mental disorder in old age</li> <li>• -Role of geropsychiatric nurse</li> </ul>   | Lecture<br><br>Discussion                                    | Short answers<br><br>Very short answers |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <p style="text-align: center;"><b>XVI</b></p>  | <p style="text-align: center;"><b>6</b><br/><b>NF-4</b><br/><b>EF-2</b></p> | <p>-Explain legal aspects applied in mental health settings</p> <p>-Describe Mental Health Act, Forensic Psychiatry</p> <p>-Discuss the admission &amp; discharge procedure</p> | <p><b>Legal issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• -The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li> <li>• -Indian Lunacy Act. 1912</li> <li>• -Rights of mentally ill clients</li> <li>• -Forensic psychiatry</li> <li>• -Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• -Admission and discharge procedures (Govt. hospitals)</li> <li>• -Role and responsibilities of nurse</li> </ul> | <p>Lecture</p> <p>Discussion</p>  | <p>Short answers</p> <p>Very short answers</p>                    |
| <p style="text-align: center;"><b>XVII</b></p> | <p style="text-align: center;"><b>8</b><br/><b>NF-3</b><br/><b>EF-5</b></p> | <p>-Describe the model of preventive psychiatry</p> <p>-Describes Community Mental health services and role of the nurse</p>  | <p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• -National Mental Health Programme</li> <li>• -Institutionalization Versus Deinstitutionalization</li> <li>• -Model of Preventive psychiatry: Levels of Prevention</li> <li>• -Mental Health Services available at the primary, secondary and tertiary</li> </ul>   | <p>Lecture</p> <p>Discussion</p> <p>Clinical/field practice</p> <p>Field visits to mental health service agencies</p> | <p>Short answers</p> <p>Assessment of the field visit reports</p> |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>levels including rehabilitation and role of nurse</p> <ul style="list-style-type: none"> <li>• -Mental Health Agencies:</li> <li>• Government and voluntary, National and International</li> <li>• -Mental health nursing issues for special populations: Victims of violence and abuse, disaster, HIV/AIDS etc.</li> </ul> |  |  |
|--|--|--|--|--|--|

### References

- Townsend C. Mary, Psychiatric Mental Health Nursing. Jaypee Brothers Medical Publishers
- Sadock K. Synopsis of psychiatry, William and Wilkins Baltimore, USA
- Stuart G.W. & Sandeen S.J Psychiatric Nursing, C.V. Mosby company
- Fortinash, M.K, Worret, H.A. Psychiatric Mental Health Nursing, Latest edition, Mosby Publications.
- Fortinash, M.K, Worret, H.A. Psychiatric Nursing Care plans, Latest edition, Mosby Publications.
- Lalitha K. Mental Health & Psychiatric Nursing, An Indian Perspective, VMG book house.
- Ahuja N. A short Text Book of Psychiatry, (Latest Edition), Jaypee Brothers Medical Publishers.
- Judith Sheila V. Lippincott Manual of Psychiatric Nursing Care plan, Williams & Wilkins, Philadelphia
- Gelder M. Oxford, Textbook of Psychiatry, New York, Oxford University Press
- WHO- ICD – 10 Classification of mental & behavioural disorders, Oxford University Press, Oxford

- Beck, Rawline & William, Mental Health Psychiatric Nursing- A holistic life cycle approach, C.V Mosby Company
- Neeraja, Essentials of mental health and Psychiatric nursing Jaypee Brothers Medical publishers.
- Lego, Suzanne, The American Hand book of Psychiatric Nursing, J.B. LippinCott company, Philadelphia
- Boyd Ann Mary – Psychiatry Nursing Contemporary practices. Lippincott William & Wilkins
- Shives Rebraca Louise – Basic concepts of psychiatric. Mental Health Nursing, Lippincott William & Wilkins
- Stuart W. Gail, Laraia T. Michele. Principles & Practice of Psychiatric Nursing, (Mosby) Elseviers
- National Mental Health Programme for India- draft
- Mental Health Act, 1987
- Schultz. Lippincott’s Manual of Psychiatric Nursing Care Plans 8th Edition, Lippincott William & Wilkins
- Sreevani, A Guide to Mental Health and Psychiatric Nursing, Jaypee Brothers Medical publishers
- National & International Journals on Psychiatry.

## MENTAL HEALTH NURSING - PRACTICAL

Placement: III Year

Duration: 360 hours (9 weeks)

| Areas           | Duration (weeks) | Objectives   | Skills  | Assignments   | Assessment methods   |
|-----------------|------------------|--|---|---|--|
| Psychiatric OPD | 1                | -Assess patients with mental health problems<br>-Observe and | -History taking<br>-Perform mental status examination (MSE)<br>-Assist in | -History taking and Mental status examination<br>-5 | -Assess performance with rating scale<br>-Assess each skill with |

|                       |   |  |   |  |   |
|-----------------------|---|--|---|--|---|
|                       |   | assist in therapies<br>-Counsel and educate patient, and families  | psychometric assessment<br>-Perform neurological examination<br>-Observe and assist in therapies<br>-Teach patients and family members        | -Psycho education-1<br>Observation report of OPD                         | checklist<br>-Evaluation of psycho education<br>- Assessment of observation report<br>-Completion of activity record<br>-OSCE |
| Child guidance clinic | 1 | -Assessment of children with various mental health problems<br>-Counsel and educate children, families and significant others. | -History taking<br>-Assist in psychometric assessment<br>-Observation and assist in various therapies<br>-Teach family and significant others | Observation report of different therapies one each                       | -Assess performance with rating scale<br>-Assess each skill with checklist<br>-Evaluation of the observation report           |
| Inpatient ward        | 6 | -Assess patients with mental health problems<br>-To provide  | -History taking<br>-Perform mental status examination (MSE)<br>-Perform   | -Give care to 2-3 patients with various mental disorders<br>-Case study- | -Assess performance with rating scale<br>-Assess each skill with  |

|                      |   |   |  |  |  |
|----------------------|---|---|--|--|--|
|                      |   | <p>nursing care for patients with various mental health problems</p> <ul style="list-style-type: none"> <li>-Assist in various therapies</li> <li>-Counsel and educate patients, families and significant others</li> </ul> | <p>neurological examination</p> <ul style="list-style-type: none"> <li>-Assist in psychometric assessment</li> <li>-Record therapeutic communication</li> <li>-Administer medications</li> <li>-Assist in Electro Convulsive Therapy(ECT)</li> <li>-Participate in all therapies</li> <li>-Prepare patients for Activities of Daily living (ADL)</li> <li>-Conduct admission and discharge counseling</li> <li>-Counsel and teach patients and families</li> </ul> | <p>1</p> <ul style="list-style-type: none"> <li>-Care plan-2</li> <li>-Clinical presentation</li> <li>-1</li> <li>-Process recording-5</li> <li>-Maintain drug book</li> </ul> | <p>checklist</p> <ul style="list-style-type: none"> <li>-Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>-Completion of activity record.</li> </ul> |
| Community psychiatry | 1 | <ul style="list-style-type: none"> <li>-To identify patients with various mental disorders</li> <li>-To motivate</li> </ul>   | <ul style="list-style-type: none"> <li>-Identify individuals with mental health problems</li> <li>-Assists in mental health camps and</li> </ul>   | <p>Observation report on field visits</p> <ul style="list-style-type: none"> <li>- Special school for mentally</li> </ul>  | <ul style="list-style-type: none"> <li>-Assess performance with rating scale</li> <li>-Evaluation</li> </ul>   |

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  | patients for early treatment and follow up<br>-To assist in follow up clinic<br>-Counsel and educate patient, family and community | clinics<br>-Counsel and teach family members, patients and community | challenged<br>-De addiction Centre<br>- Reha bilitat ion<br>centre for mentally ill based on Therapeutic Community.<br>-Home for destitute | of case work and observation report<br>-Completion of activity record |
|--|--|--|--|--|---|

## NURSING RESEARCH AND STATISTICS Course No. 18

**Placement: III Year**

Theory- 50 hours

(Nursing Research-35 hours; **Statistics-15 hours**)

Practical - 80 hours (2 weeks)

### Course Description:

This course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further structured to conduct/participate in need based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

| Unit | Time (hrs) | Learning objectives                | Content   | Teaching learning activity | Assessment methods |
|------|------------|------------------------------------|---|----------------------------|--------------------|
| I    | 4          | -Describe the concept of research, | <b>Research process</b> <ul style="list-style-type: none"> <li>• -Introduction</li> <li>• -research- definition,</li> </ul> | Lecture<br>Discussion      | Essay<br><br>Short |

|    |   |  |   |  |   |
|----|---|--|---|--|---|
|    |   | <p>terms, need and areas of research in nursing</p> <p>-Explain the steps of research process.</p> | <p>purpose</p> <ul style="list-style-type: none"> <li>• Steps of scientific methods</li> <li>• -Characteristics of good research</li> <li>• Nursing research— definition, importance of research in nursing</li> <li>• need and scope of nursing research</li> <li>• research terminology</li> <li>• -Steps of Research process</li> </ul>  |  | <p>answers</p> <p>Very short answers</p>                    |
| II | 4 | <p>Identify and state the research problems and objectives</p>                                     | <p><b>Research Problem/Question</b></p> <ul style="list-style-type: none"> <li>• Research problem- definition</li> <li>• -sources of research problem, -Identification of problem area</li> <li>• -formulation of Problem statement</li> <li>• -Criteria of a good research problem</li> <li>• - objectives- definition qualities of objectives, statement of objectives</li> <li>• -operational definition</li> <li>• -conceptual model</li> <li>• - hypothesis- definition, types of hypothesis, statement of hypothesis</li> <li>• - ethical considerations</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Exercise on writing statement of problems, objectives and hypothesis</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|     |    |   |   |   |  |
|-----|----|---|---|---|--|
| III | 3  | Review the related literature                             | <b>Review of Literature</b> <ul style="list-style-type: none"> <li>• -definition, purposes, types</li> <li>• -Location</li> <li>• -Sources</li> <li>• -On line search: CINHAL,</li> <li>• COCHRANE</li> <li>• -Method of review</li> </ul>  | Lecture<br>Discussion<br>Exercise on reviewing one research report/ article for a selected research problem. Prepare annotated Bibliography | Essay<br><br>Short answers<br><br>Very short answers |
| IV  | 6  | Describe the research approaches and designs              | <b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>• -Research approaches- Qualitative and Quantitative</li> <li>• -Research designs- definition, types of designs in quantitative and qualitative approaches,</li> <li>• quantitative: Experimental , descriptive, survey;</li> <li>• qualitative approaches: ethnography, phenomenology, grounded theory,</li> <li>• advantages and disadvantages</li> </ul> | Lecture<br>Discussion   | Essay<br><br>Short answers<br><br>Very short answers |
| V   | 10 | -Explain the sampling process<br>-Describe the methods of | <b>Sampling and data collection</b> <ul style="list-style-type: none"> <li>• -Definition of population,</li> <li>• Sample, sampling criteria, factors influencing</li> <li>• Sampling process, types of</li> </ul>  | -Lecture<br>-Discussion<br>-Preparation of sample data collection tool.   | Essay<br><br>Short answers                           |

|     |    |  |   |   |  |
|-----|----|--|---|---|--|
|     |    | data collection  | <p>sampling techniques</p> <ul style="list-style-type: none"> <li>• -Data collection methods and instruments:</li> <li>• Methods of data collection:- self report, observations, record analysis and measurement</li> <li>• -data collection instruments</li> <li>• -Validity &amp; Reliability of instruments</li> <li>• -Data collection procedure</li> <li>• -Pilot study</li> </ul> | -Conduct group research project   | Very short answers                                   |
| VI  | 4  | Analyze, interpret and summarize the research data   | <p><b>Analysis of data:</b></p> <ul style="list-style-type: none"> <li>• Data preparation,</li> <li>• Compilation,</li> <li>• Tabulation,</li> <li>• classification,</li> <li>• summarization,</li> <li>• Presentation and</li> <li>• interpretation of data.</li> </ul>  | Lecture<br>Discussion<br>Preparation of sample table  | Short answers<br><br>Very short answers              |
| VII | 15 | <p>-Explain the use of statistics, scales of measurement and graphical presentation of data</p> <p>-Describe the measures of central</p> | <p><b>Introduction to statistics</b></p> <ul style="list-style-type: none"> <li>• -Definition, use of statistics,</li> <li>• -Scales of measurement</li> <li>• -Frequency distribution and graphical presentation of data</li> <li>• -Descriptive and inferential statistics</li> <li>• -Mean, Median, Mode, Standard deviation,</li> </ul>   | <p>-Lecture</p> <p>-Discussion</p> <p>-Practice on graphical presentations</p> <p>-Practice on computation of measures of central tendency,</p> | Essay<br><br>Short answers<br><br>Very short answers |



|      |   |   |  |  |   |
|------|---|---|--|--|---|
|      |   | tendency and variability and methods of correlation | <ul style="list-style-type: none"> <li>• Normal probability and Tests of significance: <ul style="list-style-type: none"> <li>- 'Z' test,</li> <li>- 't' test,</li> <li>- Chisquare test,</li> <li>- Coefficient of correlation,</li> </ul> </li> <li>• Statistical packages and its application</li> </ul>  | variability & correlation  |   |
| VIII | 4 | Communication and utilization of research findings  | <p><b>Communication and utilization of research findings</b></p> <ul style="list-style-type: none"> <li>• -Communication of research findings : <ul style="list-style-type: none"> <li>-Verbal report</li> </ul> </li> <li>• -Writing research report- format and style</li> <li>• -Writing scientific article / paper</li> <li>• -Critical review of published research</li> <li>• -Utilization of research findings</li> </ul> | <ul style="list-style-type: none"> <li>-Lecture Discussion</li> <li>-Read/ Presentations of a published/ unpublished research report</li> <li>-Writing group research project</li> </ul> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

**Project (practical) -80 hrs ( 2 weeks )**

Each group of 5 to 7 student will undertake a research project intended to improve patient care directly or indirectly. Project report has to be submitted for evaluation.

**References:**

- Polit D.F. and Beck C.T., Nursing Research : Principles and Methods , Lippincott Williams and Wilkins

- Polit .D.F. and Beck C.T., Essentials of Nursing Research- Appraising evidence for Nursing practice, Lippincott Williams and Wilkins
- Burns .N. and Susan K Groove. Understanding Nursing Research building an Evidenced Based Practice. W.B. Saunders, St. Luis.
- Wood G.L.and Haber J. Nursing research methods and Critical Appraisal for Evidenced- Based Practice. Elsevier.
- Suresh Sharma. Nursing research and statistics.
- Treece and Treece elements of Research in Nursing C.V. Mosby Company
- Kochuthresiamma Thomas. Nursing Research, V Publishers, Kottayam.
- Janet Houser, Nursing Research Reading Using and Creating Evidence. Jones and Bartlett India pvt.Ltd
- A Text book of Nursing Research. A TNAI Publication;V Publishers, Kottayam
- Rajee Reghunath. Text Book of Nursing Research. Masters Publishers, Kollam
- B.K Mahajan, Methods in Biostatistics for medical students and research workers Jaypee Latest edn.
- P.S.S.Sundar Rao, G Jesudian and J.Richard, An introduction to biostatistics a manual for students in Health Sciences
- Nursing Research and Statistics. Nursing Research Society of India .Pearson. Delhi
- Dr.R Bincy, Nursing Research Building Evidence for Practice, Second edition Viva Books Private Ltd.
- National & International Journals on Research.

## FOURTH YEAR B Sc NURSING

### OBSTETRIC AND GYNAECOLOGICAL NURSING ———— Course No.19

#### OBSTETRIC NURSING

**Placement: IV Year**

**Theory - 100 hrs**

**Nursing faculty: 90 hrs**

**External faculty: 10 hrs**

**Practical: 480 hrs**

#### Course Description:

This course is designed for students to appreciate the concepts and principles of obstetric nursing and helps them to acquire knowledge and develop attitude and beginning skills in rendering nursing care to normal and high risk pregnant women during antenatal, natal and postnatal periods in hospital and community settings. It also helps to develop skills in managing normal and high risk neonate and participate in family welfare programmes.

| Unit | Time (hours) | Learning Objective   | Content   | Teaching learning activities                                  | Assess ment method                      |
|------|--------------|--|---|---|---|
| I    | 3            | -Appreciate the trends and issues in Obstetric nursing<br>-Identify the legal and ethical aspects in obstetric nursing | <b>Introduction to concepts of Obstetric Nursing</b> <ul style="list-style-type: none"> <li>• Historical perspectives and current trends</li> <li>• Hall marks of Midwifery</li> <li>• Contemporary issues in obstetrics</li> <li>• Legal and ethical aspects</li> <li>• Role of Obstetric Nurse</li> </ul> | Lecture<br><br>Discussion<br><br>Explain using slides, Charts | Short answers<br><br>Very short answers |
| II   | 7            | Describe the anatomy   | <b>Review of anatomy and physiology of female reproductive system</b>   | Lecture<br><br>Discussion                                     | Essay                                   |

|  |  |   |   |   |
|--|--|---|---|---|
|  | <p>and physiology of female reproductive system.</p> <p>-Discuss pre conception care and preparation for planned parenthood</p> <p>-Explain conception and fetal development</p> | <ul style="list-style-type: none"> <li>• Female pelvis- general description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variation in shape of pelvis.</li> <li>• Female organs of reproduction- external genitalia, internal genital organs and their anatomical relations, musculature- blood, supply, nerves, lymphatics, pelvic floor, pelvic cellular tissue, pelvic peritoneum</li> <li>• Physiology of menstrual cycle-</li> <li>• Preconception care and preparing for parenthood</li> <li>• Conception and foetal development</li> <li>• Review of fertilization, implantation, embedding of the ovum, development of the embryo, foetus and placenta, placenta at term, functions abnormalities, the foetal sac, amniotic fluid, the umbilical cord</li> <li>• Foetal circulation, foetal</li> </ul> | <p>n</p> <p>Explain using charts and models</p> <p>Demonstrate with models, objects</p> <p>Practice sessions</p> <p>-Explain using charts, slides &amp; models</p> <p>-</p> <p>Demonstrate with models, objects</p> <p>Practice session</p> | <p>Short answers,</p> <p>Very short answers</p> |
|--|--|---|---|---|

|     |                            |   |   |  |  |
|-----|----------------------------|---|---|--|--|
|     |                            |   | <p>skull, bones,</p> <ul style="list-style-type: none"> <li>• Sutures and measurements</li> </ul>   |  |  |
| III | <p>3<br/>NF-2<br/>EF-1</p> | <p>Explain maternal, prenatal and genetic influences on development of defects and diseases</p> | <p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <ul style="list-style-type: none"> <li>• Conditions affecting the mother, genetic and infections</li> <li>• Consanguinity</li> <li>• Prenatal nutrition and food allergies.</li> <li>• Maternal Age</li> <li>• Maternal drug therapy</li> <li>• Prenatal diagnosis and counseling</li> <li>• Effect of radiation, drugs and chemicals</li> <li>• Infertility Spontaneous abortion</li> <li>• Neural Tube Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy 21)</li> <li>• Genetic counseling</li> <li>• Nurses role in minimizing threats to the developing embryo and foetus</li> </ul> | <p>Lecture<br/>Discussion<br/>Explain using charts, slides</p> | <p>Essay<br/>Short answers,<br/>Very short answers</p> |
| IV  | <p>8<br/>NF-6<br/>EF-2</p> | <p>Describe the diagnosis</p>   | <p><b>Assessment and management of pregnancy (antenatal)</b></p> <ul style="list-style-type: none"> <li>• Normal pregnancy</li> </ul>   | <p>Lecture<br/>Discussion</p>                                  | <p>Essay</p>   |

|  |   |   |   |  |
|--|---|---|---|--|
|  | and management of women during antenatal period | <ul style="list-style-type: none"> <li>• Physiological changes during pregnancy :</li> <li>• Reproductive system,</li> <li>• Cardio vascular system,</li> <li>• Respiratory system,</li> <li>• Urinary system,</li> <li>• Gastro intestinal system,</li> <li>• Metabolic changes,</li> <li>• Skeletal changes,</li> <li>• Skin changes,</li> <li>• Endocrine system-changes of endocrine and role of endocrine system in relation to reproduction</li> <li>• Psychological changes.</li> <li>• Diagnosis of pregnancy:</li> <li>• History, physical assessment,</li> <li>• Confirmatory tests,</li> <li>• Differential diagnosis.</li> <li>• Foetal assessment-</li> <li>• - Bio physical – foetal movement count, sonography, cardiotocography, NST, CST, nipple stimulation test, vibroacoustic stimulation test[VAST], Manning score</li> <li>• -Biochemical- Human estriol, Maternal serum alpha fetoprotein, acetyl choline</li> </ul> | <p>n</p> <p>Case discussion</p> <p>Explain using slides, charts</p> <p>Presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Counseling session</p> <p>Case discussion in clinical area</p> <p>Demonst</p> | <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |
|--|---|---|---|--|

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p>esterase(AchE), Triple test, Aminocentesis, Cordocentesis. Chorionic villus sampling[CVS].Intrauterine foetal therapies</p> <ul style="list-style-type: none"> <li>• -Radiology in obstetrics</li> <li>• Antenatal care</li> <li>• -Objectives</li> <li>• -Assessment : History and physical examination,</li> <li>• Antenatal Examination,</li> <li>• Signs of previous child birth,</li> <li>• -Relationship of foetus to uterus and pelvis: Lie, Attitude presentation, position.</li> <li>• -Pervaginal examination</li> <li>• Screening and assessment for high risk,</li> <li>• Risk approach.</li> <li>• -Antenatal preparation</li> <li>• Antenatal counseling,</li> <li>• Antenatal exercises,</li> <li>• Diet,</li> <li>• Minor disorders and management,</li> <li>• Complementary therapies in obstetric practice</li> <li>• Child birth Education classes</li> </ul> | <p>ration</p> <p>Practice session</p> <p>Supervised clinical practice</p> |  |
|--|--|--|---|---|--|

|   |    |  |  |  |   |
|---|----|--|--|--|---|
|   |    |  | <ul style="list-style-type: none"> <li>• Husband</li> <li>• Families</li> <li>• Preparation for safe confinement.</li> <li>• -Psycho social and cultural aspects of pregnancy:</li> <li>• Adjustment to pregnancy,</li> <li>• Unwed mother,</li> <li>• Single parent,</li> <li>• Teenage pregnancy,</li> <li>• Sexual violence,</li> <li>• Adoption .</li> </ul>   |  |   |
| V | 12 | <p>Describe the physiology and stages of labour</p> <p>Describe the management of women during intranatal period</p> | <p><b>Assessment and management of intranatal period</b></p> <ul style="list-style-type: none"> <li>• - Essential factors of labour</li> <li>• Physiology of labour, mechanism of labour</li> <li>• -Management of labour:</li> <li>• First stage-</li> <li>• -Physiology of normal labour,</li> <li>• Signs and symptoms of onset of labour –normal and abnormal</li> <li>• Duration,</li> <li>• Preparation of :</li> <li>• Labour room</li> <li>• Women</li> <li>• Assessment and observation of women in labour.</li> <li>• Partogram- maternal and</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration using partograph</p> <p>Demonstration using Obstetric maniquin</p> <p>Case discussion/</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>foetal monitoring</p> <ul style="list-style-type: none"> <li>• Active management of labour,</li> <li>• Pain relief and comfort in labour,</li> <li>• Pharmacological and non pharmacologic management</li> <li>• Second stage</li> <li>• Signs and symptoms: normal and abnormal</li> <li>• Duration</li> <li>• Mechanism of labour</li> <li>• Conduct of delivery: Principles and techniques</li> <li>• Episiotomy (only if required)</li> <li>• Receiving the new born</li> <li>• Neonatal resuscitation; initial steps and subsequent resuscitation, Apgar scoring</li> <li>• Care of umbilical cord</li> <li>• Immediate assessment including screening for congenital anomalies</li> <li>• Identification</li> <li>• Bonding</li> <li>• Initiate feeding</li> <li>• Screening and transportation of the neonate</li> <li>• Third stage</li> <li>• Signs- and symptoms- normal</li> </ul> | <p>presentation.</p> <p>Simulated practice</p> <p>Supervised clinical practice</p> <p>Practice session</p> <p>Demonstrate using episiotomy simulator</p> |  |
|--|--|--|--|--|--|

|    |   |   |  |   |   |
|----|---|---|--|---|---|
|    |   |   | <ul style="list-style-type: none"> <li>and abnormal</li> <li>• Duration</li> <li>• Methods of placental separation, expulsion of placenta and membranes</li> <li>• Management- Principles and techniques</li> <li>• Examination of perineum</li> <li>• Maintaining records and reports</li> <li>• Fourth Stage</li> <li>• Vigilant observation and care of the --mother and newborn</li> </ul>   |   |   |
| VI | 4 | <p>Describe the physiology of puerperium.</p> <p>-Describe the management of women during post natal period</p> | <p><b>Assessment and management of woman during post natal period.</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium</li> <li>• Physiology, Psychological phases of puerperium</li> <li>• Post natal assessment and management</li> <li>• Promoting physical and emotional wellbeing</li> <li>• Management of lactation</li> <li>• Family dynamics after child birth</li> <li>• Family welfare services, methods, counseling</li> <li>• Follow up</li> <li>• Records and reports</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |

|      |                     |  |   |  |  |
|------|---------------------|--|---|--|--|
| VII  | 4                   | Describe the assessment and management of normal neonate                     | <b>Assessment and management of normal neonates</b> <ul style="list-style-type: none"> <li>• The normal neonate</li> <li>• Physiological adaptation, Initial &amp; daily assessment, including neonatal reflexes &amp; clinical implications</li> <li>• Essential newborn care</li> <li>• Thermal control, Breast feeding</li> <li>• Prevention of infections, immunization</li> <li>• Minor disorders of newborn and its management</li> <li>• Levels of Neonatal care (level I, II &amp; III)</li> <li>• At primary, secondary and tertiary levels</li> <li>• Maintenance of reports and records</li> </ul> | Lectures<br>discussion<br><br>Demonstration<br><br>Practice session<br><br>Supervised<br>Clinical practice | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment of skills with checklist |
| VIII | 23<br>NF-19<br>EF-4 | Describe the identification and management of women with high risk pregnancy | <b>High risk pregnancy- assessment &amp; management</b> <ul style="list-style-type: none"> <li>• -Screening and assessment<br/>Newer modalities of diagnosis</li> <li>• -High risk approach</li> <li>• -Levels of care, primary secondary and tertiary level</li> <li>• -Disorders of pregnancy</li> <li>• Hyper emesis gravidarum,</li> </ul>  | Lecture<br>discussion<br><br>Demonstration<br>using<br>video<br>films,<br>scan,<br>reports                 | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment                          |

|  |  |  |   |  |                                     |
|--|--|--|---|--|-------------------------------------|
|  |  |  | <p>bleeding in early pregnancy, abortion, ectopic pregnancy &amp; vesicular mole</p> <ul style="list-style-type: none"> <li>• Bleeding in late pregnancy</li> <li>• Ante partum haemorrhage-placenta praevia</li> <li>• Abruptio placenta</li> <li>• -Uterine abnormality and displacement</li> <li>• -Diseases complicating pregnancy-</li> <li>• Medical and surgical conditions, infections UTI, STD, HIV, TORCH, Gynecological diseases complicating pregnancy,</li> <li>• Pregnancy Induced Hypertension &amp; Diabetes, Hydramnios,</li> <li>• Rh incompatibility, multiple gestation, mental disorders, Adolescent pregnancy, Elderly primi and grand multipara,</li> <li>• Abnormalities of placenta &amp; cord,</li> <li>• Intra uterine growth restriction,</li> <li>• Immunology in pregnancy, Coagulation failure in</li> </ul> | <p>partograph</p> <p>Case discussion presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>ent of skills with checklist</p> |
|--|--|--|---|--|-------------------------------------|

|    |                     |  |  |   |  |
|----|---------------------|--|--|---|--|
|    |                     |  | <p>pregnancy,</p> <ul style="list-style-type: none"> <li>• Nursing management of mothers with high risk pregnancy</li> <li>• Maintenance of records and reports</li> </ul>   |   |  |
| IX | 15<br>NF-12<br>EF-3 | Describe management of abnormal labour and obstetric emergencies | <p><b>Abnormal Labour- Assessment and Management</b></p> <ul style="list-style-type: none"> <li>• Disorders in labour:</li> <li>• CPD and contracted pelvis, Mal positions and mal presentations,</li> <li>• Premature labour &amp; premature rupture of membrane, disorders of uterine actions- precipitated labour, prolonged labour or dysfunctional labour, abnormal uterine action</li> <li>• Obstructed labour</li> <li>• Post maturity, Intra uterine fetal death</li> <li>• Complications of third stage:</li> <li>• Injuries to birth canal</li> <li>• -Obstetrical emergencies and their management:</li> <li>• Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia,</li> </ul> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Case discussion/<br/>presentation<br/>Practice Session<br/>Supervised clinical practice</p> | <p>Essay<br/>Short answers,<br/>Very short answers<br/>Assessment of skills with checklist</p> |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
|   |   |   | <p>obstetrical shock, inversion of uterus</p> <ul style="list-style-type: none"> <li>• -Obstetrical procedures and operations</li> <li>• Induction of labour, forceps, vacuum, version, manual removal of placenta, caesarean section, destructive operations.</li> <li>• -Nursing management of women undergoing obstetrical operations and procedures</li> </ul>   |  |  |
| X | 4 | Describe management of post natal complications | <p><b>Abnormalities during Post natal Period</b></p> <ul style="list-style-type: none"> <li>• -Assessment and management of women with post natal complications-</li> <li>• Puerperal infections, Breast engorgement &amp; infections, UTI, Thrombo- embolic disorders,</li> <li>• Difficulties of lactation,</li> <li>• Suppression of lactation,</li> <li>• Post- partum hemorrhage, and sub involution.</li> <li>• -Psychological complications:</li> <li>• Post partum blues, Post partum depression, Post partum Psychosis</li> </ul> | <p>Lecture discussion</p> <p>Case discussion/ presentation</p> <p>Supervised Clinical practice</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> <p>Assessment of skills with checklist</p> |

|     |   |  |   |  |  |
|-----|---|--|---|--|--|
| XI  | 5 | Describe assessment and management of the high risk neonates                 | <b>Assessment and management of high risk newborn</b> <ul style="list-style-type: none"> <li>• -Admission of neonates in the neonatal intensive care units.</li> <li>• Protocols of management</li> <li>• -Nursing management of low birth weight babies-</li> <li>• Infections, Respiratory problems</li> <li>• Hemolytic disorders,</li> <li>• Birth injuries, Malformations.</li> <li>• -Monitoring of high risk neonates</li> <li>• Kangaroo mother care</li> <li>• Feeding of high risk neonates</li> <li>• -Organization and management of neonatal intensive care units</li> <li>• -Infection control in neonatal intensive care units</li> <li>• -Maintenance of reports and records</li> </ul> | Lecture discussion<br><br>Demonstration<br><br>Practice session<br><br>Case discussion<br><br>Presentation<br><br>Supervised clinical practice | Essay<br><br>Short answers,<br><br>Very short answers<br><br>Assessment of skills with checklist |
| XII | 6 | Describe indications, dosage, action, side effects and nurses responsibility | <b>Pharmaco- therapeutics in Obstetrics</b> <ul style="list-style-type: none"> <li>• --Indication, dosage, action, contra indication and side effects of drugs</li> <li>• --Effect of drugs on pregnancy, labour &amp;</li> </ul>   | Lecture<br>Discussion<br><br>Drug book<br>Drug presenta  | Short answers,<br><br>Very short answers   |

|      |   |   |   |  |  |
|------|---|---|---|--|--|
|      |   | ies in the administration of drugs used for mothers   | <p>puerperium</p> <ul style="list-style-type: none"> <li>--Nursing responsibilities in the administration of drug in Obstetrics ::oxytocics, anti hypertensives, diuretics, corticosteroids, tocolytic agents, anti convulsants, anticoagulants.</li> <li>--Analgesics and Anaesthetics in Obstetrics</li> <li>--Effects of maternal medication on foetus and neonate</li> <li>--Role of obstetric nurse</li> </ul>   | tion   |  |
| XIII | 4 | <p>-Appreciate the importance of family welfare programme</p> <p>-Describe the methods of contraception and role of nurse in family welfare programme</p> | <p><b>Family, Welfare programme</b></p> <ul style="list-style-type: none"> <li>• Population trends and problems in India</li> <li>• Concepts, aims, importance and history of family welfare programme</li> <li>• National population: dynamics, policy and education</li> <li>• National family welfare programme:</li> <li>• National maternal and child health services, CSSM, RCH, ICDS,BFHI,NRHM, Integrated Management of Child hood Illnesses[IMCI], Expanded programe of immunization,</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised practice</p> <p>Group project</p> <p>Counseling session</p> <p>Field visits</p> | <p>Essay</p> <p>Short answers,</p> <p>Very short answers</p> <p>Project and field visits reports</p> |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>Janani Suraksha Yojana</p> <ul style="list-style-type: none"> <li>• National policy and legislation in relation to maternal health and welfare</li> <li>• Organization and administration: at national, state, district, block and village levels</li> <li>• Methods of contraception</li> <li>• Counseling for family welfare</li> <li>• Latest research in contraception</li> <li>• Role of national, international and voluntary organizations</li> <li>• Role of a nurse in family welfare programe</li> <li>• Training/ Supervision/ Collaboration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant Dai), ASHA</li> </ul> |  |  |
|--|--|--|--|--|--|

|     |   |  |  |  |   |
|-----|---|--|--|--|---|
| XIV | 2 | Explain the epidemiology of Obstetrics | <b>Maintenance of vital statistics</b> <ul style="list-style-type: none"> <li>• Maternal morbidity, mortality and fertility rates</li> <li>• Perinatal, morbidity and mortality rates</li> <li>• Neonatal mortality</li> <li>• Causes and preventive measures</li> <li>• Safe motherhood initiative</li> <li>• Obstetric health care-</li> <li>• Essential obstetrics care,</li> <li>• Early detection of complication, Emergency obstetrics care[EMOC]</li> <li>• Making pregnancy safe strategy</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul> | Short answers<br><br>Very short answers |
|-----|---|--|--|--|---|

### References

- Balakrishnan, Sheela, Textbook of Obstetrics, Hyderabad, Paras Publishers
- Bennett V. Ruth and Brown.K.Linda, Myles Text Book for Midwives, ChurchillLivingstone, London.
- Bobak and Jenson, Maternity and Gynecologic care, Mosby year Book
- Daftary Shirish.N, Manual of Obstetrics, Elsevier.
- Dawn C.S, Manual of Obstetrics and Neonatology, Dawn books, Calcutta
- Dutta.D.C, Textbook of Obstetrics , New central book agency, Calcutta
- James K David et al, High risk Pregnancy Management options, W B Saunders Elsevier
- Krishnamenon P.K, and Devi, Postgraduate Obstetrics and Gynecology., Orient Longman Ltd, Madras.
- Lowdermilk& Perry, Maternity & Women's health care, Mosby Publishers.
- Mudaliar A.L, and Menon, Clinical Obstetrics, Orient Longman Ltd, Madras.

- Padubidri,V&AnandEla, Text book of obstetrics, Newdelhi, BI Publications
- Pilliteri Adele, Maternity and Child Health Nursing, Lippincott, Newyork
- A V Raman. Reeder &Martin :Maternity Nursing, Family, Newborn and Women's Health Care. Lippincott
- SabaratnamArulkumaran et.al, Essentials of Obstetrics, Delhi , Jaypee publishers
- Trula Myers Corrieet. al, Foundations of Maternal- Newborn Nursing, W.B Saunder's Company.
- Varney Helen and Kriebs, Jan M, Varney's Midwifery. Massachusetts. Jones and Barlett publishers.
- National & International Journals on OBG Nursing.

## OBSTETRIC NURSING- PRACTICAL

Placement: IV Year

Time:- 480 Hours [12 Weeks]

| Areas                          | Duration in weeks | Objective                    | Skills  | Assignments  | Assessment method   |
|--------------------------------|-------------------|------------------------------|---|--|---|
| Antenatal Ward, OPD, AN Clinic | 4                 | Assessment of pregnant women | <ul style="list-style-type: none"> <li>-Antenatal history taking</li> <li>-Physical examination</li> <li>-Recording of weight &amp; B.P</li> <li>-Haemoglobin &amp; Urine testing for sugar and examination abdomen and breast</li> <li>immunization</li> <li>-Assessment of risk status</li> <li>-Teaching antenatal mothers</li> <li>-Maintenance of antenatal records</li> </ul> | <ul style="list-style-type: none"> <li>- Conduct Antenatal Examinations - 30</li> <li>- Case book recordings- 20</li> <li>- Care study - 1</li> <li>-Case presentation</li> <li>- Health talk- 1</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Verification of findings of antenatal examinations</li> <li>-Completion of case book record</li> <li>-Evaluation of health talk</li> <li>-Evaluation of care study</li> <li>-Clinical performance evaluation</li> </ul> |

|                  |   |   |   |   |  |
|------------------|---|---|---|---|--|
| Labour room & OT | 3 | <ul style="list-style-type: none"> <li>-Assess woman in labour</li> <li>-Prepare the woman for labour</li> <li>-Conduct normal deliveries</li> <li>-Perform episiotomy and suture it</li> <li>-Assist with normal delivery</li> <li>-Resuscitate newborns</li> <li>-Assist with caesarean sections</li> <li>-Assist with</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment Woman in labour</li> <li>-Prepare the women for labour</li> <li>-Monitoring and caring of woman in labour</li> <li>-Maintenance of partogram</li> <li>-Conduct normal delivery</li> <li>-Newborn assessment and immediate care</li> <li>-Resuscitation of newborns</li> <li>-Assist with abnormal vaginal delivery</li> <li>-Assessment of risk status of newborn</li> <li>-Episiotomy and suturing</li> <li>-Maintenance of labour and birth records</li> <li>-Arrange for and assist with Caesarean section and care for woman &amp; baby during Caesarean</li> <li>-Arrange for and assist with other surgical</li> </ul> | <ul style="list-style-type: none"> <li>-Conduct normal deliveries- 20</li> <li>-Per vaginal examinations - 5</li> <li>-Perform and suture the episiotomies-5</li> <li>-Perform/ Resuscitate newborns-5</li> <li>-Assist with Caesarean sections-2</li> <li>-Witness/ Assist abnormal deliveries-5</li> <li>-Assist with other surgical procedures</li> <li>- case book recordings</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Assessment of each skill with check lists</li> <li>-Completion of case book recordings</li> <li>-Instrument used in Obstetric practice- Viva voce</li> <li>-OSCE</li> </ul> |
|------------------|---|---|---|---|--|

|                 |   |   |  |   |  |
|-----------------|---|---|--|---|--|
|                 |   | other surgical procedures   | procedures   |   |  |
| Post natal ward | 3 | <ul style="list-style-type: none"> <li>-Provide nursing care to post natal mother and baby</li> <li>-Counsel and teach mother and family for parent hood</li> </ul> | <ul style="list-style-type: none"> <li>-Examination and assessment of normal and high risk mother and baby</li> <li>-Identification of deviations</li> <li>- Care of postnatal normal and high risk mother and baby</li> <li>-Teaching post natal mother craft</li> <li>-Post natal care &amp; exercises , Immunization</li> </ul> | <ul style="list-style-type: none"> <li>-Give care to post natal mother and baby:</li> <li>-Post natal assessment -20</li> <li>-Health talk-1</li> <li>-Care study: - 1</li> <li>-Case presentation</li> <li>-Case book recordings</li> <li>- drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Assessment of each skill with checklists</li> <li>-Completion of case book recording</li> <li>-Evaluation of care study and presentation and health education sessions</li> </ul> |

|                 |   |   |  |  |  |
|-----------------|---|---|--|--|--|
| Newborn nursery | 1 | Provide nursing care to newborn at risk | <ul style="list-style-type: none"> <li>-Admission of neonates</li> <li>-Feeding of at risk neonates</li> <li>-Witness/ assist with assessment and care of high risk newborn</li> <li>-Thermal management of neonates kangaroo mother care, care of baby in incubator</li> <li>-Monitoring and care of neonates</li> <li>-Administering medication</li> <li>-Intravenous therapy</li> <li>-Assisting with diagnostic procedure</li> <li>-Assisting with exchange transfusion</li> <li>-Care of baby on ventilator, Phototherapy</li> <li>Infection control protocols in the nursery</li> <li>-Teaching and counseling of parents</li> <li>-Maintenance of neonatal records</li> </ul> | <ul style="list-style-type: none"> <li>- Assessment of high risk neonate- 1</li> <li>- Care plan: high risk neonate- 1</li> <li>drug file</li> </ul> | <ul style="list-style-type: none"> <li>-Assessment of clinical performance</li> <li>-Evaluation of observation report</li> </ul> |
|-----------------|---|---|--|--|--|

|  |   |   |  |   |                                  |
|--|---|---|--|---|----------------------------------|
| Family Welfare Clinic/ post natal clinic | 1 | Counsel for and provide family welfare services | -Counseling Technique<br>-Assist with insertion of IUCD<br>-Teaching on use of family planning methods<br>-Arrange for and assist with family planning operations<br>-Maintenance of records and reports | -assist with IUD insertion -5<br>-Observation report - Counseling-2<br>-Assist with PPS/Laparoscopy-5<br>-Recording and reporting | Evaluation of observation report |
| <b>Project</b>                           |   | <b>Evaluation of project</b>                    |  |   |                                  |

### Essential Requirements for registration as Midwife

|   |    |
|---|----|
| Antenatal care  | 20 |
| Antenatal examination   | 30 |
| Conducting normal deliveries in hospital/ home/ health center | 20 |
| Vaginal examination   | 5  |
| Episiotomy and suturing                                       | 5  |
| Neonatal resuscitation  | 5  |
| Assist with Caesarean Section                                 | 2  |
| Witness/ Assist abnormal deliveries                           | 5  |
| Post natal cases nursed in hospital/home/ health center       | 20 |
| Insertion of IUD  | 5  |

Note: All case books must be certified by teacher on completion of essential requirements

### Assignments:

|                   |   |   |
|-------------------|---|---|
| Care study        | : | 2. (Antenatal -1, Post Natal -1)                      |
| Case Presentation | : | 1 (Antenatal / post natal – 1)                        |
| Nursing Care Plan | : | 3 (antenatal -1, postnatal -1, newborn – 1(highrisk)) |
| Health talk       | : | 2   |
| Drug file         |   | Project   |

## Obstetric and Gynaecological Nursing Record:

Antenatal -20, Intranatal -20, Post natal -20

Care study abstract- 3 ( Antenatal -1, Post natal -1, Gynaec -1)

Gynec surgeries assisted / witnessed -5

## GYNAECOLOGICAL NURSING

**Placement: IV Year**

**Theory: 30 Hours**

**(Nursing faculty: 20 hrs; External faculty: 10 hrs)**

**Practical: 160 Hours**

### Course description:

This course is designed to help the students acquire knowledge, develop attitude and beginning skills in the management of women with gynecological problems and render pre and post operation care to clients undergoing major and minor surgeries

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activity   | Assessment Method   |
|------|------------|---|---|--|---|
| I    | 4          | <ul style="list-style-type: none"> <li>-Explain the concepts and principles of gynecological nursing</li> <li>-Appreciate the trends and issues in gynecologic nursing</li> <li>-Review the anatomy physiology of the female reproductive system</li> <li>-Identify the congenital abnormalities of female reproductive system</li> </ul> | <p><b>Introduction to Gynecological Nursing</b></p> <ul style="list-style-type: none"> <li>• -Concepts and principles of Gynecological Nursing</li> <li>• -Trends and issues</li> <li>• -Review of anatomy and physiology of the female reproductive system</li> <li>• -Congenital abnormalities of female reproductive system</li> </ul> | <ul style="list-style-type: none"> <li>-Lecture</li> <li>Discussion</li> <li>-Seminar</li> <li>-Explain using charts, models, films, slides</li> <li>-Case discussion</li> <li>-Health education</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> <li>Very short answers</li> </ul> |



|     |                   |   |   |   |   |
|-----|-------------------|---|---|---|---|
|     |                   | -Explain sexuality and reproductive health  | <ul style="list-style-type: none"> <li>-Sexuality and Reproductive Health</li> </ul>  | Supervised clinical practice  |   |
| II  | 6<br>NF-4<br>EF-2 | <p>-Describe the gynecological assessment &amp; the diagnostic measures</p> <p>-Describe the pre &amp; post operative management of women undergoing major and minor gynecological procedures</p> | <p><b>Gynecological Assessment</b></p> <ul style="list-style-type: none"> <li>• History and Physical assessment</li> <li>• Breast Self Examination, pelvic examination</li> <li>• Diagnostic measures &amp; its implications</li> <li>• General pre and post operative management of women under going major and minor surgical procedures</li> </ul> | <p>Lecture discussion</p> <p>- Demonstration</p> <p>-Practice session</p> <p>Supervised clinical practice</p> <p>-Case discussion</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |
| III | 4<br>NF-2<br>EF-2 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with menstrual disorders                             | <p><b>Nursing management of patients with menstrual disorders</b></p> <ul style="list-style-type: none"> <li>• -Dysmenorrhea</li> <li>• -Amenorrhea</li> <li>• -Premenstrual syndrome</li> <li>• -Abnormal Uterine Bleeding: Menorrhagia, Metrorrhagia</li> </ul>   | <p>Lecture discussion</p> <p>Explain using slides</p> <p>Case discussion</p> <p>Supervised clinical practice</p>                      | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|    |                   |  |  |   |  |
|----|-------------------|--|--|---|--|
|    |                   |  | <ul style="list-style-type: none"> <li>• -Menopause and Hormonal replacement Therapy</li> </ul>  |   |  |
| IV | 3<br>NF-2<br>EF-1 | Describe the cause of male/female infertility, investigation, treatment modalities including Assisted Reproductive Technology & the role of nurse in management of infertility                               | <b>Infertility and management</b> <ul style="list-style-type: none"> <li>• -causes</li> <li>• -investigations</li> <li>• -treatment modalities</li> <li>• Nursing management</li> </ul>  | Lecture discussion<br>Explain using slides, charts, case discussion | Essay<br>Short answers<br>Very short answers |
| V  | 5<br>NF-2<br>EF-3 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with inflammatory diseases and neoplasms of reproductive organs | <b>Inflammatory diseases and Neoplasm of reproductive organs</b> <ul style="list-style-type: none"> <li>• Pelvic inflammatory Disease</li> <li>• Ovarian and fallopian tube disorders, cysts, tumors, Uterine and cervical disorders</li> <li>• Endometriosis, adenomyosis, polyps, fibroids, cervical cancer and uterine tumor</li> </ul> | Lecture discussion<br>Explain using slides, charts, case discussion | Essay<br>Short answers<br>Very short answers |

|      |                   |   |   |  |  |
|------|-------------------|---|---|--|--|
| VI   | 3<br>NF-2<br>EF-1 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with mechanical disturbance and injuries to female genital tract | <b>Mechanical Disturbances and injuries to female genital tract</b> <ul style="list-style-type: none"> <li>• Retroversion, uterine displacement</li> <li>• Cystocele/ Urethrocele/ Rectocele</li> <li>• Injuries and Trauma to pelvic floor</li> <li>• fistulas</li> <li>• Sexual violence</li> </ul> | Lecture<br>discussion<br>Explain using slides, charts, case discussion                     | Essay<br><br>Short answers<br><br>Very short answers |
| VII  | 3<br>NF-2<br>EF-1 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with genital tract infection                                     | <b>Infections of the female genital tract</b> <ul style="list-style-type: none"> <li>• Venereal and non venereal infections and discharges</li> <li>• Vaginal and vulval disorders</li> <li>• Toxic shock syndrome</li> </ul>   | Lecture<br>discussion<br>Explain using slides, charts, case discussion<br>Health education | Short answers<br><br>Very short answers              |
| VIII | 2                 | Describe indications, dosage, action, side effects and nurses responsibilities in the administration of drugs   | <ul style="list-style-type: none"> <li>• <b>Drugs used in treatment of gynecological disorders</b></li> </ul>   | Lecture<br>discussion,<br>Drug book<br>Drug<br>Presentation                                | Short answers<br><br>Very short answers              |

## REFERENCES:

- ArulkumaranSabaratnam, Sivanessaralnan V, Essentials of Gynecology. J P Brothers Medical Publisher.
- Balley James and Grayson, Jane, Obstetric and Gynecological Nursing. ELBS, BilliereTindall
- Bobak and Jenson, Maternity and Gynecologic care. Mosby year book, INC
- Dutta. D.C, Text book of Gynecology. New central book agency, Culcutta
- Kumar, Pratap and MalhotraNarendra, Jeffcoates Principles of Gynecology. Jay Pee Publishers, Newdelhi
- MilleyNerman F and Avery H, Gynecology and Gynecologic Nursing. W B Saunder's Co, Philadelphia.
- Robbery James and Crossward Campell, Gynecological Nursing. 4thed, The CV Mosby Co, St Louis.
- Seshadri, Lakshmi. Essentials of Gynecology. New Delhi. Wolters kluwer publishers Lippincott Williams & Wilkins.
- National & International Journals on OBG Nursing.

## GYNAECOLOGICAL NURSING -PRACTICAL

Placement: IV Year B.Sc Nursing

Practical: 160 Hours [4 weeks]

| Areas            | Duration in weeks | Objectives   | Skills   | Assignments   | Assessment methods  |
|------------------|-------------------|--|--|---|---|
| Gynecology wards | 3 (OPD) – 3 days  | Assessment of women with gynecological disorders<br>Provide pre, intra and post operative care to women with gynecologic disorders | Assist with Gynecological Examination<br>Assist with diagnostic and therapeutic procedures<br>Assist with minor and major surgical procedures<br>Render pre and post operative nursing care to women undergoing minor and major surgical procedures<br>Provide incidental and planned health education to patients and family members. | Provide care to assigned patients<br>Gynecological assessment-2<br>Care study-1<br>Case presentation-1<br>Drug file | Assess skills with check list<br>Evaluation of care study<br>Evaluation of drug book -OSCE<br>Assessment of clinical performance<br>Instruments in Gynecologic practice-<br>Viva voce |
| OT               | 1 week            | Counsel and educate patient and families   |  |   |   |

**Assignments:**

- Gynaecologic assessment – 2
- Care study - 1
- Case Presentation - 1

## COMMUNITY HEALTH NURSING –II Course No. 20

Placement: IV year

Theory -100 Hrs

Practical- 320 Hrs

### Course description:

The course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concepts and principles of health and community health nursing.

| Unit     | Time (hrs) | Learning objectives   | Content   | Teaching learning Activities   | Assess ment methods  |
|----------|------------|---|---|--|--|
| <b>I</b> | <b>10</b>  | Define the concepts, scope, principles and historical development of Community Health and Community Health Nursing<br><br>Explain the steps of Nursing of process in Community Health Nursing | <b>INTRODUCTION :</b> <ul style="list-style-type: none"> <li>• Community Health Nursing</li> <li>• Definition &amp; concept of Community Health Nursing</li> <li>• Historical development of Community health Nursing-</li> <li>• World, India</li> <li>• Principles community health nursing</li> <li>• Qualities of Community Health Nurse</li> <li>• Roles &amp; responsibilities of community health nurse</li> <li>• Approaches to community health nursing practice-<br/>Epidemiological approach, Problem solving approach, Evidence based approach</li> </ul> | Lecture<br>discussion<br><br>Survey<br>Project<br><br>Family<br>Nursing<br>process<br>mapping<br><br>Exercise on<br>Community<br>diagnosis | Essay<br><br>Short<br>answers<br><br>Very short<br>answers |

|           |           |   |   |  |   |
|-----------|-----------|---|---|--|---|
|           |           |   | <ul style="list-style-type: none"> <li>• Application of Nursing theories in Community Health Nursing</li> <li>• Nursing process and Application of Nursing Process in Community health Nursing Practice.</li> <li>• Community Identification- Purpose, Methods</li> <li>• community survey</li> </ul>   |  |   |
| <b>II</b> | <b>10</b> | Explain the concept of family health care and family health nursing process | <p><b>FAMILY HEALTH SERVICES</b></p> <ul style="list-style-type: none"> <li>• Family <ul style="list-style-type: none"> <li>-Definition</li> <li>-Types</li> <li>-Functions</li> </ul> </li> <li>• Family development cycle <ul style="list-style-type: none"> <li>-Characteristics of family.</li> </ul> </li> <li>• Role of Family in health and illness</li> <li>• Objectives of family health care</li> <li>• Family nursing process</li> <li>• Counseling in family health care</li> <li>• Home visit <ul style="list-style-type: none"> <li>- purposes,</li> <li>- principles and steps</li> </ul> </li> <li>• Public health bag <ul style="list-style-type: none"> <li>-uses,</li> <li>- principles,</li> <li>- bag technique</li> </ul> </li> </ul> | <p>Lecture discussion</p> <p>Writing Nursing care plan</p> <p>Demonstration of bag technique</p> | <p>Essays</p> <p>Short answer</p> <p>OSCE/ OSPE</p> |

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
| III | 6  | Describe health plans, policies various health committees and health problems in India   | <b>Health Planning, policies and problems</b> <ul style="list-style-type: none"> <li>• National health planning in India and Five Year Plans</li> <li>• Various committees and commissions on health and family welfare</li> <li>• National health policies</li> <li>• National population policy</li> <li>• Health problems in India</li> </ul>   | Lecture<br>discussion<br>Panel<br>discussion<br>Seminar  | Essay<br><br>Short answers                           |
| IV  | 15 | Describe the system of delivery of community health services in rural and urban areas<br><br>-List the functions of various levels of health workers<br><br>-Describe the alternative systems of health .-<br>Describe the | <b>Delivery of health care in India:</b> <ul style="list-style-type: none"> <li>• Public sector <ul style="list-style-type: none"> <li>-Primary health care</li> <li>-Sub centre</li> <li>-PHC</li> <li>-Hospitals/ Health centres</li> <li>-CHC</li> <li>-Rural Hospitals</li> <li>-District Hospital</li> <li>-Specialist Hospitals</li> <li>-Teaching Hospitals</li> <li>- Other Agencies <ul style="list-style-type: none"> <li>- Railway</li> <li>- Defense Services</li> </ul> </li> </ul> </li> <li>• Health Insurance Scheme</li> <li>• Health care delivery through private sector</li> <li>• Indigenous Systems of medicine</li> </ul> | Lecture<br>discussion<br><br>Visits to various health care delivery systems<br><br>Supervised field practice<br><br>Panel discussion | Essay<br><br>Short answers<br><br>Very short answers |



|          |           |  |  |  |   |
|----------|-----------|--|--|--|---|
|          |           | <p>chain of referral system</p> <p>-Explain the records and reports maintained in the health centres</p> | <ul style="list-style-type: none"> <li>• Voluntary Health agencies</li> <li>• National Health Programmes</li> <li>• Indian Public Health Standards <ul style="list-style-type: none"> <li>- IPHS guidelines for Sub centre, Primary health centre and Community health centre.</li> </ul> </li> <li>• Organisation, staffing and delivery of urban health services</li> <li>• Job descriptions of community health personnel at various levels.</li> <li>• Referral system</li> <li>• Records, reports</li> <li>• Health Management Information System (HMIS)</li> </ul> |  |   |
| <b>V</b> | <b>12</b> | <p>Explain the various services rendered to the community</p>  | <p><b>Community Health Services</b></p> <ul style="list-style-type: none"> <li>• Maternal and Child Health services</li> <li>• Family welfare services</li> <li>• Adolescent health services</li> <li>• School Health Services</li> <li>• Community mental health</li> <li>• Care of the aged</li> <li>• Occupational Health</li> </ul>  | <p>-Lecture discussion</p> <p>Supervised field practice</p> <p>Organize camps</p> <p>And Group Project</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|    |   |  |   |   |   |
|----|---|--|---|---|---|
|    |   |  | <ul style="list-style-type: none"> <li>• Environmental health</li> <li>• Disaster management</li> <li>• Organizing clinics and camps for providing services to the community</li> </ul>   |   |   |
| VI | 8 | Describe the activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p><b>Assisting individuals and groups to promote and maintain health</b></p> <p><b>A. Assessment of self and family</b></p> <ul style="list-style-type: none"> <li>• -Empower family to monitor growth and development of children, breast self examination and examination of testicles, urine for sugar and albumin, Blood pressure and blood sugar estimation etc</li> <li>• - Health assessment of : <ul style="list-style-type: none"> <li>- Infant</li> <li>- Toddler</li> <li>- Preschool child</li> <li>- School child</li> <li>- Elderly</li> <li>- Antenatal and postnatal mothers</li> </ul> </li> </ul> <p><b>B. Sensitize and handle social issues affecting health of family</b></p> <ul style="list-style-type: none"> <li>• Women Empowerment</li> </ul> | <p>-Lecture discussion</p> <p>-</p> <p>Demonstration</p> <p>-Supervised field practice</p> <p>-Individual / group/ family/ community</p> <p>-Health education</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|            |           |  |   |   |   |
|------------|-----------|--|---|---|---|
|            |           | Identify the resources available in the community  | <ul style="list-style-type: none"> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female Feticide</li> <li>• Commercial sex workers</li> <li>• Alcoholism and Substance abuse</li> </ul> <p><b>C. Utilization of community resources for self and family</b></p> <ul style="list-style-type: none"> <li>• Various Govt. Schemes for the aged, widows, physically and mentally challenged</li> <li>• Old age homes, Orphanage, Homes for physically and mentally challenged individuals.</li> </ul> | -Field trips  |   |
| <b>VII</b> | <b>20</b> | -Describe the National health programmes and the role of a nurse in National health programmes | <p><b>National health programmes and the role of a nurse:</b></p> <ul style="list-style-type: none"> <li>• National ARI control programme</li> <li>• Revised National Tuberculosis Control Programme (RNTCP)</li> <li>• National vector borne disease Control programme</li> <li>• National Guinea worm eradication programme</li> <li>• National Leprosy eradication programme</li> <li>• National STD and AIDS</li> </ul>   | <p>-Lecture discussion</p> <p>-Participate in National health programmes</p> <p>-Field visits</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>control programme</p> <ul style="list-style-type: none"> <li>• National Programme for control of blindness</li> <li>• Iodine deficiency disorder programme</li> <li>• Universal immunization programme</li> <li>• RCH and National Family Welfare Programme</li> <li>• National water supply and sanitation programme</li> <li>• Minimum Needs programme</li> <li>• 20 point programme</li> <li>• Polio Eradication: Pulse Polio Programme</li> <li>• National programme for prevention and control of cancer, diabetes, cardiovascular disease, stroke</li> <li>• Community Nutrition Programme</li> <li>• ICDS programme</li> <li>• National Mental health programme</li> <li>• NHM / NRHM and NUHM</li> <li>• Integrated Management of Neonatal and Childhood Illness (IMNCI)</li> <li>• National Health Policy</li> </ul> |  |
|--|--|--|--|--|

|      |   |  |  |   |  |
|------|---|--|--|---|--|
| VIII | 5 | Explain the role and functions of various national and international health agencies | <p><b>Health Agencies</b></p> <ul style="list-style-type: none"> <li>• International :- <ul style="list-style-type: none"> <li>• WHO</li> <li>• UNDP</li> <li>• World Bank</li> <li>• FAO</li> <li>• UNICEF</li> <li>• DANIDA</li> <li>• Rockefeller - Foundation</li> <li>• Red Cross</li> <li>• USAID</li> <li>• UNESCO</li> <li>• ILO</li> <li>• CARE .</li> </ul> </li> <li>• National :- <ul style="list-style-type: none"> <li>• Indian Red Cross Society</li> <li>• Indian Council for Child Welfare</li> <li>• Family Planning Association of India</li> <li>• Tuberculosis Association of India</li> <li>• Hindu Kusht Nivaran Sangh</li> <li>• Central Social Welfare Board,</li> <li>• Bharat Sevak Samaj - All India Blind Relief</li> </ul> </li> </ul> | Lecture<br>discussion<br><br>Field visits | Essay<br><br>Short answers<br><br>Very short answers |
|------|---|--|--|---|--|

|           |          |  |  |  |   |
|-----------|----------|--|--|--|---|
|           |          |  | Society.   |  |   |
| <b>IX</b> | <b>2</b> | Explain the concepts of health economics                                   | <b>Health Economics</b> <ul style="list-style-type: none"> <li>• Demand, supply &amp; cost of health care, cost containment</li> <li>• Family budgeting in health and illness</li> </ul>   | Lecture<br>discussion                              | Short answers<br><br>Very short answers |
| <b>X</b>  | <b>5</b> | Identify the principles and techniques of supervision                      | <b>Supervision</b> <ul style="list-style-type: none"> <li>• Definition, principles, goals, methods and steps of supervision</li> <li>• Essential qualities and responsibilities</li> <li>• Supervisory functions of</li> <li>• Community Health Nurse in primary health care units</li> <li>• Training and supervision of community health workers</li> <li>• Maintaining Staff morale</li> <li>• Supervision of students</li> </ul> | Lecture<br>Discussion<br>Supervised field practice | Essay<br><br>Short answers              |
| <b>XI</b> | <b>5</b> | Describe the public health administration at centre, state and local level | <b>Public Health Administration</b> <ul style="list-style-type: none"> <li>• Organization and administration of Health Services at Centre, State, district and local level</li> <li>• Panchayati Raj</li> <li>• Public Health Laws</li> </ul>  | Lecture<br>Discussion                              | Essay<br>Short answers                  |

|     |   |  |   |   |  |
|-----|---|--|---|---|--|
| XII | 2 | Recognize the importance of research in community health nursing | <b>Research in Community health nursing</b> <ul style="list-style-type: none"> <li>• Need and significance, Researchable problems in community health</li> <li>• Role of Community Health nurse in research activities</li> </ul> | Lecture<br>Discussion<br><br>Group work | Short answers<br><br>Group work presentation |
|-----|---|--|---|---|--|

**References:**

- Rao, Kasthuri Sundar, An Introduction to Community Health Nursing, B.I. Publications, Madras.
- Park. K. Text book of Preventive & Social Medicine, M/s Banarsidas Bhanot Publishers, GreenPark, New Delhi.
- Basavanhappa B. T. Essentials of Community Health Nursing. Jaypee Brothers Medical Publishers, New Delhi.
- Suryakantha. Community Medicine-with Recent Advances, Jaypee Brothers Medical Publishers, New Delhi.
- Gupta M.C & Mahajan B.K. Text Book of Preventive and Social Medicine, Jaypee Brothers Medical Publishers, New Delhi.
- Gulani.K.K Community Health Nursing. Principles & practice. Kumar Publishing House, Delhi.
- Swarankar K. Community Health Nursing, N.R. Brothers, Indore.
- Neelam Kumari. A Text Book of Community Health Nursing-I, S.Vikas & Company, Jalandhar
- Rahim A, Principles and practice of community medicine. Jaypee Brothers, 2008
- Kamalam S. Essentials of Community Health Nursing Practice Jaypee Brothers, 2008
- TNAI. Public Health Manual, New Delhi Latest edition
- Stanhope M. Lancaster J. Community Health Nursing, CV Mosby Company, Latest edition
- Clark M J. Nursing in the community, Appleton and Lange, Connecticut, Latest edition
- National & International Journals on Community Medicine.

## COMMUNITY HEALTH NURSING-II

Placement-IV year BSc Nursing

Practical-320 hrs (8 weeks)

| Areas  | Duration (in weeks)                             | Objectives  | Skills  | Assignments  | Assessment Methods  |
|--|---|---|---|--|---|
| <b>Community under Rural PHC</b><br><br><b>Urban Health Centre</b> | <b>6-wks – rural</b><br><br><b>2wks - urban</b> | -Identify community profile<br>-Identify prevalent communicable and non communicable diseases in the community<br>-Diagnose health needs of individual, families and community<br>-Plan and provide need based services to individuals and families.<br>-Organize health camps for the needy people | -Conducting community health survey<br>-Formulate community diagnosis<br>-Provide need based family care<br>-Home care based on scientific principles using Bag techniques<br>-Organize and conduct health exhibitions/camps in the health centre and community<br>-Screen antenatal mothers and provide need based services.<br>Conduct postnatal visits, assess mother and baby and render services<br>-Motivate for family planning services<br>-Participate in the source reduction and | Community survey report –I<br>Community Health Project-1<br>Health exhibition-1<br>Family care Plan-4<br>Family care study-1<br>Health talk-2<br>Report of health assessment of various age groups<br>Report of Field visits to -Factory | -Assess clinical performance with rating scale<br>- Evaluation of community survey report, family care study, Community project, Clinic reports and |



|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>-Participate in National health programmes</p> <p>-Educate individual and family to lead a healthy life.</p> <p>-Participate in school health programmes</p> <p>-Collect Vital health statistics</p> <p>-Maintain Records &amp; reports</p> <p>Participate in the supervision of health workers</p> | <p>other activities related to the control of communicable diseases.</p> <p>-Empower people to identify the deviations from normal health and to seek medical aid.</p> <p>- Assess clients with physical and mental disabilities, provide services</p> <p>-Screen and render services to school children and make referral as needed</p> <p>-Assist health workers in preparing reports and attend monthly conferences in the PHC</p> | <p>Dist.TB center</p> <p>-Old age home</p> <p>-Panchayat Raj institution</p> <p>Field trip to</p> <p>-Institute for rural health,</p> <p>-AIDS control unit .</p> <p>-agency / Institute for physically challenged .</p> | <p>health talk</p> <p>-</p> <p>Completi on of practical record</p> |
|--|--|--|---|--|--|

## NURSING EDUCATION

Placement: IV Year

Theory – 80 hours

Practical– 120 hours

(Practice Teaching-3 hrs/ student)

### Course Description:

This course is designed to help the students to develop an understanding of the principles and methods of teaching and to equip the students with the beginning skills in teaching in clinical, community health and educational settings

| Unit | Time (hrs) | Learning Objective  | Content   | Teaching Learning Activities | Assessment methods  |
|------|------------|---|---|------------------------------|---|
| 1    | 12         | List the aims of education<br>Explain principles of education<br>Recognize the educational philosophies in nursing education<br>Describe the characteristics of learning<br>Explain the maxims of teaching<br>Explain the laws of learning<br>Explain the | <b>Principles of education</b> <ul style="list-style-type: none"> <li>• -Meaning of education:</li> <li>• Definitions, aims, functions&amp; principles.</li> <li>• -Philosophies of Education&amp;</li> <li>• Application of educational philosophies in nursing</li> <li>• Education: Idealism, Naturalism, Pragmatism, Eclectism.</li> <li>• Review – history of developments of nursing education in the state, national and international level</li> <li>• -Current trends in Nursing Education</li> <li>• Teaching Learning</li> </ul> | Lecture<br><br>Discussion    | Essay<br><br>Short answers<br>Very short answers<br><br>Written assignments |

|    |    |   |   |  |   |
|----|----|---|---|--|---|
|    |    | Methods of Teaching   | <p>Process</p> <ul style="list-style-type: none"> <li>• -Teaching learning process</li> <li>• -Characteristics of learning</li> <li>• -Factors influencing learning</li> <li>• -Laws of learning</li> <li>• -Principles of teaching</li> <li>• -Maxims of teaching</li> <li>• - Role of a teacher</li> <li>• -Qualities of teacher</li> </ul>                             |  |   |
| II | 15 | <p>Explain the principles of curriculum planning</p> <p>Explain the classification of educational objectives</p> <p>List the qualities of educational objective</p> <p>Prepare unit plan, lesson plan</p> | <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• -Definition</li> <li>• -Concepts Principles of curriculum Planning</li> <li>• -Steps in curriculum development</li> <li>• -Formulation of educational objectives - Taxonomical classification of objectives</li> <li>• -Course Planning</li> <li>• -Unit Plan –Types</li> <li>• -Lesson Plan</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Exercise on writing objectives</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
| III | 15 | Demonstrate skill in teaching in all settings using various methods and medias | <b>Methods of Teaching</b> <ul style="list-style-type: none"> <li>● -Lecture</li> <li>● -Demonstration</li> <li>● -Discussion</li> <li>● -Seminar,</li> <li>● Symposium</li> <li>● -Panel discussion</li> <li>● -Programmed Instruction</li> <li>● -Problem based learning</li> <li>● -Microteaching</li> <li>● -Self instructional module</li> <li>● -Simulation</li> <li>● -Computer assisted learning</li> <li>● -Role Play</li> <li>● - Field trip</li> <li>● -Workshop</li> <li>● -Project method</li> <li>● -Clinical teaching methods :</li> <li>● case method,</li> <li>● nursing rounds &amp;reports,</li> <li>● bedside clinics,</li> <li>● conference (individual and group),</li> <li>● process recording</li> </ul> | Lecture<br>Discussion<br>Conduct 5 teaching sessions using different methods and media | Essay<br>Short answers<br>Very short answers<br>Evaluate teaching Sessions |
| IV  | 12 | Prepare and use different types of educational                                 | <b>Educational Media</b> <ul style="list-style-type: none"> <li>● Purposes &amp; types of A.V.Aids,</li> <li>● Edgardales cone of</li> </ul>   | Lecture<br>Discussion  | Essay<br>Short   |

|          |           |   |   |   |   |
|----------|-----------|---|---|---|---|
|          |           | media effectively   | <p>experience principles and sources</p> <ul style="list-style-type: none"> <li>• -Graphic aids : chalk board, chart, graph, poster, flash cards, flannel graph, bulletin board, cartoon</li> <li>• -Three dimensional aids: Objects, specimens, models, puppets</li> <li>• -Printed aids : pamphlets &amp; leaflets</li> <li>• -Projected aids: slides, overhead projector, films TV, VCD, microscope, projectors- LCD projector, DLP Projector, etc</li> <li>• -Audio aids: tape recorder, public address system</li> <li>• -Computers</li> </ul> | <p>Demonstration</p> <p>Prepare different teaching aids projected and non projected</p> | <p>answers</p> <p>Very short answers</p> <p>Assess the teaching aids prepared</p> |
| <b>V</b> | <b>12</b> | Construct different types of questions for assessment of knowledge skills and attitudes | <p><b>Evaluation &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• -Purpose &amp; scope of evaluation &amp; assessment</li> <li>• -Criteria for selection of assessment techniques and methods</li> <li>• -Qualities of an evaluation tool,</li> </ul>  | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Exercise on writing</p>        | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p>                       |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
|    |   |   | <ul style="list-style-type: none"> <li>• -Principles of evaluation and test construction.</li> <li>• -Assessment of knowledge: Essay type questions, Short answer question (SAQ) Multiple choice questions (MCQ)</li> <li>• -Assessment of skills: observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE)</li> <li>• -Assessment of Attitudes</li> <li>• Attitude Scales</li> <li>• -Evaluation of the course</li> </ul> | different types of assessment tools   | Assess the strategies used in practice teaching sessions and exercise sessions             |
| VI | 7 | Develop basic skill of counselling and guidance | <p><b>Guidance &amp; counselling</b></p> <p><b>Guidance:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• - Purpose,</li> <li>• scope and need</li> <li>• -Basic principles</li> </ul> <p><b>Counselling:</b></p> <ul style="list-style-type: none"> <li>• -Organization of counselling services</li> <li>• -Types of counselling approaches</li> <li>• -Role and preparation of counsellor</li> </ul>                                    | Lecture<br>Discussion<br>Role play in counseling in different situations followed by discussion | Essay<br>Short answers<br>Very short answers<br>Assess performance in role play situations |

|            |          |  |  |                       |                                     |
|------------|----------|--|--|-----------------------|-------------------------------------|
|            |          |  | <ul style="list-style-type: none"> <li>• -Issues for counselling in nursing : students and practitioners</li> </ul>  |                       |                                     |
| <b>VII</b> | <b>7</b> | -Describe principles & types of discipline<br>-Identify teachers role in preventive discipline | <b>Discipline</b> <ul style="list-style-type: none"> <li>• definition,</li> <li>• aims of discipline in education,</li> <li>• principles &amp; types,</li> <li>• preventive discipline, ,</li> <li>• disciplinary procedure,</li> <li>• teachers role in disciplinary problem</li> </ul> | Lecture<br>Discussion | Short answers<br><br>Objective type |

### References

- B.Sankaranarayanan,B.Sindhu Learning and Teaching in Nursing, J.P Brothers NewDelhi
- Dr. A. Kurian George, Principles of curriculum development & evaluation
- Guilbert J.J. Educational Hand Book for Health Personnel, WHO publication
- Sampath K. Introduction to Educational Technology
- Heidgerken, Teaching & Learning in Schools of Nursing.
- Bhatia.K and Bhatia.B.D. Theory and Principles of Education.
- Tyler, Ralph.W. Basic Principles of Curriculum Instruction.
- J.C Aggarwal ,Essentials of Educational technology,Innovations in Teaching and Learning,2ndEdition,Vikas Publishing House, Delhi
- Patidar A B, Communication and Nursing Education.Pearson, New Delhi.
- National & International Journals on Nursing Education.

**NURSING EDUCATION-**

**PRACTICAL-120 hrs**

| <b>Areas</b>  | <b>Duration</b> | <b>Objectives</b>   | <b>Skills</b>  | <b>Assignments</b>   | <b>Assessment methods</b>                            |
|---|-----------------|---|--|--|--|
| Per Student<br>Class room<br>teaching<br>(2 sessions) | 1hour<br>each   | Develop<br>Beginning<br>skill in<br>classroom<br>teaching | Use different<br>instructional<br>methods and<br>media<br>Practice<br>different<br>teaching skills | Project on<br>AV aids<br>Preparation<br>of<br>master<br>rotation<br>plans<br>Micro<br>teaching<br>Peer<br>teaching<br>Practice<br>teaching | Evaluation<br>of<br>practice<br>teaching<br>sessions |
| Procedure<br>demonstration<br>(1 session)             | 1hour           |   | Follows maxims<br>of teaching  |  |  |



## MANAGEMENT OF NURSING SERVICE AND EDUCATION

Placement – IV Year

Theory – 70 Hours

Practical –120 Hours

### Course Description:

This course is designed to provide the students a basic knowledge about the principles and functions of management and its application to the nursing service and education. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

| Unit | Time (hrs) | Learning objectives                                | Content  | Teaching learning activity | Assessment methods                           |
|------|------------|--|--|----------------------------|--|
| I    | 4          | Explain the principles and functions of Management | <b>Introduction to Management in nursing</b> <ul style="list-style-type: none"> <li>• -Definitions, concepts Theories of management, Administration Vs Management</li> <li>• -Functions of management</li> <li>• -Principles of management</li> <li>• -Role of nurse as a manager</li> </ul> | Lecture<br>Discussion      | Essay<br>Short answers<br>Very short answers |

|    |    |   |   |                    |  |
|----|----|---|---|--------------------|--|
| II | 20 | <p>Describe the elements and process of management</p> <p>Describe the concepts, theories techniques of organizational behaviour and human relation</p> | <p><b>Management Process</b></p> <ul style="list-style-type: none"> <li>• Planning-<br/>Meaning, nature, principles, process, types-</li> <li>• Organizing<br/>definition, principles, organizational structure, Organization chart</li> <li>• Delegation<br/>Participatory management</li> <li>• Human resource management- staffing<br/>Manpower planning, -importance, Philosophy, objectives,<br/>Recruitment, selection, appointment<br/>Training and development, promotion<br/>Job analysis, job description, job specification</li> <li>• Directing<br/>Definition, importance, Principles</li> <li>• Leadership<br/>-definition, styles, functions, qualities of a Leader, Assertiveness</li> <li>• Motivation<br/>- concepts, theories ,role of a manager, morale</li> <li>• Communication: -techniques- channels. IPR</li> <li>• Supervision</li> <li>• Organizational behaviour and human relations<br/>Concept, Principles and theories</li> <li>• Group dynamics</li> <li>• Human relations</li> <li>• Public relations in context of nursing<br/>Relations with professional association and employee unions, collective bargaining, work culture</li> <li>• Controlling-<br/>Quality management ,Quality assurance ,TQM,</li> <li>• Programme Evaluation and Review Technique (PERT), Bench Marking, Activity Plan, Gantt Chart</li> <li>• -Budgeting -concept -principles, types, cost benefit analysis, audit.</li> <li>• Material management -equipment and supplies</li> <li>• Documentation- Importance, types of record and report</li> </ul> | Lecture Discussion | Essay<br>Short answers<br>very short answers |
|----|----|---|---|--------------------|--|

|     |    |  |  |  |  |
|-----|----|--|--|--|--|
| III | 18 | <p>Describe the Management of nursing service in the hospital</p> <p>-Describe the function of personnel management</p> <p>-Describe the role of the administrator in budget preparation</p> | <p><b>Management of nursing service department</b></p> <ul style="list-style-type: none"> <li>• -Philosophy and objectives.</li> <li>• -Organization of the hospital, nursing service department ,</li> <li>• The Nursing Service Unit.</li> </ul> <p>-Planning- Physical facilities, floor space</p> <p>-Factors affecting ward management</p> <ul style="list-style-type: none"> <li>• -Time planning -weekly/daily plan</li> <li>• -Patient Classification System</li> <li>-Assignment of patients</li> <li>• -Role of Head Nurse in training of students, ward teaching, Anecdotal records,</li> <li>• nursing rounds, nursing care conference</li> <li>• -Setting standards for nursing care</li> <li>-nursing protocol</li> <li>-Procedure manual</li> <li>• -Duties &amp; responsibilities and job description of various categories of staff</li> <li>• - Maintenance of supplies and equipment in nursing service units</li> <li>• -Evaluation of patient care</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Stimulated exercise</p> <p>Supervised</p> <p>Practice in ward – writing indents, Preparing duty roaster, ward supervision</p> <p>Assignment on duties and responsibilities of ward sister</p> <p>Writing report</p> | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> <p>Assessment of problems solving exercises, Assessment of the assignments</p> <p>Performance evaluation</p> |
|-----|----|--|--|--|--|

|    |   |  |  |                       |  |
|----|---|--|--|-----------------------|--|
|    |   |  | <b>Nursing audit,</b> <ul style="list-style-type: none"> <li>• Leadership in management of nursing service</li> <li>• -Performance appraisal of all categories of nursing staff,</li> <li>• Records and reports in nursing service department</li> <li>• Planning budget for nursing service</li> </ul>  |                       |  |
| IV | 5 | Participate in planning and organizing in service education program  | <b>In Service education</b> <ul style="list-style-type: none"> <li>• Nature &amp; scope of in-service education program, types</li> <li>• Organization of in-service education</li> <li>• Principles of adult learning.</li> <li>• Planning for in-service education program, techniques, methods &amp; evaluation of staff education program</li> </ul>           | Lecture<br>Discussion | Essay<br><br>Short answers<br><br>Very short answers |
| V  | 5 | Describe the ethical and legal responsibilities of Explain the nursing practice standards professional nurse | <b>Nursing as a Profession</b> <ul style="list-style-type: none"> <li>• -Characteristics of a professional nurse</li> <li>• Regulatory bodies,</li> <li>• I.N.C, S.N.C ,constitution, functions</li> <li>• Current trends and issues in Nursing</li> <li>• Professional ethics</li> <li>• Code of ethics : INC, ICN</li> <li>• -Consumer protection act</li> </ul> | Lecture<br>Discussion | Essay<br><br>Short Answers<br><br>very short answer  |

|    |    |   |  |                       |   |
|----|----|---|--|-----------------------|---|
|    |    |   | <ul style="list-style-type: none"> <li>• - Legal terms related to nursing practice, registration &amp; licensing procedures</li> <li>• Ethical and legal responsibilities of a professional nurse , malpractice ,negligence, practice standards for nursing</li> </ul>   |                       |   |
| VI | 15 | <p>Explain the role of the administrator in selection and appointment of staff and students</p> <p>-List the essentials of an educational institution</p> <p>-Describe the role of the Administrator in faculty development</p> | <p><b>Management of Nursing Educational Institutions</b></p> <ul style="list-style-type: none"> <li>• - Essentials of educational institutions as per I.N. C. norms for School of Nursing &amp; College of Nursing :</li> <li>• Organizational pattern of Educational institutions</li> <li>• - Organization chart</li> <li>• Management of faculty</li> <li>• -Selection and recruitment</li> <li>• -Orientation programme</li> <li>• -</li> <li>• -Job description</li> <li>• -Job specification</li> <li>• -Staff development</li> <li>• -Staff welfare - leave, salary, promotion, placement, guidance and supervision</li> <li>• -Performance appraisal</li> <li>• -Institutional reports and records</li> <li>• Administration of students</li> <li>• -Selection and admission,</li> </ul> | Lecture<br>Discussion | <p>Essay</p> <p>Short answers</p> <p>Very short answers</p> |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>-Role of the administrator in the administration curriculum</p> <p>-Describe the role to the administrator in Finance Management</p> <p>-Explain the role of the administrator in maintaining publicity of the institution</p> | <ul style="list-style-type: none"> <li>• -Orientation,</li> <li>• -Students Health Programme</li> <li>• -Students Welfare : Guidance and counseling, Co-curricular and professional activities</li> <li>• Hostel facilities – INC norms</li> <li>• -Transportation facilities</li> <br/> <li>• -Records and Reports</li> <li>• -Transcript/C.V</li> <li>• -Cumulative Record</li> <li>• -Admission Register</li> <br/> <li>• Administration of curriculum</li> <li>• - planning and implementing curriculum</li> <li>• -Master rotation, Clinical rotation</li> <li>• -Teaching system</li> <li>-Clinical facilities</li> <li>• -Affiliation</li> <li>• -Evaluation</li> <li>• Student evaluation</li> <li>• Teacher evaluation</li> <li>• Course evaluation</li> <li>• -Periodical revision of the curriculum</li> <li>• -Accreditation Guidelines</li> <li>• Administration of the Finance</li> <li>• -Plan, prepare and send the</li> </ul> |  |  |
|--|--|---|--|--|--|

|            |          |  |   |  |  |
|------------|----------|--|---|--|--|
|            |          |  | <p>budget proposals.( procurement of equipment &amp; supplies, library books/</p> <ul style="list-style-type: none"> <li>• journals, A.V aids.</li> <li>• Salary emolument of the employees, Stipend to the students .</li> <li>• -Utilization of budget:</li> <li>• Publicity of the Institution</li> <li>• Public relations, P.T.A., Camps, Advertisements,</li> <li>• Conferences, Campus Selections, Publishing results and annual reports,</li> <li>• Publication, Brochure, magazine</li> </ul> |  |  |
| <b>VII</b> | <b>3</b> | Explain the various opportunities for professional advancement | <p><b>Professional advancement</b></p> <ul style="list-style-type: none"> <li>• -Continuing education</li> <li>• -Career Opportunities</li> <li>• -Membership with professional organization</li> <li>• -National and International participation in research activities</li> <li>• -Publications-Journals, newspapers etc.</li> </ul>  | <p>Lecture<br/>Discussion<br/>Review<br/>or<br/>Presentation of<br/>published<br/>articles<br/>Group<br/>work on<br/>maintenance of<br/>bulletin<br/>board</p> | <p>Structured<br/>essay<br/>Short<br/>answers<br/>Very<br/>short<br/>answers</p> |

### References:

- Alexander et al, Nursing Service Administration, C.V. Mosby Company St. Louis ..
- Anna Hellen, Gallagher, Educational administration in Nursing, The Macmillan Company, New York.
- Barret, Jean, Ward Management and Teaching- Himalayan Books, New Delhi.
- Barret M.J. Gressner, The Head Nurse- Her leadership Role, Himalayan Books, New Delhi.
- Chatterjee S.S An introduction to management- its principles and techniques, World Press, Calcutta .
- Goddard M. Principles of Administration applied to Nursing service.
- Jogindra Vati. Principles and Practice of Nursing Management and Administration Jaypee Brothers Medical Publishers Pvt Ltd. New delhi.
- Masih Shabanam. Essentials of Nursing Management in Service and Education. Lotus publishers. Jalandhar.
- Thomas Kochuthresiamma, Nursing Management and Administration, V Publishers, Kottayam
- Marquis B L and Huston C J Leadership Roles and Management Functions in Nursing- Theory and Application. Wolters and Kluver, New Delhi
- Verghese C. The Nurse Administrator. New Delhi: New Age International (P) Ltd Publishers;2015.
- National & International Journals on Nursing Administration.

## MANAGEMENT OF NURSING SERVICE AND EDUCATION

Practical Hours-120 (3 Weeks)

| Areas         | Duration | Objectives                      | Skills  | Assignments                                 | Assessment methods                            |
|---------------|----------|---------------------------------|---|---|---|
| -General ward | 3weeks   | Perform clinical supervision of | Preparation of clinical rotation plan for students<br>-conducting bed | -Clinical rotation plan demonstration<br>-1 | Evaluation of written assignment<br>-Clinical |



|                                  |  |  |   |   |                                  |
|----------------------------------|--|--|---|---|----------------------------------|
|                                  |  | <p>students</p> <p>Describe the duties and responsibilities of head nurse/war d sister</p> | <p>side clinic&amp; nursing rounds</p> <p>Supervision of students</p> <ul style="list-style-type: none"> <li>-write incidental report</li> <li>-Evaluate student performance</li> <li>-Appraise the duties and responsibilities of head nurse</li> <li>-write indents,</li> <li>-Prepare duty roaster</li> <li>- conduct an educational session for in service nursing personnel</li> </ul> | <p>Nursing rounds-1</p> <p>writing incidental report-1</p> <ul style="list-style-type: none"> <li>-Prepare clinical performance evaluation format</li> <li>-Shift report</li> <li>- indents,</li> <li>-duty roster</li> <li>-duties and responsibilities of head nurse</li> </ul> | <p>performan ce evaluation</p>   |
| Nursing superint endent's office | Two days morning duty and one night duty | Appraise the duties and responsibilities of nursing superinten dent                        | <p>prepare organization chart of the hospital</p> <p>describe the duties and responsibilities of nursing</p>  | <p>Prepare organization chart of the hospital</p> <ul style="list-style-type: none"> <li>-Day and night report</li> </ul>   | Evaluation of written assignment |
| Observat ion visit to hospital   | One day                                  | Appraise role of nurse manager in hospital   | Analyze role of nurse manager in hospital   | Report of observation visit   | Evaluation of written assignment |

|  |         |   |   |                             |                                  |
|--|---------|---|---|-----------------------------|----------------------------------|
| Observation visit to nursing educational institution | One day | Describe role of principal in nursing educational institution | Appraise role of principal in management of nursing educational institution | Report of observation visit | Evaluation of written assignment |
|--|---------|---|---|-----------------------------|----------------------------------|

The concept of Health Care Counselling shall be incorporated in all relevant areas

## 2.7 Total number of hours

Duration of the course shall be four years. Internship integrated practice is incorporated with respective practical hours in each year.

| Duration of course                 | Weeks                  |
|------------------------------------|------------------------|
| Weeks available per year           | = 52 weeks             |
| Total Vacation                     | = 6 weeks              |
| a). Festival Holidays              | = 2 weeks              |
| b). Public holidays                | = 3 weeks              |
| c). After University theory exam   | = 1 week               |
| Examination(including preparation) | = 2+2 weeks            |
| Available weeks                    | = 42 weeks             |
| Hours per week                     | = 40 hours             |
| Hours available per academic year  | = 1680 (42wks x 40hrs) |

## 2.8 Branches if any with definition

Not Applicable

## 2.9 Teaching learning methods

As given under 2.6 - Syllabus.

## 2.10 Content of each subject in each year

As given under 2.6 - Syllabus.

## 2.11. No: of hours per subject

As given under 2.6 - Syllabus.

## 2.12. Practical training

As given under 2.6 - Syllabus.

### **2.13. Records**

Proper records of practical work should be meticulously maintained.

### **2.14. Dissertation**

Not Applicable

### **2.15. Specialty training if any**

Not Applicable

### **2.16. Project work to be done if any**

Clinical Assignments & projects work as given under 2.6, Syllabus.

### **2.17. Any other requirements [CME, Paper Publishing etc.]**

Not applicable.

### **2.18. Prescribed/recommended textbooks for each subject**

As given under 2.6 - Syllabus.

### **2.19. Reference books**

As given under 2.6 - Syllabus.

### **2.20. Journals**

As given under 2.6 - Syllabus.

### **2.21. Logbook**

A logbook should be maintained.

## **3. EXAMINATIONS**

### **3.1. Eligibility to appear for exams**

A candidate must score minimum 50% internal marks for theory and practical separately in each subject in order to appear for university examinations.

Each candidate should put in minimum 80% of attendance in theory and clinical practicum for appearing university examination. Condonation of 10% of the attendance once in the entire course period can be granted by the Head of the Institution and the same may be communicated to the university.

#### **Condonation of attendance: -**

The principal on recommendation by the HOD / Department in charge can condone the shortage of attendance of a candidate to a maximum of 10% for a subject /

subjects (theory / practical or both) with prescribed fee once in a course period under intimation to the Controller of Examinations. In such cases the Principal shall submit a declaration that the particular candidate has not enjoyed this facility previously in the particular course. There shall be a register for recording the condonation availed in the office of Principal.

### 3.2. Schedule of Regular/Supplementary exams

Regular university examinations will be conducted at the end of each academic year and supplementary examinations will be conducted after regular examination once in a year. There shall be two University examinations in each academic year including regular and supplementary examinations for theory and practical.

### 3.3. Scheme of examination showing maximum marks and minimum marks.

#### A. Duration of university examination

##### First Year B. Sc Nursing

| Subject           |                          | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|--------------------------|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Anatomy                  | 3                                | -                                   | -    |
| Part -I Paper II  | Physiology               | 3                                | -                                   | -    |
| Part -I Paper III | Microbiology             | 3                                | -                                   | -    |
| Part -I Paper IV  | Nutrition & Biochemistry | 3                                | -                                   | -    |
| Part –II Paper I  | Psychology               | 3                                | -                                   | -    |
| Part -III Paper I | Nursing Foundations      | 3                                | 3                                   | Yes  |

##### Second Year B. Sc Nursing

| Subject          |   | Theory<br>(Duration<br>in hours) | Practical<br>(Duration in<br>hours) | Viva |
|------------------|---|----------------------------------|-------------------------------------|------|
| Part -I Paper I  | Sociology   | 3                                | -                                   | -    |
| Part –II Paper I | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Medical Nursing including | 3                                | 3                                   | Yes  |

|                    |  |   |   |     |
|--------------------|--|---|---|-----|
|                    | Pathology  |   |   |     |
| Part -II Paper II  | Medical Surgical Nursing<br>(Adult including Geriatrics)-I<br>Surgical Nursing | 3 | 3 | Yes |
| Part -II Paper III | Pharmacology   | 3 | - | -   |
| Part -II Paper IV  | Community Health Nursing– I  | 3 | - | -   |

### Third Year B. Sc Nursing

| Subject           |   | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|---|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Medical Surgical Nursing<br>(Adult including Geriatrics)-II<br>Medical Surgical Nursing- II | 3                                | 3                                   | Yes  |
| Part -I Paper II  | Child Health Nursing  | 3                                | 3                                   | Yes  |
| Part -I Paper III | Mental Health Nursing   | 3                                | 3                                   | Yes  |
| Part -II Paper I  | Nursing Research and<br>Statistics  | 3                                | -                                   | -    |

### Fourth Year B. Sc Nursing

| Subject           |  | Theory<br>(Duration in<br>hours) | Practical<br>(Duration in<br>hours) | Viva |
|-------------------|--|----------------------------------|-------------------------------------|------|
| Part -I Paper I   | Obstetric and<br>Gynaecological Nursing        | 3                                | 3                                   | Yes  |
| Part -I Paper II  | Community Health Nursing II                    | 3                                | 3                                   | Yes  |
| Part –II Paper I  | Nursing Education                              | 3                                | -                                   | -    |
| Part -II Paper II | Management of Nursing<br>Service and Education | 3                                | -                                   | -    |

### 3.4. Papers in each year

As given under 2.4 - Course Outline

### 3.5. Details of theory exams

As given under 2.4., 3.3, 3.4, 3.5.

### 3.6. Model question paper for each subject with question paper pattern

#### QUESTION PAPER PATTERN

Max. Time: 3 Hrs

Max. Marks

Nursing Foundation:100

Nutrition and Biochemistry:50+25

Nursing Research and statistics :50+25

All other subjects:75

#### I) All Subjects with Max.marks: 75

|  |            |          |
|--|------------|----------|
| Long Essay   | 1*12 marks | 12 marks |
| Short Essay  | 2*7 marks  | 14 marks |
| Short notes  | 5*5 marks  | 25 marks |
| Answer briefly /Differentiate/ list the following/Give reasons | 6*4 marks  | 24 marks |
| Total marks  |            | 75 marks |

#### II) Nursing Foundation Max. marks: 100

|             |            |          |
|-------------|------------|----------|
| Long Essay  | 1*15marks  | 15 marks |
| Short Essay | 2*10 marks | 20 marks |
| Short notes | 5*5 marks  | 25 marks |

|  |            |           |
|--|------------|-----------|
| Answer briefly /Differentiate/ list the following/Give reasons | 10*4 marks | 40 marks  |
| Total marks  |            | 100 marks |

**III)Nutrition / Nursing Research Max.mark: 50**

|  |           |          |
|--|-----------|----------|
| Short Essay  | 2*7 marks | 14 marks |
| Short notes  | 4*5 marks | 20 marks |
| Answer briefly /Differentiate/ List the following/Give reasons | 4*4 marks | 16 marks |
| Total marks  |           | 50 marks |

**IV)Statistics: Max.marks: 25**

|                          |           |          |
|--------------------------|-----------|----------|
| Statistical Calculations | 1*7 marks | 7 marks  |
| Short notes              | 6*3 marks | 18 marks |
| Total mark               |           | 25 marks |

**V) Biochemistry: Max.marks : 25**

|   |           |          |
|---|-----------|----------|
| Short notes   | 2*5 marks | 10 marks |
| Answer briefly /Differentiate list the following/Give reasons | 5*3 marks | 15 marks |
| Total mark  |           | 25 marks |

## Model Question Paper

Reg. No: .....

### First Year B.Sc Nursing Degree Examinations, 2016 Scheme

#### Anatomy

Time: 3 Hrs

Max. Marks: 75

**Answer all questions**

**Draw diagram wherever necessary**

#### Questions

**Long Essays:** (1×12=12)

1. Describe the classification of Joints? Describe each type with examples? Explain the applied anatomy of Synovial Joint with suitable examples? (4+4+4)

**Short Essays:** (2×7 =14)

2. Draw and label the chambers and vessels of heart? Describe the interior of heart in detail? (3 + 4)
3. Enumerate the parts of respiratory system? Explain the anatomy of lung? (4 + 3)

**Write Short Notes on:** (5×5 = 25)

4. Structure of Kidney.
5. Types of Cartilage
6. Structure of a neuron.
7. Ear ossicles
8. Ventricles of Brain

**Answer briefly:** (4×4=16)

09. List the Organs of male and female reproductive system.
10. What are the Branches of Aorta?
11. Enumerate the Pituitary Hormones
12. Enumerate the cranial nerves

**Differentiate between:** (2×4=8)

13. Small and large intestine
14. Systemic circulation and pulmonary circulation
-



**Model Question Paper**

Reg. No: .....

**First Year B.Sc Nursing Degree Examinations, 2016 Scheme**

**Physiology**

Time: 3 Hrs

Max. Marks: 75

**Answer all questions**

**Draw diagram wherever necessary**

**Long Essays:** (1×12=12)

1. Explain the regulation of respiration? Define the lung volumes and capacities with their normal values? (4+4+4)

**Short Essays:** (2×7 =14)

2. What is menstrual cycle? Briefly explain the changes during menstrual cycle? (3+4)  
3. What are the different types of Blood groups? Briefly explain the functions of leukocytes? (3+4)

**Write Short Notes on:** (5×5 = 25)

4. Conducting system of heart.  
5. Function of nephron  
6. Refractive errors of Eye  
7. Neuro Muscular Junction  
8. Pregnancy tests

**Answer briefly:** (3×4=12)

09. What are the functions of CSF ?  
10. Mechanism of urine formation?  
11. Reflex action

**Differentiate between:** (3×4=12)

12. Active and Passive immunity  
13. Enzymes and Hormones  
14. Erythropoiesis and Erythrolysis

Reg. No: .....

**MICROBIOLOGY**

Time: 3hrs

max.marks:75

Answer all questions

Draw diagrams wherever necessary

**Essay:**

1. Define sterilization and classify sterilizing agents. Explain in detail sterilization by moist heat. Enumerate the role of a nurse in sterilization.  
(1+2+6+3=12)

**Short essays:**

(2×7 =14)

2. Describe the morphology, clinical features and laboratory diagnosis of cholera(1+2+4=7)
3. Define hospital acquired infections (HAI). Describe the various sources, routes of transmission and the common types of HAI.  
(1+2+2+2=7)

**Short notes:**

(5\*5=25)

4. Universal precautions
5. Lab diagnosis of pulmonary tuberculosis
6. Innate immunity
7. Microfilaria
8. Candidiasis

**Answer briefly:**

(3\*4=12)

9. Prophylaxis of rabies
10. Immunization schedule
11. Bacterial spores

**Differentiate:**

(3\*4=12)

12. Live and killed vaccines
13. Agglutination and precipitation
14. Exotoxins and endotoxins

**First year B.Sc. Nursing Degree Examination 2016 Scheme**

Reg. No: .....

**NUTRITION AND BIO CHEMISTRY**

**Time : 3 Hours**

**Maximum Mark : 75**

**Answer all questions**

**Section A – NUTRITION**

**Marks :50**

**Short Essay**

**2x7 marks 14 marks**

1. Explain the absorption, digestion and metabolism of Carbohydrates
2. Explain the functions, requirements and management of Water

**Write Short notes**

**4x5 marks 20 marks**

1. Plan a diabetic diet for a 60 year old woman with 164 cms tall and 72 kg weight
2. Nutritional problems in India
3. Methods of preservation of nutrients
4. Classification of Fats
5. Commercial methods of food preservation

**Answer Briefly**

**4x4 marks 16 marks**

8. Balance Diet.
9. Glycemic Index
10. Rickets
11. Prepare a day's menu for a pregnant woman with hypertension

**Section B – BIO CHEMISTRY**

**Marks :25**

Write Short notes;

**2 x 5 = 10 Marks**

1. How is toxic Ammonia converted to non toxic Urea? Explain the process?
2. Write down the normal level of Calcium? How is Calcium regulated in the body?

Answer Briefly;

**2 x 3 = 6 Marks**

3. Pellagra
4. Diabetic Ketoacidosis

Differentiate between;

**3 x 3 = 9 Marks**

5. Essential amino acids and Non essential amino acids.
6. Metabolic acidosis and respiratory acidosis
7. Hypokalemia and Hyperkalemia

## Model Question Paper

Reg. No: .....

### First year B.Sc Nursing Degree Examination 2016 Scheme

#### PSYCHOLOGY

Time: 3hours

Max.Marks:75•

Answer All Questions

#### Long essay

1\*12=12 marks

1. Explain body mind relationship with suitable examples.

#### Short essays

2\*7=14 marks

2. Describe classical conditioning with example.
3. Explain role of nurse in psychological assessment

#### Short notes

5\*5=25 marks

4. Defense mechanisms
5. Characteristics of a mentally healthy person
6. Role of nurse in mental health
7. Types of personality
8. Drive theory of motivation

#### Answer briefly

6\*4=14 marks

9. Intelligent quotient
10. Heredity and environment
11. Errors in perception
12. Types of aptitude
13. Determinants of attention
14. Factors affecting learning

**First Year B.Sc Nursing Degree Examination 2016 Scheme**

Reg. No: .....

**Time: 3 Hours**

**Total Marks: 100**

**NURSING FOUNDATIONS**  
**ANSWER ALL QUESTIONS**

**Long Essay:**

1. Define pressure ulcer. Enumerate the common sites of pressure ulcer. State the risk factors of pressure ulcer. Explain the nursing interventions for the prevention of pressure ulcer. (1+3+4+7 =15)

Short Essay:

2. Define catheterization. What are the indications of catheterization? Explain the nursing management of a client with continuous bladder drainage. (1+4+5=10)
3. Define first aid. Enumerate the qualities of first aider. Explain the management of a client with food poisoning. (1+4+5=10)

**Short notes :** (5x5=25)

- 4 Characteristics of profession.
5. Factors affecting pulse rate.
6. Standard safety precautions.
7. Nursing interventions to improve appetite
8. Care of dead body.

**Differentiate between the following** (5x4=20)

9. Palpation - Percussion
10. Injection \_ Infusion
11. Isometric exercise -Isotonic exercise
12. Gastric gavage \_ Gastric lavage
13. Source isolation \_ protective isolation.

**List down the following:** (5x4=20)

14. Four positions and its purposes.
15. Four principles of medicine administration.
16. Four functions of hospital.
17. Four comfort devices and its purposes.
18. Four values of records.

### 3.7. Internal assessment component

**Internal marks:** Calculation of internal marks shall be based on the ongoing and continuous assessment.

**Theory:**

Minimum three written examinations distributed throughout the year for each subject should be conducted. Average of best two examinations ( University Model Exam mandatory) can be considered for the calculation of internal marks.

Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.

**Internal marks-weight age**

| <b>Theory Marks</b>                  | <b>Weightage</b> |
|--------------------------------------|------------------|
| Average of written examinations      | 80%              |
| Other methods of evaluation (if any) | 20%              |
| <b>Total</b>                         | <b>100%</b>      |
| <b>Practical Marks</b>               |                  |
| Ongoing clinical evaluation          | 40%              |
| Clinical Assignments                 | 30%              |
| Internal practical examination       | 30%              |
| <b>Total</b>                         | <b>100%</b>      |

The internal marks shall be signed by the candidate before transmission to the University.

### 3.8. Details of practical/clinical practicum exams.

All practical examinations are to be conducted in the respective clinical areas. Facility for observation of all candidates simultaneously in the same ward / clinical area by the examiners during practical examinations is mandatory.

One internal examiner and one external examiner should jointly conduct the practical examination.

Each candidate should be evaluated for a period of three hours for practical and should undergo minimum 10 minutes viva voce separately by internal and external examiner.

Maximum number of candidates for practical examination should not exceed 15 per day

### 3.9. Number of examiners needed (Internal & External) and their qualifications



### Qualification of the examiner

Lecturer or above in a College of Nursing with Post graduation in the concerned subject and minimum 3 years of teaching experience in the collegiate programme after obtaining PG degree is eligible for examinership. But for Nursing Foundations (I year), Nursing Research and Statistics (III year), Nursing Education (IV year) and Management of Nursing Service and Education (IV year), faculty having M Sc Nursing in any specialty shall be considered provided they have teaching experience in the above subjects and 3 years of teaching experience in the collegiate programme

### 3.10. Details of Viva

**Distribution of marks - Theory, practical examinations & viva.**

#### First Year B.Sc Nursing

| Subject                         | Internal assessment |                     | University examination |                     | Total marks |
|---------------------------------|---------------------|---------------------|------------------------|---------------------|-------------|
|                                 | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>                   |                     |                     |                        |                     |             |
| 1. Anatomy                      | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2. Physiology                   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3. Microbiology                 | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4. Nutrition and Biochemistry * | (15+10)<br>25       | 12.5                | (50+25)<br>75          | 37.5                | 100         |
| 5. Psychology                   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 6. Nursing Foundations          | 50                  | 25                  | 100                    | 50                  | 150         |
| 7. English **                   | 25                  | 12.5                |                        |                     | 25          |
| 8. Introduction to computer **  | 25                  | 12.5                |                        |                     | 25          |
| <b>PRACTICAL AND VIVA</b>       |                     |                     |                        |                     |             |
| Nursing Foundations             | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>                    | <b>275</b>          |                     | <b>575</b>             |                     | <b>850</b>  |

**\*Section-A-Nutrition-50 marks; Section B-Biochemistry-25 marks**

**\*For Nutrition & Biochemistry marks will be put together for pass.**

**\*\* Internal examinations only. Marks to be sent to the University**

## Second Year B. Sc Nursing

| Subject   | Internal assessment |                     | University examination |                     | Total marks |
|---|---------------------|---------------------|------------------------|---------------------|-------------|
|   | Max. Marks          | Min. marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>   |                     |                     |                        |                     |             |
| 1. Sociology  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2. Medical Surgical Nursing (Adult including Geriatrics)-I<br>Medical Nursing including Pathology | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3. . Medical Surgical Nursing (Adult including Geriatrics)-I<br>Surgical Nursing                  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4. Pharmacology   | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 5. Community Health Nursing –I  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>   |                     |                     |                        |                     |             |
| 1. Medical Surgical Nursing (Adult including Geriatrics)-I<br>Medical Nursing                     | 50                  | 25                  | 100                    | 50                  | 150         |
| Medical Surgical Nursing (Adult including Geriatrics)-I<br>Surgical Nursing                       | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>  | <b>225</b>          |                     | <b>575</b>             |                     | <b>800</b>  |



### Third Year B. Sc Nursing

| Subject  | Internal assessment |                     | University examination |                     | Total marks |
|--|---------------------|---------------------|------------------------|---------------------|-------------|
|  | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>  |                     |                     |                        |                     |             |
| 1 Medical Surgical Nursing (Adult including Geriatrics)-I1<br>.Medical Surgical Nursing-II | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2.Child Health Nursing-  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3.Mental health Nursing  | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4.Nursing Research and Statistics*   | (15+10)<br>25       | 12.5                | (50+25)<br>75          | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>  |                     |                     |                        |                     |             |
| 1. Medical Surgical Nursing (Adult including Geriatrics)-I1<br>Medical Surgical Nursing-II | 50                  | 25                  | 100                    | 50                  | 150         |
| 2. Child Health Nursing  | 50                  | 25                  | 100                    | 50                  | 150         |
| 3. Mental Health Nursing   | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>   | <b>250</b>          |                     | <b>600</b>             |                     | <b>850</b>  |

\*Nursing research-50 marks; statistics-25 marks

For Nursing research & statistics marks will be put together to pass.

## Fourth Year B. Sc Nursing

| Subject                                       | Internal assessment |                     | University examination |                     | Total marks |
|---|---------------------|---------------------|------------------------|---------------------|-------------|
|   | Max. Marks          | Min. Marks for pass | Max. Marks             | Min. Marks for pass |             |
| <b>THEORY</b>                                 |                     |                     |                        |                     |             |
| 1.Obstetric and Gynaecological Nursing        | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 2.Community Health Nursing-II                 | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 3.Nursing Education                           | 25                  | 12.5                | 75                     | 37.5                | 100         |
| 4.Management of Nursing Service and Education | 25                  | 12.5                | 75                     | 37.5                | 100         |
| <b>PRACTICAL AND VIVA</b>                     |                     |                     |                        |                     |             |
| 1.Obstetric and Gynaecological Nursing        | 50                  | 25                  | 100                    | 50                  | 150         |
| 2.Community Health Nursing-11                 | 50                  | 25                  | 100                    | 50                  | 150         |
| <b>TOTAL</b>                                  | <b>200</b>          |                     | <b>500</b>             |                     | <b>700</b>  |

## 4. INTERNSHIP

### 4.1. Eligibility for internship

Not applicable.

### 4.2. Details of internship Training

Not applicable.

### 4.3. Model of Internship Mark lists

Not applicable.

### 4.4. Extension rules

A candidate must have minimum 80% attendance in both theory and practical separately in each subject for appearing the university examinations.

A candidate shall complete 100 % attendance in each of the practical area before the award of degree.

### 4.5. Details of Training given

Not applicable.

## 5. ANNEXURES

### 5.1. Check Lists for Monitoring

Log Book, Seminar Assessment etc. As given under 2.6- syllabus.

### 5.2. Template for Dissertation

Not applicable

### 5.3. Template for Mark List showing Maximum & Minimum

Name of the Candidate:

Reg.No:

Name of College:

Name of Course: B.ScNursing

Examination: First Year B.Sc Nursing Degree Regular/Supplementary Examination

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                       |            | Theory |       |          | Practical & |     |          | Total      |            |          | Result |
|-----------------------------|-------------------------------|------------|--------|-------|----------|-------------|-----|----------|------------|------------|----------|--------|
|                             |                               |            | Max    | Min   | Awar ded | Max         | Min | Awar ded | Ma x       | Min        | Awar ded |        |
| 1                           | Anatomy                       | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                               | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 2                           | Physiology                    | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                               | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 3                           | Microbiology                  | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                               | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 4                           | Nutrition&<br>Biochemistry    | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                               | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 5                           | Psychology                    | IA         | 25     | 12.50 |          | -           | -   | -        | 100        | 50         |          |        |
|                             |                               | University | 75     | 37.50 |          | -           | -   | -        |            |            |          |        |
| 6                           | Nursing<br>Foundations        | IA         | 50     | 25.00 |          | 50          | 25  |          | 300        | 150        |          |        |
|                             |                               | University | 100    | 50.00 |          | 100         | 50  |          |            |            |          |        |
| 7                           | *English                      | IA         | 25     | 12.50 |          | -           | -   | -        | 25         | 12.5       |          |        |
|                             |                               | University | -      | -     |          | -           | -   | -        |            |            |          |        |
| 8                           | * Introduction<br>to Computer | IA         | 25     | 12.50 |          | -           | -   | -        | 25         | 12.5       |          |        |
|                             |                               | University | -      | -     |          | -           | -   | -        |            |            |          |        |
| <b>Grand Total</b>          |                               |            |        |       |          |             |     |          | <b>850</b> | <b>425</b> |          |        |
| <b>Grand Total in Words</b> |                               |            |        |       |          |             |     |          |            |            |          |        |

IA - Internal Assessment, A - Absent, P - Passed, F -Failed

\*No University Examination

End of Mark Statement

Name of the Candidate:

Reg.No:

Name of College:

Name of Course: B.ScNursing

Examination: Second Year B Sc Nursing Degree Regular/Supplementary Examination

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                             |            | Theory |       |         | Practical |     |         | Total      |            |         | Result |
|-----------------------------|-------------------------------------|------------|--------|-------|---------|-----------|-----|---------|------------|------------|---------|--------|
|                             |                                     |            | Max    | Min   | Awarded | Max       | Min | Awarded | Max        | Min        | Awarded |        |
| 1                           | Sociology                           | IA         | 25     | 12.5  |         | -         | -   | -       | 100        | 50         |         |        |
|                             |                                     | University | 75     | 37.5  |         | -         | -   | -       |            |            |         |        |
| 2                           | Medical Nursing including Pathology | IA         | 25     | 12.50 |         | 50        | 25  |         | 250        | 125        |         |        |
|                             |                                     | University | 75     | 37.50 |         | 100       | 50  |         |            |            |         |        |
| 3                           | Surgical Nursing                    | IA         | 25     | 12.50 |         | 50        | 25  |         | 250        | 125        |         |        |
|                             |                                     | University | 75     | 37.50 |         | 100       | 50  |         |            |            |         |        |
| 4                           | Pharmacology                        | IA         | 25     | 12.50 |         | -         | -   | -       | 100        | 50         |         |        |
|                             |                                     | University | 75     | 37.50 |         | -         | -   | -       |            |            |         |        |
| 5                           | Community Health Nursing            | IA         | 25     | 12.50 |         | -         | -   | -       | 100        | 50         |         |        |
|                             |                                     | University | 75     | 37.50 |         | -         | -   | -       |            |            |         |        |
| <b>Grand Total</b>          |                                     |            |        |       |         |           |     |         | <b>800</b> | <b>400</b> |         |        |
| <b>Grand Total in Words</b> |                                     |            |        |       |         |           |     |         |            |            |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F -Failed

End of Mark Statement---



Name of the Candidate:

Reg.No:

Name of College:

Name of Course: BSc

Nursing

Examination: Third year BSc Nursing Degree Regular/Supplement

Month & Year of Examination:

Date of Publication:

| Paper                       | Subject                       |    | Theory |       |         | Practical |     |         | Total      |            |         | Result |
|-----------------------------|-------------------------------|----|--------|-------|---------|-----------|-----|---------|------------|------------|---------|--------|
|                             |                               |    | Max    | Min   | Awarded | Max       | Min | Awarded | Max        | Min        | Awarded |        |
| 1                           | Medical Surgical Nursing II   | IA | 25     | 12.50 |         | 50        | 25  |         | 250        | 125        |         |        |
|                             | University                    | 75 | 37.50  |       | 100     | 50        |     |         |            |            |         |        |
| 2                           | Child Health Nursing          | IA | 25     | 12.50 |         | 50        | 25  |         | 250        | 125        |         |        |
|                             | University                    | 75 | 37.50  |       | 100     | 50        |     |         |            |            |         |        |
| 3                           | Mental Health Nursing         | IA | 25     | 12.50 |         | 50        | 25  |         | 250        | 125        |         |        |
|                             | University                    | 75 | 37.50  |       | 100     | 50        |     |         |            |            |         |        |
| 4                           | Nursing Research & Statistics | IA | 25     | 12.50 |         | -         | -   |         | 100        | 50         |         |        |
|                             | University                    | 75 | 37.50  |       | -       | -         | -   |         |            |            |         |        |
| <b>Grand Total</b>          |                               |    |        |       |         |           |     |         | <b>850</b> | <b>425</b> |         |        |
| <b>Grand Total in Words</b> |                               |    |        |       |         |           |     |         |            |            |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F - Failed

--- End of Mark Statement ---

Name of the Candidate:

Reg.No:

Name of the College:

Name of the Course: B. Sc. Nursing

Name of Examination: Fourth Year B. Sc. Nursing Degree Regular/Supplementary

Examination - Month & Year of Examination:

Date of Publication of Result:

| Sl.No                                      | Subjects                                  |            | Theory |       |         | Practical & Viva |     |         | Total       |             |         | Result |
|--|---|------------|--------|-------|---------|------------------|-----|---------|-------------|-------------|---------|--------|
|  |   |            | Max    | Min   | Awarded | Max              | Min | Awarded | Max         | Min         | Awarded |        |
| 1  | Obstetrics & Gynecological Nursing        | IA         | 25     | 12.50 |         | 50               | 25  |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 250         | 125         |         |        |
| 2  | Community Health Nursing II               | IA         | 25     | 12.50 |         | 50               | 25  |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 250         | 125         |         |        |
| 3  | Nursing Education                         | IA         | 25     | 12.50 |         | -                | -   |         |             |             |         |        |
|  |   | University | 75     | 37.50 |         | 100              | 50  |         | 100         | 50          |         |        |
| 4  | Management of Nursing Service & Education | IA         | 25     | 12.50 |         | -                | -   |         | 100         | 50          |         |        |
|  |   | University | 75     | 37.50 |         | -                | -   |         |             |             |         |        |
| <b>IV Year Total</b>                       |   |            |        |       |         |                  |     |         | <b>700</b>  | <b>350</b>  |         |        |
| <b>Total Marks Awarded in I Year :</b>     |   |            |        |       |         |                  |     |         | <b>850</b>  | <b>425</b>  |         |        |
| <b>" II Year :</b>                         |   |            |        |       |         |                  |     |         | <b>800</b>  | <b>400</b>  |         |        |
| <b>" III Year :</b>                        |   |            |        |       |         |                  |     |         | <b>850</b>  | <b>425</b>  |         |        |
| <b>GRAND TOTAL(I,II,III &amp; IV year)</b> |   |            |        |       |         |                  |     |         | <b>3200</b> | <b>1600</b> |         |        |
| <b>Grand Total in Words:</b>               |   |            |        |       |         |                  |     |         |             |             |         |        |

IA - Internal Assessment, A - Absent, P - Passed, F - Failed

--- End of Mark Statement ---

## **Syllabus**

**for Courses affiliated to the**

**Kerala University of Health Sciences**

**Thrissur 680596**



**MASTER OF SCIENCE IN NURSING**

**Medical Surgical Nursing**

**Course Code 271**

**(2016-17 admission onwards)**

2016

## 2. COURSE CONTENT

### 2.1 Title of course:

MASTER OF SCIENCE IN NURSING – MSc Medical Surgical Nursing

Sub specialties :-

- a. *Cardio Vascular & Thoracic Nursing*
- b. *Critical care Nursing, Oncology Nursing*
- c. *Neurosciences Nursing*
- d. *Nephro-Urology Nursing*
- e. *Orthopedic Nursing*
- f. *GastroEnterology Nursing.*

### 2.2 AIM & OBJECTIVES OF THE COURSE

#### AIM

Aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as Clinical Nurse Specialists, Nurse Practitioners, Consultants, Educators, Researchers and Administrators in a wide variety of professional settings.

#### OBJECTIVES

On completion of the 2 year M.Sc Nursing programme, the graduates will be able to:-

1. Apply the concepts, theories and principles of nursing science.
2. Demonstrate competencies in nursing practice.
3. Practice as Clinical Nurse Specialist.
4. Establish collaborative relationship with the members of other disciplines.
5. Assume leadership in various care settings.
6. Participate in health planning, implementation and evaluation at different levels of health care system.
7. Function as effective nurse educators and nurse managers.
8. Conduct independent nursing research and utilize the research findings in nursing practice and education.



9. Critically evaluate various educational programmes in nursing.
10. Demonstrate interest and positive attitude in continuing education for personal and professional growth.
11. Demonstrate advanced skills and competence in the nursing management of patients with various medical and surgical conditions.
12. Incorporate evidence based nursing practice and identify the areas of research in the field of medical and surgical nursing.
13. Describe recent advancements in the field of medical and surgical nursing.
14. Explain the legal and ethical issues in caring patients with various medical and surgical conditions.
15. Function as medical surgical nurse specialists and practitioners.

### 2.3 Medium of instruction:

Medium of instruction shall be in English

### 2.4 Course outline

| <b>1 year</b>                   | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
|---------------------------------|---------------------|------------------------|
| Nursing Education               | 150                 | 150                    |
| Advanced Nursing Practice       | 150                 | 500                    |
| Nursing Research and Statistics | 150                 | 100                    |
| Medical Surgical Nursing-I      | 150                 | 900                    |
| <b>Total</b>                    | <b>600</b>          | <b>1650</b>            |
| <b>II Year</b>                  | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
| Nursing Management              | 150                 | 200                    |
| Nursing Research (Dissertation) | -                   | 300                    |
| *Medical Surgical Nursing -II   | 150                 | 1450                   |
| <b>Total</b>                    | <b>300</b>          | <b>1950</b>            |
| <b>Grand Total</b>              | <b>900</b>          | <b>3600</b>            |

### \*Sub Specialty:-

- a. Cardio Vascular & Thoracic Nursing



- b. *Critical care Nursing*
- c. **Oncology Nursing**
- d. *Neurosciences Nursing*
- e. *Nephro-Urology Nursing*
- f. *Orthopedic Nursing*
- g. *Gastro Enterology Nursing*

**2.5 Duration**

**Duration of the course is for 2 years.**

|                       |                     |
|-----------------------|---------------------|
| Weeks/year            | : 52 weeks          |
| Leave                 | : 3 weeks (20 days) |
| Preparation and Exam  | : 2 weeks           |
| Total weeks available | : 47 weeks          |
| Total hours/week      | : 48 hours          |
| 48 hoursX47weeks      | : 2256 hour/year    |

**2.6 Syllabus**

As given under "Content of each subject in each year"

The concept of Health Care Counselling shall be incorporated in all relevant areas

**2.7 Total number of hours**

As given under "Content of each subject in each year "

**2.8 Branches if any with definition**

Not Applicable

**2.9 Teaching learning methods**

As given under "Content of each subject in each year "

**2.10 Content of each subject in each year**

**FIRST YEAR M.Sc NURSING  
NURSING EDUCATION**

**Course No. 21**

**Placement: 1st Year**

**Hours of Instruction**

Theory 150 Hours  
Nursing Faculty-115  
**External Faculty- 35**  
Practical 150 Hours  
Total: 300 Hours

**Course Description**

This course is designed to assist students to develop a broad understanding of fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

**Objectives**

At the end of the course, students :

1. Explain the aims of education, philosophies, trends in education and its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing
9. Demonstrate skill in guidance and counselling.
10. Describe the problems and issues related to the implementation of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.

14. Explain the concept, principles, steps, tools and techniques of Evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

| Unit | Theory Hours | Content   |
|------|--------------|---|
| I    | 10           | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Education :Definition, aims, concepts, philosophies, Formulation of philosophy &amp; their implications on education (Review)</li> <li>□ Impact of Social, economical, political &amp; technological changes on education.</li> <li>□ Professional education</li> <li>□ Current trends and issues in education</li> <li>□ Educational reforms and National Educational Policy, various educational commissions-reports</li> </ul> <p><b>Nursing education-</b> Definition, aims, philosophy<br/>Trends in development of nursing education in India -ANM, GNM, Basic B.Sc. Nursing, Post Basic B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D in Nursing, Post basic diploma programs, Nurse practitioner programs.</p> |
| II   | 20           | <p><b>Curriculum Development</b><br/>Definition, curriculum determinants, process and steps of curriculum development, Types and framework.</p> <ul style="list-style-type: none"> <li>□ Educational Objectives - types, domains, levels, elements and writing of educational objectives,</li> <li>□ selection of learning experiences</li> <li>□ Organization of learning experiences; master plan, course plan, unit plan, Lesson Plan.</li> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Evaluation of educational programs in nursing- course and program.</li> <li>□ Equivalency of courses : Transcript , credit system.</li> </ul>  |

|     |           |  |
|-----|-----------|--|
| III | 20 *EF 10 | <p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>• Concepts of teaching and learning: Definition, principles ,theories of teaching and learning, relationship between teaching and learning</li> <li>• Competency based education, outcome based education(OBE) Instructional strategies – Lecture, Discussion, Demonstration, Simulation, Laboratory Method, Seminar, Panel, Symposium, Problem solving, Workshop, Project, role- play (sociodrama) (Review) Microteaching.</li> </ul> <p style="padding-left: 40px;">Innovative Strategies</p> <p style="padding-left: 40px;">Problem Based Learning (PBL), programmed instruction, Self Directed learning(SDL), Computer Assisted Instruction(CAI), Computer Assisted Learning (CAL), Clinical teaching methods. brain storming, integrated teaching, team teaching</p> <ul style="list-style-type: none"> <li>• Class room management and transactional analysis</li> <li>• Teacher - Roles &amp; responsibilities, functions characteristics,</li> <li>• competencies, qualities.</li> </ul> <p style="padding-left: 40px;">Preparation of professional teacher</p> <ul style="list-style-type: none"> <li>• Organizing professional aspects of teacher preparation programs.</li> <li>• Critical analysis of various programs of teacher education in India</li> </ul> |
|     |           |  |

|                  |                                     |  |
|------------------|-------------------------------------|--|
| <p><b>IV</b></p> | <p><b>40</b></p> <p><b>EF20</b></p> | <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement, Principles of evaluation(review) characteristics-objectivity, validity, reliability, usability</li> </ul> <p>Formative and summative evaluation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal assessment, external examination. criterion and norm referenced evaluation,</li> <li><input type="checkbox"/> Evaluation strategies-meaning, characteristics.</li> <li><input type="checkbox"/> Construction of test, administration of test , scoring, grading Vs marks.</li> <li><input type="checkbox"/> Item analysis</li> </ul> <p><b>Non-standardized tests :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay, short answer questions and multiple choice questions, True &amp; False, Completion.<br/>Tools of Evaluation-Rating scales, checklist, Objective Structured Clinical Examination (OSCE) , Objective Structured Practical Examination (OSPE), Viva Examination</li> <li><input type="checkbox"/> Differential scales, and Summated scales, Sociometry, Anecdotal Record, Attitude scale, critical incident technique.</li> <li><input type="checkbox"/> Question bank-preparation, validation, moderation by panel.</li> </ul> <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests of intelligence attitude, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> <li><input type="checkbox"/> Teacher Evaluation-Strategies</li> </ul> |
|------------------|-------------------------------------|--|

|     |                 |  |
|-----|-----------------|--|
| V   | 15              | <p><b>Instructional Media &amp; Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in the selection and use of media in education</li> <li><input type="checkbox"/> Developing learning resource material using different Media.</li> <li><input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.</li> <li><input type="checkbox"/> Teacher’s role in procuring and managing</li> <li><input type="checkbox"/> instructional Aids – Projected and non-projected aids, multi media, video-tele conferencing etc</li> </ul>  |
| VI  | 10              | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts – Definition, importance, need, scope, principles of adult learning, assessments of learning needs, priorities, resources.</li> <li><input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs.</li> <li><input type="checkbox"/> Research in continuing education.</li> <li><input type="checkbox"/> Distance education in nursing</li> </ul>   |
| VII | 5<br><b>EF5</b> | <p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling (Review).</li> <li><input type="checkbox"/> Trends and issues in Guidance and counseling.</li> <li><input type="checkbox"/> Guidance and counseling services: diagnostic and remedial.</li> <li><input type="checkbox"/> Coordination and organization of services.</li> <li><input type="checkbox"/> Techniques of counseling : Interview, case work, Characteristics of counselor, problems in counseling.</li> </ul> <p>Professional preparation and training for counselling</p> |

|      |    |  |
|------|----|--|
| VIII | 25 | <p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</li> <li><input type="checkbox"/> Role of curriculum coordinator – planning , implementation &amp; Evaluation</li> <li><input type="checkbox"/> Evaluation of educational programs in nursing- course &amp; Program</li> <li><input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together</li> <li><input type="checkbox"/> Concept of faculty supervisor (dual) position.</li> <li><input type="checkbox"/> Curriculum research in nursing.</li> </ul> <p>Different models of collaboration between education and service</p> |
|------|----|--|

|    |   |   |
|----|---|---|
| IX | 5 | <p><b>Quality in Nursing Education</b></p> <p>Development and maintenance of standards and accreditation in nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> |
|----|---|---|



## \* External Faculty (EF)

### Activities

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10  
(Like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
- Observe and practice application of various non-standardized tests, (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits

- Workshop

### Methods of evaluation

- Tests
  - Presentation
  - Project work

#### Assignments –Theory

Lesson plan-2, course plan -1, unit plan 2, rotation plan-2(master plan, clinical rotation)

Evaluation tool-construction, administration and evaluation (Essay, objective type, rating scale, checklist)

Construction of an achievement test

#### Practical

Practice teaching using different strategies (lecture cum discussion-5, demonstration-2, seminar-1, clinical teaching -2, symposium/role play/panel discussion)

#### Internal Assessment (Theory)

|                      | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignments          | 25%              |
| Seminar/presentation | 25%              |
| <b>Total</b>         | <b>100%</b>      |

#### Practical – Internal assessment

|  |             |
|--|-------------|
| Preparation of Learning resource material & Construction of tests/rotation plan. | 25%         |
| Practice Teaching  | 50%         |
| Conduct Workshop /Short Term Course  | 25%         |
| <b>Total</b>   | <b>100%</b> |

#### REFERENCE \*

- S.K.Kochhar, Guidance and Counseling in Colleges and Universities, Revised

Edition, Sterling Publishers, New Delhi.

- ② Bipin Asthana R.N.Agawal, Measurement and Evaluation in Psychology and Education, Latest Edition, Vinod Pustak Mahal, Agra.
- ② Malla Reddy Mamidi, S. Rvisankar Curriculum Development and educational Technology, Latest Edition, Sterling Publishers, New Delhi.
- ② JagannathMohanthy, Indian Education in the emerging Society, Latest Edition, Sterling Publishers, New Delhi.
- ② K.K. Bhatia, Measurement and Evaluation in Education, Latest edition, Prakash Brothers Ludhiana. Mc Graw Hill Co,New York.
- ② Billings D M, Halstead J A (2009) Teaching in Nurisng, A guide for faculty, USA, Saunders ELSEVIER.
- ② Mayor B A &Wittman R A (2008) Nursing Education, Foundations for Practice Excellence, New Delhi, Jay Pee.
- ② Aggarwal J C (1996) Essentials of Educational Technology-Innovations in Education, New Delhi, Vikas Publishing House.
- ② Quinn M Francis (1995) Principles & Practice of Nurse Education, London, Champann& Hall.
- ② Aggarwal J C (2001) Theory & Principles of Education New Delhi, Vikas Publishing house PVT Ltd.
- ② Bevis E O (1982) Curriculum Builders in Nursing, St. Louis, C. V Mosby Company.
- ② Aggarwal J C (2008) Development & Planning of Modern Education, New Delhi, Vikas Publishers PVT Ltd.
- ② Young. . E & Peterson B. L (2007) Teaching Nursing Developing a student centered environment New York, Lippincott.
- ② Singh T Etal (2009) Principles of Medical Education New Delhi, Jaypee.
- ② Clement, Textbook on Communication & Educational Technology.
- ② Iwasiv C L etal(2010), —Curriculum development in Nursing Education||, New Delhi, Bartlett Publishers.
- ② National and international journals in nursing education.

Placement: 1st Year

**Hours of Instruction**

Theory: 150 Hours

External Faculty:-30hrs

Nursing Faculty:-120hrs

Practical: 500 Hours

Total : 650 Hours

**Course Description**

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advanced nursing practice and critically analyze different theories of nursing and other disciplines.

**Objectives:**

At the end of the course the students will be able to:

1. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
2. Identify latest trends in nursing and the basis of advanced nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Perform health assessment and General physical examination
6. Provide holistic and comprehensive care following nursing process approach
7. Perform extended and expanded role of nurse.
8. Describe alternative modalities of nursing care.
9. Describe the concept of quality control in nursing.
10. Identify the scope of nursing research.
11. Use computer in patient care delivery system and nursing practice.
12. Appreciate importance of self-development and professional advancement

## COURSE CONTENT

| Unit | Hours             | Content  |
|------|-------------------|--|
| I    | 8                 | <p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> History and development of nursing profession, Perspectives of Nursing Profession-National, global Code of ethics, code of professional conduct, autonomy and Legal considerations</li> <li><input type="checkbox"/> <b>Evidence Based Nursing Practice</b></li> <li><input type="checkbox"/> <b>Progressive Patient Care</b></li> <li><input type="checkbox"/> <b>Futuristic nursing.</b></li> <li><input type="checkbox"/> <b>Quality assurance in Nursing</b></li> </ul>   |
| II   | 5                 | <p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care environment, Health economics</li> <li><input type="checkbox"/> Health care policy -National, State</li> <li><input type="checkbox"/> Policy and politics in Nursing</li> <li><input type="checkbox"/> Health care delivery system- national, state, district and local level.</li> <li><input type="checkbox"/> Major stakeholders in the health care system-Government, NGOs etc</li> <li><input type="checkbox"/> Patterns of nursing care delivery in India.</li> <li><input type="checkbox"/> Health care delivery concerns</li> <li><input type="checkbox"/> National health and family welfare programs:(Review)</li> <li><input type="checkbox"/> Information, education and communication (IEC).</li> <li><input type="checkbox"/> Tele-medicine.</li> </ul> |
| 111  | 20                | <p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Values, Conceptual models, approaches.</b></li> <li><input type="checkbox"/> <b>Nursing theories:</b> Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Pender's Neuman's, Roy's, Watson , and their applications, health promotions and health belief models</li> </ul> <p style="text-align: center;">Evidence based practice model.</p>  |
| 1V   | 12<br><b>*EF8</b> | <p><b>Clinical Assessment-History taking and physical examination</b></p>  |

|   |            |  |
|---|------------|--|
| V   | 6          | <p><b>Nursing process</b></p> <ul style="list-style-type: none"> <li>□ Review: Identification of health-illness problems, health behaviors, Methods of data collection, analysis and utilization of data relevant to nursing process. Formulation of nursing care plans, health goals, Implementation, modification and evaluation of care.</li> </ul>   |
| V1  | 15<br>EF10 | <p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>□ Molecular basis of the gene and transmission of genetic information</li> <li>□ Recombination, Mutation, Pedigree analysis</li> <li>□ Mapping the Human genome – Genome project. Approaches to common genetic disorders-Monogenic and polygenic</li> <li>□ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening,</li> <li>□ Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li>□ Genetic counseling.</li> <li>□ Practical application of genetics in nursing.</li> </ul> |
| V11   | 4<br>EF2   | <p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>□ Review :Epidemiological approach and methods</li> <li>□ Concepts of causation of diseases and their screening,</li> <li>□ Application of epidemiology in health care delivery</li> <li>□ Health surveillance and health informatics</li> <li>□ Role of nurse</li> </ul>  |
| V111  | 30         | <p><b>Bio-Psycho social pathology</b></p> <ul style="list-style-type: none"> <li>□ Review: Pathophysiology and Psychodynamics of disease causation Life processes from birth to old age,ageingprocess,geriatric considerations in nursing, Psychosocial dynamics in causation of disease, life style disease Common problems and management:</li> <li>□ Hospital acquired Infection, Pressure sore, Oxygen insufficiency Haemodynamic monitoring<br/>Fluid and electrolyte imbalance, Acid Base imbalance,<br/>Metabolic syndrome, Immune disorders, HIV/AIDS, Hemorrhage, shock,</li> </ul>                                       |
| <p style="text-align: center;">Altered body temperature, Unconsciousness, Insomnia, pain,</p> |            |  |

|           |                         |   |
|-----------|-------------------------|---|
|           |                         | Sensory deprivation, Immobility, Anaphylaxis, Septicemia, Cardio pulmonary arrest. ARDS, respiratory failure and mechanical ventilation Emerging communicable diseases, Biomedical waste management   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <b>Psychological aspects and Human relations</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Human behavior, Personality trait, Communication and interpersonal relationships, Individual / group dynamics and organizational behavior, Basic human needs</li> <li><input type="checkbox"/> Human Sexuality and sexual health.</li> <li><input type="checkbox"/> Stress and adaptation, crisis and its intervention,</li> <li><input type="checkbox"/> Coping with loss, death and grieving,</li> <li><input type="checkbox"/> Principles and techniques of Counseling.</li> </ul>  |
| <b>X</b>  | <b>10</b>               | <b>Nursing practice</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Framework, scope and trends.</li> <li><input type="checkbox"/> Alternative modalities of care</li> <li><input type="checkbox"/> Alternative systems of health and complimentary therapies.</li> <li><input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li><input type="checkbox"/> Health promotion and primary health care.</li> <li><input type="checkbox"/> Independent practice issues, Independent nurse-midwifery practitioner.</li> <li><input type="checkbox"/> Collaboration issues and models-within and outside nursing.</li> <li><input type="checkbox"/> Models of Prevention</li> <li><input type="checkbox"/> Gender sensitive issues and women empowerment.</li> <li><input type="checkbox"/> Disaster nursing.</li> <li><input type="checkbox"/> Trans-cultural nursing.</li> </ul> |
| <b>XI</b> | <b>15</b>               | <b>Advanced nursing skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Indication and nursing implications:</li> <li><input type="checkbox"/> TPN, Hemodynamic monitoring, Endo-tracheal intubation, Tracheotomy, Mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, Chest physio therapy, Pleural and abdominal paracentesis, Triage, Pulse oxymetry, CPR, ACLS</li> </ul>  |

|                         |   |
|-------------------------|---|
| <b>10</b><br><b>EF5</b> | <p><b>Computer applications for patient care delivery system and nursing Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice.</li> <li><input type="checkbox"/> Windows, MS office: Word, Excel, Power Point</li> <li><input type="checkbox"/> Internet-literature search,</li> <li><input type="checkbox"/> Statistical packages</li> <li><input type="checkbox"/> Hospital management information system: softwares</li> </ul> |
|-------------------------|---|

Legend: \*EF-External Faculty

**Practical – 500 Hrs**

Clinical posting in the following areas:

| Sl. No | Dept/Unit                    | No. of Weeks |
|--------|------------------------------|--------------|
| 1.     | Medical and Surgical Wards   | 4            |
| 2.     | ICUs                         | 4            |
| 3.     | Community Health Centre/ PHC | 2            |
| 4.     | Casualty                     | 1            |
|        | <b>Total</b>                 | <b>11</b>    |

**Activities**

- Practice advance clinical procedures
- Prepare Care study and care plan based on nursing process and nursing theories (Medial ,Surgical)
- Care Analysis (Medial/ Surgical)
- Presentation of comparative picture of theories -2
- Clinical presentations/Clinical teaching-3

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion





- Debate
- Case Presentations
- Exposure to scientific conferences

**Methods of evaluation:**

Tests

- Presentation
- Seminar
- Written assignments

**Advance Nursing Procedures**

Definition, Indication and nursing implications:

- Cardio Pulmonary Resuscitation, Total Parental Nutrition, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, Lumbar Puncture, Blood Transfusion Pleural and abdominal parentesis Operation Room techniques, Health assessment, Triage, Pulse oxymetry.

**Internal Assessment**

| <b>Theory</b>        | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignment           | 25%              |
| Seminar/presentation | 25%              |
|                      | <b>100%</b>      |

## REFERENCE

- Moyet Carpenito, Nursing Diagnosis. 'Lippincott. Latest edn .
- Tucker, Susan Martin et al. Patient Care Standards' Latest edn . Mosby.
- Guyton et al., Textbook of Medical Physiology || Latest edn . Saunders.
- Gordin , Janet W. Nursing Diagnosis || Latest edn Jones and Bartlett Publishers.
- Anne M Barker, Advance Practice Nursing edited by Anne M Barker, Jones and Bartlett Publishers, New Delhi
- Lemone , Lillis , Taylor , Fundamentals of Nursing Latest edn .
- Wilson, Jennie Infection control in Clinical Practice . Latest edn Bailliere Tindal.
- Ciliska , Dencso , Guyatt . || Evidence –based Nursing || Elsevier .
- Speakman, Alizabeth , Body fluids and electrolytes || Latest edn .
- Ber Mn , Snyder, Kozier, Erb, Fundamentals of Nursing, Latest edn .
- Ann Marriner Tomey, Nursing Theorist and Their Work ||, Latest edn, Mosby,
- Elsevier.
- Martha Raila Allgood, Ann Marriner Tomey, Nursing Theory Utilization & Application ||, Elsevier.
- Dee Mc Gonigle, Kathleen Mastriau, Nursing Informatics & Foundations of Knowledge ||, Jones & Bartlett Publishers New delhi.
- Cathelene Masters, Role development in Professional Nursing Practice ||, Jones & Bartlett Publishers Boston.
- Janie B Butts Karen L Rich, Nursing ethics across the curriculum and into practice ||.
- Lewis, Heitkemper, Dirksen O'Brien Brcher, Medical Surgical Nursing, Latest edn, Mosby Publishers.
- G M Dhar, I Robbani, Foundations of Community Medicine, Latest edn ||, Elsevier Publishers.
- National and international journals in nursing practice, advanced nursing, and critical care.

**Hours of Instruction**

Theory : 150 Hours

Practical : 100 Hours

Total : 250 Hours

**Part A: Nursing Research**

Theory: 100 Hours

Practical: 75 Hours

Total : 175 Hours

**Course Description:**

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

**General Objectives:**

At the end of the course, the students will be able to:

1. Recognize the significance of research in nursing and its importance in evidence- based nursing practice.
2. Identify the steps of quantitative and qualitative research.
3. Discuss the ethical aspects of research.
4. Review literature utilizing various resources.
5. Identify researchable problems in nursing.
6. Demonstrate skill in planning and conducting research studies.
7. Communicate research findings.
8. Utilize research findings.
9. Critically evaluate research reports and articles.
10. Write scientific paper for publications.

**COURSE CONTENT:**

| Unit | Theory hours | Content   | Practical hours | Content                      |
|------|--------------|---|-----------------|------------------------------|
| I    | 5            | <p><b>Introduction</b></p> <p><b>Review:</b></p> <p>Problem solving and scientific method.</p> <p>Research –definition, characteristics, purposes, types of research, Basic research terms, Scope of nursing research, Overview of Research process, Significance of research in nursing, Historical Evolution of nursing research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Future trends in nursing research.</li> <li><input type="checkbox"/> Problems and challenges in nursing research, health and social research.</li> <li><input type="checkbox"/> Priorities for nursing research.</li> <li><input type="checkbox"/> Evidence based practice.</li> <li><input type="checkbox"/> Ethics in research</li> </ul> |                 |                              |
| II   | 5            | <p><b>Review of Literature</b></p> <p>Review-</p> <ul style="list-style-type: none"> <li>• Importance, purposes, sources, criteria for selection of resources</li> <li>• Guidelines for writing literature review.</li> </ul>   | 5               | Literature search-web Search |

|     |    |   |   |  |
|-----|----|---|---|--|
| III | 10 | <b>Research problem:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of research problem/ research question.</li> <li><input type="checkbox"/> Formulation of problem statement and research objectives</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Assumption and delimitations</li> <li><input type="checkbox"/> Identification of variables</li> <li><input type="checkbox"/> Hypothesis –definition, formulation and types.</li> </ul> | 5 | 1. Identification of research question.<br>2. Formulation of problem statement and research objectives |
| IV  | 5  | <b>Developing theoretical /conceptual framework.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Theories: Nature, characteristics, purpose and application in research</li> <li><input type="checkbox"/> Using, testing and developing conceptual framework, models and theories.</li> </ul>  | 5 | Developing theoretical /conceptual framework.  |
| V   | 15 | <b>Research Approach and designs</b><br>Qualitative and Quantitative, Mixed methods<br><br><b>Qualitative research approaches:</b><br>Grounded theory, phenomenology, ethnography, case study and historical research.<br><br><b>Quantitative:</b> Experimental and non experimental: types, characteristics, advantages and disadvantages.<br>Randomised control design, cohort study, clinical trials   |   |  |
| VI  | 8  | <b>Sampling</b><br>Population and sample.<br>Factors influencing sampling<br>Sampling techniques<br>Sample size<br>Probability and sampling error   |   |  |

|             |    |   |    |  |
|-------------|----|---|----|--|
| <b>VII</b>  | 20 | <p><b>a) Data collection methods and Tools:</b><br/> Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. Tools for data collection-types and characteristics</p> <p><b>b) Measurement and data quality</b><br/> Validity and reliability of tools,<br/> Characteristics of an instrument<br/> Steps in development of an instrument.<br/> Procedure for data collection</p> |    |  |
| <b>VIII</b> | 3  | <b>Critical analysis of research reports and articles</b>   | 15 | Critical analysis of research reports and articles |
| <b>IX</b>   | 4  | <b>Developing and presenting a research proposal</b>  | 5  | Presenting a research proposal                     |
| <b>X</b>    | 5  | <p><b>Implementing research plan</b><br/> Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, Collection of data</p>  | 40 | Pilot study  |
| <b>XI</b>   | 10 | <p><b>Analysis and interpretation of data</b><br/> <b>Plan for data analysis:</b> quantitative and qualitative<br/> Preparing data for computer analysis and Presentation , Statistical analysis<br/> Interpretation of data Conclusion and generalizations<br/> Summary and discussion</p>   |    |  |
| <b>XII</b>  | 10 | <p><b>Reporting and utilizing research findings:</b><br/> Communication of research results; oral and written<br/> Writing research report purposes, methods and style, Vancouver, American Psychological Association (APA),</p>  |    |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Utilization of research findings.<br>Writing scientific articles for publication:<br>purposes & style |  |  |
|--|--|---|--|--|

**Activities:**

- Annotated Bibliography of research reports and articles. -4
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical /conceptual framework.
- Preparation of a sample research tool.
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal presentation-1
- Critical evaluation of selected research studies –dissertaton-1,journal article -1
- Writing a scientific paper

**Methods of Teaching:**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

**Methods of Evaluation:**

- Quiz, Tests(Term)
- Assignments/Term paper
- Presentations
- Project work (Concerned specialty)

| <b>Internal Assessment Techniques</b> | <b>Weightage (15 marks)</b> |
|---------------------------------------|-----------------------------|
| Sessional exams (2)                   | 40%                         |
| Presentations/Seminar                 | 20%                         |
| Research critique & presentation      | 20%                         |
| Annotated bibliography ,assignments   | 20%                         |
| <b>Total</b>                          | <b>100%</b>                 |

**Part –B: Statistics (External Faculty)**

**Hours of Instruction**

|                  |                 |
|------------------|-----------------|
| <b>Theory</b>    | <b>50Hours</b>  |
| <b>Practical</b> | <b>25 Hours</b> |
| <b>Total</b>     | <b>75 Hours</b> |

**Course Description:**

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing

**General Objectives:**

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully
4. Use descriptive and inferential statistics to predict results
5. Draw conclusions of the study and predict statistical significance of the results
6. Describe vital health statistics and their use in health related research
7. Use statistical packages for data analysis.



**Course content**

| Unit | Hours  |           | Content  |
|------|--------|-----------|--|
|      | Theory | Practical |  |
| I    | 7      |           | <b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Concepts, types, significance and scope of statistics, meaning of data</li> <li>□ Sample, parameter</li> <li>□ Type and levels of data and their Measurement                             <ul style="list-style-type: none"> <li>□ Organization and presentation of data-Tabulation of data</li> </ul> </li> <li>□ Frequency distribution</li> <li>□ Graphical and tabular presentations</li> </ul> |
| II   | 4      |           | <b>Measures of central tendency: Mean, Median, Mode</b>  |
| III  | 4      |           | <b>Measures of variability:</b> □ Range, Percentiles, Average deviation, Quartile deviation, Standard deviation  |
| IV   | 3      |           | <b>Normal Distribution:</b> □ Probability, Characteristics and application of normal probability curve, Sampling error   |
| V    | 6      |           | <b>Measures of relationship:</b> □ Correlation-need and meaning □ Rank order correlation □ Scatter diagram method, product moment correlation, Simple linear regression analysis and prediction,   |
| VI   | 5      |           | <b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>□ review -Experimental designs</li> <li>□ Comparison in pairs, randomized block design, Latin squares.</li> </ul>   |
| VII  | 8      |           | <b>Significance of Statistic and Significance of difference between Two Statistics(Testing hypothesis)</b> <ul style="list-style-type: none"> <li>□ Non parametric test-Chi-square test, Sign, median test, Mann Whitney test</li> <li>□ Parametric test- <math>t'</math> test, ANOVA,</li> </ul>  |

|      |   |    |   |
|------|---|----|---|
| VIII | 5 |    | <b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>▣ Scaling-Z Score, Z Scaling</li> <li>▣ Standard Score and T Score</li> <li>▣ Reliability of test scores: test-retest method, parallel forms split half method</li> </ul> |
| IX   | 4 | 5  | <b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>Ratios, Rates, Trends</li> <li>Vital health statistics –Birth and death rates</li> <li>Measures related to fertility, morbidity and mortality</li> </ul>                                     |
| X    | 4 | 20 | <b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>Use of statistical package</li> </ul>  |

**Activities:**

- Exercises on organization and tabulation of data
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
- Practice in using statistical package
- Computing
- Vital health statistics

**Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration-on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health

statistics and use of computer for data entry and analysis using statistical package

**Methods of Evaluation:**

- Test, Classroom statistical exercises

Internal Assessment Techniques

weightage 10 marks

Sessional exams – (2)

100%

**References \*:**

- ② Burns.N. and Susan K Grove. Understanding Nursing Research building and evidence based practice., W B Saunders, St. Luis .
- ② Polit, D.F. and C T Beck. Nursing Research Generating and Assisting evidence for Nursing practice-Wolter Kluwer, New Delhi
- ② Wood, G.L. and Haber J. Nursing Research-methods and critical appraisal for evidence-based practice. Elsevier.
- ② C R Kothari. Research Methodology Methods and Techniques. New Age Publishers, New Delhi.
- ② Sunder Rao. P.S.S. Jesudian, G. and Richard, J. An introduction to Biostatistics a manual for students in health sciences.
- ② Rose A Utely. Theory and Research for Academy Nurse Educators Application to Practice, Jones and Bartlett Publishers.Boston
- ② Nola A.Schmidt, Janet M Brown. Evidence Based Practice for Nurses Appraisal and Application of Research, Jones and Bartlett Publishers, New Delhi.'
- ② Marylynn J Wood, Jannet C Ross Kerr. Basic Steps in Planning Nursing Research from question to Proposal, Jones and Bartlett Publishers, New Delhi.
- ② Mahajan. Methods in Biostatistics. Jaypee Brothers
- ② National and international journals in nursing practice, nursing education, nursing research

## CLINICAL SPECIALTY – I

### MEDICAL SURGICAL NURSING-I ————— Course No. 24

**Placement: 1st Year**

#### Hours of instruction

Theory: 150 Hours

Nursing Faculty: 120Hours

External Faculty: 30 Hours

Practical: 900 Hours

**Total: 1050 Hours**

#### Course Description

It is designed to assist students in developing expertise and in-depth knowledge in the field of Medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

#### Objectives

At the end of the course the students will be able to:

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a specialty.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centred nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues
10. Prepare a design for ICU
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research
13. Recognize the role of Nurse practitioner as a member of the health team.
14. Conduct clinical Teaching for undergraduate nursing students & in-service nurses.

**COURSE CONTENT:**

| Unit | Hours        | Content  |
|------|--------------|--|
| 1    | 3            | <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical development of Medical- Surgical Nursing</li> <li><input type="checkbox"/> Trends &amp; issues in Medical – Surgical Nursing.</li> </ul> <p>Ethical &amp; cultural issues in Medical – Surgical Nursing</p> <p><b>Review:</b> General Health Assessment &amp; History taking , Nutritional assessment.</p>  |
| II   | 15<br>(EF 3) | <p><b>Management of patients with disorders of Gastro intestinal system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination, diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of GERD, APD, Intestinal obstruction, , Pancreatitis, GI Bleeding, Irritable Bowel Syndrome, Inflammatory bowel disease, colorectal cancers, Ca stomach, Ca oesophagus<br/>Cirrhosis of Liver, Hepatic failure, Liver transplantation</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul> |
| III  | 12<br>(EF 3) | <p><b>Management of patients with disorders of nervous system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination, diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology, diagnostic tests &amp; management of Stroke, Meningitis, Encephalitis,Alzheimers disease, Epilepsy, ICSOL, GBS,MyastheniaGravis,Parkinsonsdisease,Multiple sclerosis</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based <i>nursing</i> practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>  |
| IV   | 14<br>(EF 3) | <p><b>Management of patients with disorders of respiratory system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic Investigations,</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of Asthma,Bronchiectasis<br/>Pulmonary tuberculosis, COPD, ARDS, Respiratory Failure, Pulmonary edema, Interstitial lung diseases, Pulmonary embolism, Pulmonary neoplasm,Pneumonia, Mechanical ventilation<br/>Chest trauma, lung surgeries.</li> </ul>   |

|      |              |   |
|------|--------------|---|
|      |              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>  |
| V    | 12<br>(EF5)  | <b>Management of patients with disorders of cardio vascular system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic Investigations, Congenital heart disease,Rhematic heart disease,cardiomyopathy</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of Hypertension, Acute coronary syndrome, Arrhythmias , CCF,Pace maker Care of patients with open heart surgery.</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul> |
| VI   | 12<br>(EF 3) | <b>Management of patients with disorders of blood</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of Anemias, Leukemias,</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>  |
| VII  | 15<br>(EF3)  | <b>Management of patients with disorders of genito- urinary system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of Renal Calculi, UTI, Nephritis, Nephrotic Syndrome, AKI,CKD,BPH, Ca bladder, Dialysis,Renal transplantation.</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>   |
| VIII | 7            | <b>Management of patients with disorders of endocrine system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of DM, Pituitary disorders, Thyroid parathyroid and adrenal dysfunctions.</li> </ul>  |

|            |           |  |
|------------|-----------|--|
|            |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>   |
| <b>IX</b>  | <b>7</b>  | <b>Management of patients with disorders of muscular-skeletal system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology diagnostic tests &amp; management of Arthritis, SLE, Osteoporosis, Osteomyelitis, reconstructive surgeries, Amputation. Fracture</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>         |
| <b>X</b>   | <b>4</b>  | <b>Management of patients with disorders of Integumentary System</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health assessment- History taking, physical examination , diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology ,diagnostic tests &amp; management of psoriasis, , pemphigus, leprosy,</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>   |
| <b>XI</b>  | <b>4</b>  | <b>Management of patients with disorders of Eye and ENT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Functional anatomy and physiology.</li> <li><input type="checkbox"/> Health assessment- History taking, physical examination, diagnostic investigations</li> <li><input type="checkbox"/> Etiology, pathophysiology, diagnostic tests &amp; management of glaucoma, cataract, transplantation</li> <li><input type="checkbox"/> Related research studies &amp; Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul> |
| <b>XII</b> | <b>10</b> | <b>Geriatric nursing</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ageing; Demography, Concepts and theories of ageing</li> <li><input type="checkbox"/> Age related body systems changes.</li> </ul>  |

|      |              |  |
|------|--------------|--|
|      |              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Psychosocial Aspects of Aging.</li> <li><input type="checkbox"/> Stress&amp; coping in older adults.</li> <li><input type="checkbox"/> Nursing Assessment-History and Physical assessment.</li> <li><input type="checkbox"/> Medications and elderly.</li> <li><input type="checkbox"/> Common Health Problems &amp; Nursing Management</li> <li><input type="checkbox"/> Psychosocial and Sexual abuse of elderly.</li> <li><input type="checkbox"/> Use of aids and prosthesis</li> <li><input type="checkbox"/> Legal&amp; Ethical Issues.</li> </ul>   |
| XIII | 10           | <p><b>Management of patients with communicable and sexually transmitted diseases:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of immune system.</li> <li><input type="checkbox"/> Common Disorders of immune system – HIV/AIDS.</li> <li><input type="checkbox"/> Review of infection process cycle, Etiology, Patho physiology, Clinical manifestations, complications, prognosis, investigation and Diagnostic assessment, Treatment modalities of acute diarrhoeal disorders, typhoid fever, hepatitis, malaria, Japanese encephalitis, leptospirosis, dengue fever</li> <li><input type="checkbox"/> Emerging communicable disease</li> </ul> |
| XIV  | 10<br>(EF 4) | <p><b>Emergency, trauma and multi-system organ failure</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> DIC (disseminated intravascular coagulation)</li> <li><input type="checkbox"/> Burns, poisoning</li> <li><input type="checkbox"/> Health assessment-History taking, physical examination, investigation and diagnostic assessment and management of craniocerebral trauma, spinal cord injury and abdominal injuries.</li> <li><input type="checkbox"/> Related research studies.</li> <li><input type="checkbox"/> Evidence based nursing practice.</li> <li><input type="checkbox"/> Rehabilitation and follow-up.</li> </ul>                       |
| XV   | 15<br>(EF 3) | <p><b>Oncology Nursing :</b><br/>Aetiology,investigation, preventive measures of Malignancies, Chemotherapy,radiationTherapy, ImmuneTherapy,Palliativecare,Bone marrow transplantation, stem cell transfer</p>   |



| Sl. No | Dept/Unit             | No. of Weeks |
|--------|-----------------------|--------------|
| 1.     | General Medical Ward  | 4            |
| 2.     | General surgical ward | 4            |
| 3.     | ICUs                  | 7            |
| 4.     | Oncology              | 2            |
| 5.     | Emergency Department  |              |
|        | <b>Total</b>          | <b>19</b>    |

#### Clinical Activities:

- Clinical presentations -5
- Care plan-5 (nursing Process)
- Care plan 2(theory based)
- Care study-1
- Care analysis-2 medical1,surgical 1
- Term paper
- Clinical profile 2
- Drug file

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper-1           | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

#### REFERENCE

- Monahaa,Frances Donovan.'phipp's Medical Surgical Nursing'.8<sup>th</sup>edn.Mosby.
- Smeltzer ,Suzanne.C Brunner and Suddarth's Text book of Medical surgical Nursing'.11<sup>th</sup>edn :Lippincott.
- Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7<sup>th</sup> Edn. Mosby Publishers.
- Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7<sup>th</sup> Edn. Saunders, Missouri.
- Darovic ,GloriaOblouk Hemodynamic monitoring|| W.B.Saunders 3<sup>rd</sup>edn.
- Barker,Ellen.'NeuroscienceNursiing' 2<sup>nd</sup>edn. Mosby.



- Greene; Netter's Orthopedics|| W.B.Saunders
- Libby etal, Braunwalds heart disease||8<sup>th</sup>edn. Elsevier
- Jarvis, Carolyn. Physical Examination and Health Assessment||.5<sup>th</sup>edn.Saunders
- Sole,Mary Lou,' Introduction to critical care Nursing' 4<sup>th</sup>edn .Elsevier
- Albert,RichardK.etal ,clinical critical care Medicine.Mosby.
- Swash,Michael Hutchison's clinical methods.saunders ,22<sup>nd</sup>edn.
- Ried,robin.'Pathology illustrated 6<sup>th</sup>edn.Elsevier.
- Dave P.K.'Emergency medical services and disaster management'. Jaypee.
- Floch,MartinH.etal.'Netter's Gastro-entriology'.Icon learning systems.
- Wadia,NoshirH.'Neurologicalpractice'.Elsevier
- Mahur Ann B. OrthopedicNursing' 3<sup>rd</sup>edn Saunders.
- Terrill Bobbee ,Renal Nursing Ausmed publications.
- Kristian L Mauk. Gerentological Nursing, 2<sup>nd</sup>edn, Jones and Bartlett Publishers.
- Vinod K Sharma. Geriatric Care, Text Book of Geriatrics & Gerontology, III Edn, Viva Books.
- Phipps, Long, Wood. Shafers Medical Surgical Nursing.VIIedn. B.I Publications, New Delhi. Gubney. Clinical Nutrition.
- Dhenagara. Diseases of Ear,Nose and Throat. IV Edn. Saunders.
- Muhammed Maqbool. Text book of Ear Nose Throat Diseases XI edn, Jaypee Publishers.
- H V Nema& Nitin Nema. Text Book of ophthalmology. 5<sup>th</sup>edn. Jaypee
- Rose Ann O' Shea. Principles & Practice of Trauma Nursing, I edn, Elsevier.
- Brigid Breckman. Stoma Care & Rehabilitation I edn, Elsevier.
- Sue Bale & Vanessa Jones. Wound Care Nursing. II edn, Mosby.
- Thomas O Habif. Skin disease Diagnosis & Treatment. II edn. Mosby.
- K V krishnadas.,Text Book of Medicine, 5<sup>th</sup>edn, Jay pee.
- Nicholas A Boon etal. Davidson's Textbook of Medicine, 20<sup>th</sup>edn, Elsevier.
- Scott H Plantz, E John Wipfler NMS Emergency Medicine, II edn, Lippincott Williams & Wilkins.
- National and international journals in nursing practice, advanced nursing and critical care.

**SECOND YEAR M.Sc NURSING**  
**NURSING MANAGEMENT** ————— **Course No. 25**  
**Placement: II Year**  
**Hours of Instruction**

Nurse Specialist :105 Hours

Theory :150 Hours

**External :45 Hours**

Practical :200 Hours

**Total : 350 Hours**

**Course Description**

This course is designed to assist students to develop a broad understanding of principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

**Objectives**

At the end of the course, students will be able to:

1. Formulate the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration and nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Discuss the planning, supervision and management of nursing workforce for various health care settings.
7. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
8. Identify and analyze legal and ethical issues in nursing administration
9. Describe the process of quality assurance in nursing services.
10. Demonstrate leadership in nursing at various levels.
11. Organize staff development programme.

## COURSE CONTENT

| Unit | Theory            | Content  |
|------|-------------------|--|
| I    | 10<br><b>*EF5</b> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concepts of Management Philosophy, theories, elements, Principles, -(Review).</li> <li>Functions of administration</li> <li>Indian Constitution, Indian Administrative system health care delivery system:</li> <li>National, State and Local</li> <li>Organisation and functions of nursing services and education at National, State, District and institutions: Hospital and Community</li> <li>Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans</li> </ul> |
| II   | 10                | <p><b>Nursing management</b></p> <ul style="list-style-type: none"> <li>Concept, types, principles and techniques</li> <li>Vision and Mission Statements</li> <li>Philosophy, aims and objective</li> <li>Current trends and issues in Nursing Administration</li> <li>Theories and models</li> <li>Application to nursing service and education</li> <li>Autonomy and accountability for nursing practice.</li> </ul>   |
| III  | 15<br><b>EF5</b>  | <ul style="list-style-type: none"> <li>Planning and control</li> <li>Co-ordination and delegation</li> <li>Decision making – decentralization basic goals of decentralization.</li> <li>Strategic planning</li> <li>Operational plans</li> <li>Management plans</li> <li>Programme evaluation and review technique(PERT), Gantt chart,</li> <li>Management by objectives(MBO)</li> <li>Planning new venture</li> <li>Planning for change</li> </ul>  |

|    |           |  |
|----|-----------|--|
|    |           | Innovations in nursing<br>Application to nursing service and education   |
| IV | 15<br>EF5 | <b>Organisation</b><br>Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational, Climate, Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) Disaster management: plan, resources, drill, etc<br>Application to nursing service and education |
| V  | 15<br>EF5 | <b>Human Resource for health</b><br>Staffing<br><br>Philosophy<br>Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC)<br><br>Estimation of nursing staff requirement- activity analysis<br><br>Various research studies<br><br>Recruitment: credentialing, selection, placement, promotion<br><br>Retention<br><br>Personnel policies<br><br>Termination<br><br>Staff development programme<br><br>Duties and responsibilities of various category of nursing personnel<br><br>Applications to nursing service and education  |

|      |           |  |
|------|-----------|--|
| VI   | 15<br>EF5 | <p><b>Directing</b></p> <p>Roles and functions</p> <p>Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</p> <p>Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</p> <p>Delegation; common delegation errors</p> <p>Managing conflict: process, management, negotiation, consensus</p> <p>Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</p> <p>Occupational health and safety</p> <p>Application to nursing service and education</p>                       |
| VII  | 10        | <p><b>Material management</b></p> <p>Concepts, principles and procedures</p> <p>Planning and procurement procedures : Specifications</p> <p>ABC analysis,</p> <p>VED (very important and essential daily use) analysis</p> <p>Planning equipments and supplies for nursing care: unit and Hospital</p> <p>Inventory control , Condemnation</p> <p>Application to nursing service and education</p>   |
| VIII | 15<br>EF5 | <p><b>Controlling</b></p> <p>Quality assurance – Continuous Quality Improvement</p> <p>Standards, Models, Nursing audit</p> <p>Performance appraisal: Tools, confidential reports, formats, Management, interviews, Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education, Supervision and management: concepts and principles</p> <p>Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceeding senquiryetc</p> <p>Self evaluation or peer evaluation, patient satisfaction, utilization review</p> |

|            |                         |  |
|------------|-------------------------|--|
|            |                         | Application to nursing service and education   |
| <b>IX</b>  | <b>15</b><br><b>EF5</b> | <b>Fiscal planning</b><br>Steps<br>Plan and non-plan, zero budgeting, mid-term appraisal, capital and Revenue<br>Budget estimate, revised estimate, performance budget<br>Audit<br>Cost effectiveness<br>Cost accounting<br>Critical pathways<br>Health care reforms<br>Health economics<br>Health insurance<br>Budgeting for various units and levels<br>Application to nursing service and education |
| <b>X</b>   | <b>10</b><br><b>EF5</b> | <b>Nursing informatics</b><br>Trends<br>General purpose<br>Use of computers in hospital and community<br>Patient record system<br>Nursing records and reports<br>Management information and evaluation system (MIES)<br>E- nursing, Telemedicine, telenursing<br>Electronic medical records  |
| <b>XI</b>  | <b>10</b>               | <b>Leadership</b><br>Concepts, Types, Theories<br>Styles<br>Manager behavior<br>Leader behavior , Assertiveness<br>Effective leader: Characteristics, skills<br>Group dynamics<br>Power and politics , Visibility of nursing<br>Lobbying<br>Stress management<br>Applications to nursing service and education   |
| <b>XII</b> | <b>10</b><br><b>EF5</b> | <b>Legal and ethical issues</b><br><b>Laws and ethics</b><br>Ethical committee<br>Code of ethics and professional conduct  |

|  |  |  |
|--|--|--|
|  |  | <p>Legal system: Types of law, tort law, and liabilities</p> <p>Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character</p> <p>Patient care issues, management issues, employment issues</p> <p>Medico legal issues</p> <p>Nursing regulatory mechanisms: licensure, renewal, accreditation</p> <p>Patients rights, Consumer protection act(CPA)</p> <p>Rights of special groups: children, women, HIV, handicap, ageing</p> <p>Professional responsibility and accountability</p> <p>Infection control</p> <p>Standard safety measures</p> |
|--|--|--|

**\*EF- External Faculty**

### **PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for specialty units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for specialty units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal.
13. Identify the problems of the specialty units and develop plan of action by problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over



reports, enquiry reports, nurse's notes, official letters, curriculum vitae, presentations etc.

16. Prepare a plan for disaster management

17. Observation visit to a multispecialty teaching hospital and College and School of Nursing

**Methods of Teaching**

- Lecture cum discussion
- Seminar / Presentations
- Workshop

**Methods of evaluation**

- Tests
- Presentation
- Written assignments

| <b>Internal Assessment Techniques</b> | <b>Weightage (%)</b> |
|---------------------------------------|----------------------|
| Sessional exam (3)                    | 50                   |
| Assignments                           | 25                   |
| Seminar/presentations                 | 25                   |

---

|              |             |
|--------------|-------------|
| <b>Total</b> | <b>100%</b> |
|--------------|-------------|

**Assignments**

**Theory**

Statement of Philosophy, mission, vision and objective of a hospital. Prepare Job Descriptions of Various Categories of Nursing Personnel. Prepare Budget estimate for Nursing Department.

Compute Staffing Requirement of hospital (Yearly, Monthly, Weekly.)

Performance Appraisal Format for Nursing Staff.

**Practical**

|                               |   |
|-------------------------------|---|
| Nursing Rounds                | 2 |
| Clinical Teaching of Students | 1 |
| Staff Development Programme   | 1 |
| Nursing Care Conference       | 1 |

### **Clinical Posting**

Various Wards/ICUs of Hospital. - 4 Weeks

Office of Nursing Superintendent / Nursing Officer- 1 week

### **Reference \*:**

- Bessei L. Marquise Carol J. Huston, Leadership and Management functions in Nursing-Theory & application, 2<sup>nd</sup> Edition, Lippincott, Philadelphia.
- Stephen P. Robbins and Mary Coulter, Management, 5<sup>th</sup> Edition, Prentice Hall, Inc, New Jersey.
- Ann Marriner-Tomey, Guide to Nursing Management, 4th Edition, Mosby Yearbook, Philadelphia.
- Kochuthresiamma, T (2001) Nursing Management and Administration, Medical works.
- Heinz Weihrich and Harold Koontz, Management –A Global perspective, 10<sup>th</sup> Edition, Mc Grawhill International Edition, Singapore.
- Els Van Ooijen, Clinical Supervision, 2000, Churchill Livingstone, London.
- Joseph L. Massie, Essentials of Management, 4<sup>th</sup> Edition, Prentice Hall, New Delhi.
- Sakti Gupta, Sunil Kant, Hospital and Health Care administration-Appraisal & Referral Treatise, 1998, Jaypee Brothers, New Delhi.
- Roberta Strassle Abruzzese, Nursing Staff Development-Strategies for Success, 2<sup>nd</sup> Edition, Mosby Publication, London.
- Karen J. Kelly-Thomas, Clinical and Nursing staff Development-Current Competence, Future Focus, 2<sup>nd</sup> Edition, Lippincott, New York.
- Jennifer Mackenzie, Ward Management in Practice, 1998, Churchill Livingstone, London.
- Dharma Vira Aggarwala, Manpower- planning, Selection, Training and Development, Latest Edition, Deep Publication, New Delhi.

- Sayed Amin Tabish ,Hospitals and Nursing Homes Planning Organizations and Management,2005, Jaypee Brothers ,New Delhi.
- G.N.Prabhakara,Policies and Programmes of Health in India,2005, Jaypee Brothers ,New Delhi.
- June Girvin,Leadership and Nursing ,Latest Edition,Mc Millan Co,London.
- Huber D L (2006) Leadership & Nursing care Management Philadelphia, ELSEVIER.
- Yoder-wire P S (2007) Leading & Mangers in Nursing St. Louis, Mosby.
- Partons Jones R A (2008) Nurisng Leadership and management, New Delhi, Jaypee.
- Sakharkar B M (2009) Principles of Hospital Administration & Planning, New Delhi, Jaypee.
- Marquis B L & Huston C J (2009) Leadership roles & Management functions in Nursing, New Delhi, Lippincott.
- Finkler SA & Mc High (2008) Budgeting concepts for Nurse Managers, St. Louis, SAUNDERS.
- Prasad L M, Principles & Practice of Management, New Delhi, Sultanchand& Sons Educational Publishers.
- RousclL(2010), —Management and Leadership for Nurse Administrators||, New Delhi, Jones and Bartlett Publishers.
- Finkelman A, Kenner C(2010), Professional Nursing concepts-Competency for quality leadership, USA, Jones and Bartlett Publishers.
- JogindraVati.Principles and practice of Nursing management and administration for BSc and MSc students.
- National and international journals in nursing practice, nursing education, nursing research and nursing management.

## CLINICAL SPECIALITY – II

### MEDICAL SURGICAL NURSING-II

#### SUB SPECIALITY – **CARDIO VASCULAR AND THORACIC NURSING**

**Placement : II year**

#### **Hours of Instruction**

Theory : 150 hours.

Nursing Faculty:-125 hrs

**External Faculty:-25 hrs**

Practical : 1450 hours.

Total : 1600 hours.

#### **Course Description**

This course is designed to assist students in developing expertise and in-depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the student to function as Cardio vascular and Thoracic Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

#### **Objectives**

At the end of the course the students will be able to:

1. Appreciate trends and issues related to cardio vascular and thoracic Nursing.
2. Describe the epidemiology, etiology, patho-physiology and diagnostic assessment of cardio vascular and thoracic conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions
7. Demonstrate advance skills/competence in managing patients with cardio vascular and thoracic conditions including Advance Cardiac Life Support.

8. Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility
9. Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients
10. Appreciate team work & coordinate activities related to patient care.
11. Practice infection control measures.
12. Identify emergencies and complications & take appropriate measures
13. Discuss the legal and ethical issues in cardio vascular and thoracic nursing
14. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence based nursing practice and identify the areas of research in the field of cardio vascular and thoracic nursing
17. Identify the sources of stress and manage burnout syndrome among health care providers.
18. Teach and supervise nurses and allied health workers.
19. Design a layout of ICCU and ICTU and develop standards for cardio vascular and thoracic nursing practice.

#### CONTENT OUTLINE

| Unit | Hours | Content   |
|------|-------|---|
| 1    | 5     | <b>Introduction:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical development, trends and issues in the field of cardiology.</li> <li><input type="checkbox"/> Cardio vascular and thoracic conditions – major health problem.</li> <li><input type="checkbox"/> Concepts, principles and nursing perspectives</li> <li><input type="checkbox"/> Ethical and legal issues</li> <li><input type="checkbox"/> Evidence based nursing and its application in cardio vascular and thoracic nursing( to be incorporated in all the units)</li> </ul> |
| II   | 5     | Epidemiology <ul style="list-style-type: none"> <li><input type="checkbox"/> Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc</li> <li><input type="checkbox"/> Health promotion, disease prevention, Life style modification</li> <li><input type="checkbox"/> National health programs related to cardio vascular and thoracic</li> </ul>   |
| ☆    |       | 46  |

|            |                         |  |
|------------|-------------------------|--|
|            |                         | <p>conditions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternate system of medicine</li> <li><input type="checkbox"/> Complementary therapies</li> </ul>  |
| <b>III</b> | <b>5</b>                | <p><b>Review of anatomy and physiology of cardio vascular and respiratory system</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung.</li> <li><input type="checkbox"/> Coronary circulation, Foetal Circulation</li> <li><input type="checkbox"/> Hemodynamics and electro physiology of heart.</li> <li><input type="checkbox"/> Bio-chemistry of blood in relation to cardio pulmonary function</li> </ul>   |
| <b>IV</b>  | <b>20</b><br><b>EF5</b> | <p><b>Assessment and Diagnostic Measures:</b></p> <p>History taking</p> <p>Physical assessment</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Heart rate variability: Mechanisms , measurements, pattern, factors, impact of interventions on HRV Diagnostic tests</li> <li><input type="checkbox"/> Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices, output measurements (Arterial and swan Ganz monitoring). Blood gases and its significance, oxygen supply and demand</li> <li><input type="checkbox"/> Radiologic examination of the chest: interpretation, chest film findings</li> <li><input type="checkbox"/> Electro cardiography(ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination - ECG changes in: intraventricular conduction abnormalities- Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance,</li> <li><input type="checkbox"/> Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques</li> <li><input type="checkbox"/> Nuclear and other imaging studies of the heart: Magnetic Resonance Imaging.</li> <li><input type="checkbox"/> Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care</li> </ul> |
|            | ☆                       | 47   |

|    |        |  |
|----|--------|--|
|    |        | <ul style="list-style-type: none"> <li>□ Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period</li> <li>□ Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of data</li> <li>□ Pulmonary function test: Bronchoscopy and graphies</li> <li>□ Interpretation of diagnostic measures</li> <li>□ Nurse’s role in diagnostic tests</li> </ul> <p>• Pneumonias<br/>Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. Interpretation and role of nurse.</p> |
| V  | 25 EF4 | <p><b>Cardiac disorders and nursing management:</b></p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, newer treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> <li>• Hypertension</li> <li>• Coronary Artery Disease.</li> <li>• Angina of various types.</li> <li>• Cardiomegaly</li> <li>• Myocardial Infarction, Congestive cardiac failure</li> <li>• Heart Failure, Pulmonary Edema, Shock.</li> <li>• Rheumatic heart disease and other Valvular Diseases</li> <li>• Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis.</li> <li>• Cardiomyopathy, dilated, restrictive, hypertrophic.</li> <li>• Arrhythmias, heart block</li> </ul> <p>Associated illnesses</p>  |
| VI | 10 EF3 | <p><b>Altered pulmonary conditions</b></p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> <li>• Bronchitis</li> <li>• Bronchial asthma</li> <li>• Bronchiectasis</li> </ul> <p>• Lung abscess, lung tumour</p> <p>• Pulmonary tuberculosis, fibrosis, pneumoconiosis etc</p>  |

|      |                             |   |
|------|-----------------------------|---|
|      |                             | <ul style="list-style-type: none"> <li>• Pleuritis, effusion</li> <li>• Pneumo, haemo and pyothorax</li> <li>• Interstitial Lung Disease</li> <li>• Cystic fibrosis</li> <li>• Acute and Chronic obstructive pulmonary disease (conditions leading to)</li> <li>• Cor pulmonale</li> <li>• Acute respiratory failure</li> <li>• Adult respiratory distress syndrome</li> <li>• Pulmonary embolism</li> <li>• Pulmonary Hypertension</li> </ul>  |
| VII  | <p>10</p> <p><b>EF3</b></p> | <p><b>Vascular disorders and nursing management</b></p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> <li>• Disorders of arteries</li> <li>• Disorders of the aorta</li> <li>• Aortic Aneurysms,</li> <li>• Aortic dissection</li> <li>• Raynaud’s phenomenon</li> <li>• Peripheral arterial disease of the lower extremities</li> <li>• Venous thrombosis</li> <li>• Varicose veins</li> <li>• Chronic venous insufficiency and venous leg ulcers</li> <li>• Pulmonary embolism</li> </ul> |
| VIII | <p>10</p> <p><b>EF3</b></p> | <p><b>Cardio thoracic emergency interventions</b></p> <p>CPR- BLS and ALS</p> <p>Use of ventilator, defibrillator , pacemaker</p> <p>Post resuscitation care.</p> <p>Care of the critically ill patients</p> <p>Psychosocial and spiritual aspects of care</p> <p>Stress management; ICU psychosis</p>  |



|     |           |  |
|-----|-----------|--|
| IX  | 10<br>EF3 | <p>Role of nurse</p> <p><b>Nursing care of a patient with obstructive airway</b></p> <p>Assessment</p> <p>Use of artificial airway</p> <p>Endotracheal intubation, tracheostomy and its care</p> <p>Complication, minimum cuff leak, securing tubes</p>  |
| X   | 10<br>EF4 | <p><b>Oxygen delivery systems.</b></p> <p>Nasal Cannula</p> <p>Oxygen mask, Venturi mask</p> <p>Partial rebreathing bag</p> <p>Bi-PAP and C-PAP masks</p> <p>Uses, advantages, disadvantages, nursing implications of each.</p>  |
| XI  | 10        | <p><b>Mechanical Ventilation</b></p> <p>Principles of mechanical ventilation</p> <p>Types of mechanical ventilation and ventilators.</p> <p>Modes of ventilation, advantage, disadvantage, complications.</p> <p>PEEP therapy, indications, physiology, and complications. Weaning off the ventilator.</p> <p>Nursing assessment and interventions of ventilated patient</p>   |
| XII | 20        | <p><b>Congenital Heart Diseases</b></p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of:</p> <ul style="list-style-type: none"> <li>• Embryological development of heart.</li> <li>• Classification – cyanotic and acyanotic heart disease.</li> <li>• Tetralogy of Fallots.</li> <li>• Atrial Septal Defect, Ventricular Septal Defect., Eisenmenger’s complex.</li> <li>• Patent ductus arteriosus, AP window</li> <li>• Truncus Arteriosus.</li> <li>• Transposition of great arteries.</li> <li>• Total Anomaly of Pulmonary Venous Connection.</li> <li>• Pulmonary stenosis, atresia.</li> </ul> |

|                    |                 |  |
|--------------------|-----------------|--|
| <p><b>XIII</b></p> | <p><b>5</b></p> | <ul style="list-style-type: none"> <li>• Coarctation of aorta.</li> <li>• Ebstein’s anomaly</li> <li>• Double outlet right ventricle, Single ventricle, Hypoplastic left heart syndrome.</li> </ul> <p><b>Pharmacology</b></p> <p><b>Review</b></p> <p>Pharmacokinetics</p> <p>Analgesics/Anti inflammatory agents</p> <p>Antibiotics, antiseptics</p> <p>Drug reaction &amp; toxicity</p> <p>Drugs used in cardiac emergencies</p> <p>Blood and blood components</p> <ul style="list-style-type: none"> <li>• Thrombolytic agents</li> <li>• Inotropic agents</li> <li>• Beta-blocking agents</li> <li>• Calcium channel blockers.</li> <li>• Vaso constrictors</li> <li>• Vaso dilators</li> <li>• ACE inhibitors.</li> <li>• Angiotensin receptor blockers</li> <li>• Anticoagulants</li> <li>• Antiarrhythmic drugs.</li> <li>• Anti hypertensives</li> <li>• Diuretics</li> <li>• Sedatives and tranquilizers.</li> <li>• Digitalis.</li> <li>• Antilipemics</li> </ul> <p>Principles of drug administration, role and responsibilities of nurses and care of drugs</p> |
| <p><b>XIV</b></p>  | <p><b>5</b></p> | <p><b>Nursing Care of patient undergoing cardio thoracic surgery</b></p> <p>Indications, selection of patient</p> <p>Preoperative assessment and preparation; counseling.</p>  |

Intra-operative care: Principles of open heart surgery, equipment, anesthesia, cardiopulmonary bypass.

Surgical procedures for Coronary Artery Bypass Grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent advances.

Thoracic surgery: lobectomy, pneumonectomy, tumour excision etc

Immediate postoperative care : assessment, post operative problems and interventions : Bleeding, Cardiac tamponade, Low cardiac output, Infarction, Pericardial effusion, Pleural effusion, Pneumothorax, Haemothorax, Coagulopathy, Thermal imbalance, Inadequate ventilation/perfusion, Neurological problems, renal problems, Psychological problems.

Chest physiotherapy  
Nursing interventions- life style modification, complementary therapy/alternative systems of medicine.

Intermediate and late post operative care after CABG, valve surgery,others.

Follow up care

**Cardiac rehabilitation**  
Process  
Physical evaluation  
Life style modification  
Physical conditioning for cardiovascular efficiency through exercise  
Counseling  
Follow up care

**Intensive Coronary Care Unit/intensive cardio thoracic unit:**

Quality assurance

- Standards, Protocols, Policies, Procedures
- Infection control; Standard safety measures
- Nursing audit
- Design of ICCU/ICTU
- Staffing; cardiac team
- Burn out syndrome

Nurse's role in the management of I.C.C.U and ICTU.

Mobile coronary care unit.

Planning inservice educational programme and teaching

### Practicals

**Total – 1450 Hours**

**1 Weeks = 48 Hours**

| SL. No | Dept/ Unit                        | No.of weeks |
|--------|-----------------------------------|-------------|
| 1.     | Cardio thoracic- Medical          | 4           |
|        | -Surgical                         | 4           |
| 2      | OT ( cardiac & Thoracic)          | 4           |
| 3      | Diagnostic Lab including cath Lab | 2           |
| 4      | ICCU                              | 5           |
| 5      | ICU                               | 4           |
| 6      | CCU                               | 4           |
| 7      | Paediatric Intensive Care         | 2           |
| 8      | OPD                               | 1           |
|        | <b>Total</b>                      | <b>30</b>   |

### Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 50%         |
| Written assignments    | 25%         | Clinical assignments | 25%         |
| Seminars/Presentations | 25%         | Internal examination | 25%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

### Essential Nursing Skills

#### Procedures to be observed

1. Echo cardiogram
2. Ultrasound
3. Monitoring JVP , CVP
4. CT SCAN
5. MRI



6. PET SCAN
7. Angiography
8. Cardiac catheterization
9. Angioplasty
10. Various Surgeries
11. Any other

#### **I. Procedures to be assisted**

1. Arterial blood gas analysis
2. Thoracentesis
3. Lung biopsy
4. Computer assisted tomography (CAT Scan)
5. M.R.I.
6. Pulmonary angiography
7. Bronchoscopy
8. Pulmonary function test
9. ET tube insertion
10. Tracheostomy tube insertion
11. Cardiac catheterization
12. Angiogram
13. Defibrillation
14. Treadmill test
15. Echo cardiography
16. Doppler ultrasound
17. Cardiac surgery
18. Insertion of chest tube
19. CVP Monitoring
20. Measuring pulmonary artery pressure by Swan-Ganz Catheter
21. Cardiac Pacing

#### **II. Procedures to be Performed**

1. Preparation of assessment tool for CT client (Cardiac, thoracic and vascular).
2. ECG – Recording, Reading, Identification of abnormalities

3. Oxygen therapy – Cylinder, central supply, Catheter, nasal canula, mask, tent, through ET and tracheostomy tube, manual resuscitation bag.
4. Mechanical ventilation
5. Spirometer
6. Tuberculin skin test
7. Aerosol therapy
8. Nebulizer therapy
9. Water seal drainage
10. Chest physiotherapy including – Breathing Exercises, Coughing Exercises, Percussion & Vibration
11. Suctioning – Oropharyngeal, nasotracheal, Endotracheal
12. Through tracheostomy tube
13. Artificial airway cuff maintenance
14. CPR
15. Care of client on ventilator
16. Identification of different – Arrhythmias, abnormal pulses, respirations, B.P. Variation, Heart sounds, Breath sounds
17. Pulse oxymetry
18. Introduction of intracath
19. Bolus I.V. Injection
20. Life line
21. Maintenance of —Heplock||
22. Subcutaneous Injection of Heparin
23. Obtaining leg measurements to detect early swelling in thrombophlebitis
24. Identification of Homans sign
25. Buerger – Allen exercises

### **Assignments**

Nursing care study -2

Nursing care analysis -2

Nursing care plan based on theories -5



Clinical teaching -5  
Design floor plan of cardiovascular and thoracic unit  
Organise in service education programme for nurses.

**REFERENCES :-**

- ② Hatchett, Richard; Thompson, David —Cardiac Nursing ,a comprehensive guide||  
Churchill Livingstone
- ② Susal L Woods, Erika S Frorlicher Sandra A Motzer Elizabeth V Bridges Cardiac Nursing  
2<sup>nd</sup> Edn 1989, Philadelphia, Lippincott Company.
- ② Cathy E Guzetta and Barbara Montgomery Dossy, Cardio Vascular Nursing – Holistic  
Practice, Mosby.
- ② Betsy A Finkelmier, Cardio Thoracic Nursing 1995.
- ② Darovic ,Gloria Oblouk —Hemodynamic monitoring|| W.B.Saunders , 3<sup>rd</sup> edn.
- ② Libby etal. Braunwalds heart disease||8<sup>th</sup> edn. Elsevier
- ② Smeltzer ,Suzanne.C \_Brunner and Suddarth’s Text book of Medical –surgical  
Nursing’.11<sup>th</sup> edn :Lippincott.
- ② Monahaa,Frances Donovan.’phipp’s Medical Surgical Nursing’.8<sup>th</sup> edn.Mosby.
- ② Ignatavicius ,Donna D.’Medical-Surgical Nursing’5<sup>th</sup> edn.Elsevier.
- ② Goldman,Ausiello- \_cecils Textbook of Medicine’23<sup>rd</sup> edn Elsevier.
- ② John M Field,Micheal J Breske, Amal Mattu, Textbook of Emergency Cardiovascular care  
and CPR.
- ② Cardiac Nursing Companion to Braunwalds, Debra K Moser, Barbara R, 1<sup>st</sup> Edn, Saunders.
- ② B N Vijay Raghawa Rao. Cl;inical Exmination in Cardiology 2007, Elsevier.
- ② Romeo Vetch ECG diagnosis made easy , Martin Dunitz
- ② Hampton John R, The ECG made easy, 6<sup>th</sup> edn,Churchill livingstone.
- ② Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7<sup>th</sup> Edn. Mosby  
Publishers.
- ② Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7<sup>th</sup>  
Edn. Saunders, Mossouri.
- National and international journals in nursing practice, nursing education, nursing  
research, critical care, cardiovascular and thoracic nursing, nursing management,  
continuing nursing education and nursing.

**Note:** \* Latest Edition

## CLINICAL SPECIALITY – II

### MEDICAL SURGICAL NURSING - CRITICAL CARE NURSING

#### Placement: II Year

#### Hours of instruction

Theory: 150 hours

Nursing Faculty:-115 hrs

External Faculty:-35 hrs

Practical: 1450 hours

**Total : 1600 hours**

#### Course Description

This course is designed to assist students in developing expertise and in-depth knowledge in the field of Critical Care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

#### Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to Critical Care Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients
3. Describe the various drugs used in critical care and nurses responsibility
4. Perform physical, psychosocial & spiritual assessment
5. Demonstrate advance skills/competence in managing critically ill patients including Advance Cardiac Life Support.
6. Demonstrate skill in handling various equipments/gadgets used for critical care
7. Provide comprehensive care to critically ill patients.
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Assess and manage pain.
11. Identify complications & take appropriate measures.
12. Discuss the legal and ethical issues in critical care nursing
13. Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
14. Assist in various diagnostic, therapeutic and surgical procedures
15. Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing
16. Identify the sources of stress and manage burnout syndrome among health care providers.
17. Teach and supervise nurses and allied health workers.
18. Design a layout of ICU and develop standards for critical care nursing practice.



### Content Outline

| Unit | Hours | Content   |
|------|-------|---|
| I    | 5     | <p><b>Introduction to Critical Care Nursing</b></p> <p>Historical review- Progressive patient care(PPC)</p> <p>Review of anatomy and physiology of vital organs, fluid and electrolyte balance, Concepts of critical care nursing, Principles of critical care nursing, Scope of critical care nursing, Critical care unit set up including equipments supplies, use and care of various type of monitors &amp; ventilators,flow sheets.</p>  |
| II   | 10    | <p><b>Concept of Holistic care applied to critical care nursing practice</b></p> <p>Impact of critical care environment on patients:-</p> <ul style="list-style-type: none"> <li>• Risk factors, Assessment of patients, Critical care psychosis, prevention &amp; nursing care for patients affected with psycho physiological &amp; psychosocial problems of critical care unit, Caring for the patient's family, family teaching, The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure,</li> </ul> <p>Stress and burnout syndrome among health team members.</p> <p>Prevention &amp; nursing care for patients affected with psycho physiological &amp; psychosocial problems of critical care unit.</p> <p>Caring for the patient's family, family teaching..</p> |
| III  | 14    | <p><b>Review</b></p> <p>Pharmacokinetics</p> <p>Analgesics/Anti inflammatory agents</p> <p>Antibiotics,antiseptics</p> <p>Drug reaction &amp; toxicity</p> <p>Drugs used in critical care unit ( inclusive of ionotropic , life saving drugs)</p> <p>Drugs used in various body systems</p> <p>IV fluid and electrolytes</p> <p>Blood and blood components</p> <p>Principles of drug administration ,role of nurses and care of drugs.</p>  |

|             |                         |   |
|-------------|-------------------------|---|
| <b>IV</b>   | <b>5</b>                | <p><b>Pain Management</b></p> <p>Pain &amp; Sedation in Critically ill patients</p> <p>Theories of pain, Types of pain, Pain assessment, Systemic responses to pain</p> <p>pain management-pharmacological and non-pharmacological measures Placebo effect</p>  |
| <b>V</b>    | <b>5</b>                | <p><b>Infection control in intensive care unit</b></p> <p>Nosocomial infection in intensive care unit; methicilline resistant, staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff</p>   |
| <b>VI</b>   | <b>10</b><br><b>EF3</b> | <p><b>Gastrointestinal System</b></p> <p>Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:-Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis</p>  |
| <b>VII</b>  | <b>10</b><br><b>EF3</b> | <p><b>Renal System</b></p> <p>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma</p> <p>Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio-venous hemodialysis, Renal Transplantation</p> |
| <b>VIII</b> | <b>10</b><br><b>EF4</b> | <p><b>Nervous System</b></p> <p>Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-Common Neurological Disorders:- Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, GuilleinBarre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury</p>                        |
|             |                         | Management Modalities: Assessment of Intracranial pressure,   |

|           |                         |   |
|-----------|-------------------------|---|
|           |                         | Management of intracranial hypertension, Craniotomy, Problems associated with neurological disorders: Thermo regulation, Unconsciousness, Herniation syndrome   |
| <b>IX</b> | <b>5</b><br><b>EF3</b>  | <b>Endocrine System</b><br>Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing<br>Management of :- Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH)  |
| <b>X</b>  | <b>15</b><br><b>EF4</b> | <b>Management of other Emergency Conditions</b><br>Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of trauma, Head injuries<br>Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock<br>Systemic inflammatory Response: The inflammatory response, Multiple organ dysfunction syndrome<br>Disseminated Intravascular Coagulation<br>Drug Overdose and Poisoning,<br>Acquired Immunodeficiency Syndrome (AIDS)<br>Ophthalmic: Eye injuries, Glaucoma, retinal detachment<br>Ear Nose Throat: Foreign bodies, stridor, bleeding, quincy, acute allergic conditions<br>Psychiatric emergencies;, suicide, crisis intervention |
| <b>XI</b> | <b>20</b><br><b>EF6</b> | <b>Cardiovascular emergencies</b><br>Principles of Nursing in caring for patient's with Cardiovascular disorders<br>Assessment: Cardiovascular system: Heart sounds,<br>Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies<br>Causes, Pathophysiology, Clinical types, Clinical features<br>Diagnostic Prognosis, Management : Medical, Surgical &  |

|     |           |   |
|-----|-----------|---|
| XII | 15<br>EF4 | <p>Nursing management of:-Hypertensive crisis, Coronary artery disease,Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias &amp; conduction disturbances, Aneurysms, Endocarditis, Heart failure, Cardio pulmonary resuscitation BCLS/ ACLS</p> <p>Management Modalities: Thrombolytic therapy, Pacemaker</p> <p>–temporary &amp; permanent, Percutaneous transluminal coronary angioplasty, Cardioversion, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries, Coronary Artery Bypass Grafts (CABG/MIDCAB), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation</p> <p><b>Respiratory System</b></p> <p>Acid-base balance &amp; imbalance</p> <p>Assesment : History &amp; Physical Examination</p> <p>Diagnostic Tests:Pulse Oximetry, End –Tidal Carbon Dioxide,Monitoring, Arterial blood gas studies, chest radiography,pulmonary Angiography, Bronchoscopy, Pulmonary function Test, Ventilation perfusion scan, Lung ventilation scan</p> <p>Causes, Pathophysiology, Clinical types, Clinical features, Prognosis, Management: Medical, Surgical and Nursing, management of Common pulmonary disorders:-</p> <p>Pneumonia, Status asthmaticus, interstitial lung disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax</p> <p>Management Modalities:-Airway Management</p> |
|     | ★         | 61  |

|             |                   |  |
|-------------|-------------------|--|
|             |                   | <p>Ventilatory Management:-Invasive, non- invasive, long term mechanical ventilations</p> <p>Bronchial Hygiene:-Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic, surgeries</p>  |
| <b>XIII</b> | <b>7<br/>EF2</b>  | <p><b>Burns</b></p> <ul style="list-style-type: none"> <li>□ Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical and Nursing management of burns</li> <li>□ Fluid and electrolyte therapy – calculation of fluids and its administration</li> <li>□ Pain management</li> <li>□ Wound care</li> <li>□ Infection control</li> <li>□ Prevention and management of burn complications</li> <li>□ Grafts and flaps</li> <li>□ Reconstructive surgery</li> <li>□ Rehabilitation</li> </ul> |
| <b>XIV</b>  | <b>5<br/>EF2</b>  | <p><b>Obstetrical Emergencies</b></p> <ul style="list-style-type: none"> <li>□ Causes, Pathophysiology, Clinical types, clinical features,diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :Antepartum haemorrhage, Preeclampsia, eclampsia, Obstructed labour and ruptured uterus, Post partum haemorrhage, Peurperal sepsis, Obstetrical shock</li> </ul>   |
| <b>XV</b>   | <b>10<br/>EF4</b> | <p><b>Neonatal Paediatric emergencies</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features,diagnostics, Prognosis , Management: medical, surgical and Nursing, management of <ul style="list-style-type: none"> <li>o Neonatal emergencies</li> </ul> </li> </ul> <p>Asphyxia Neonatarum, Pathological Jaundice in Neonates,</p>  |

|                         |                 |   |
|-------------------------|-----------------|---|
| <p><b>XVI</b></p>       | <p><b>2</b></p> | <p>Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane Disease),<br/>Congenital disorders:-</p> <ul style="list-style-type: none"> <li>o Cyanotic heart disease, tracheo oesophageal fistula, congenital hypertropic pyloric stenosis, imperforate anus</li> <li>o Pediatric emergencies</li> </ul> <p>Dehydration, Acute broncho pneumonia, Acute respiratory distress, syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus</p> <p><b>Legal and ethical issues in critical care-Nurse's role</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brain death</li> <li><input type="checkbox"/> Organ donation &amp; Counselling</li> <li><input type="checkbox"/> Do Not Resuscitate(DNR)</li> <li><input type="checkbox"/> Euthanasia</li> <li><input type="checkbox"/> Living will</li> </ul> <p>Quality assurance</p> |
| <p><b>XVII</b></p>      | <p><b>2</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Standards, Protocols, Policies, Procedures</li> <li><input type="checkbox"/> Infection control; Standard safety measures</li> <li><input type="checkbox"/> Nursing audit</li> <li><input type="checkbox"/> Staffing</li> <li><input type="checkbox"/> Design of ICU/CCU</li> </ul>  |
| <p><b>Practical</b></p> |                 |   |

**Total = 1450 Hours**

**1 Week = 48 Hours**

| SL.NO | Dept/ Unit     | No .of Weeks |
|-------|----------------|--------------|
| 1     | Burns ICU      | 2            |
| 2     | Medical I.C.U  | 6            |
| 3     | Surgical I.C.U | 12           |

|    |                      |           |
|----|----------------------|-----------|
| 4. | CCU                  | 2         |
| 5  | Emergency Department | 3         |
| 6  | Dialysis Unit        | 2         |
| 7  | Transplant Room      | 2         |
| 8  | Paediatric/NICU      | 1         |
|    | <b>Total</b>         | <b>30</b> |

### Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 50%         |
| Written assignments    | 25%         | Clinical assignments | 25%         |
| Seminars/Presentations | 25%         | Internal examination | 25%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

### ESSENTIAL CRITICAL CARE NURSING SKILLS

#### I. Procedures to be observed

1. CT Scan
2. MRI
3. EEG
4. Hemodialysis
5. Endoscopic Retrograde cholangio Pancreaticogram(ERCP)
6. Heart/ Neuro/GI./ Renal Surgeries

#### II. Procedures to be assisted

1. Advanced life support system
2. Basic cardiac life support
3. Arterial line/arterial pressure monitoring/blood taking
4. Arterial blood gas
5. ECG recording
6. Blood transfusion
7. IV cannulation therapy

8. Arterial Catheterization
9. Chest tube insertion
10. Endotracheal intubations
11. Ventilation
12. Insertion of central line/cvp line
13. Connecting lines for dialysis

### **III. Procedure to be Performed**

1. Airway management
  - a. Application of oropharyngeal airway
  - b. Oxygen therapy
  - c. CPAP (Continuous Positive Airway pressure)
  - d. Care of tracheostomy
  - e. Endotracheal extubation
2. Cardiopulmonary resuscitation, Basic cardiac life support, ECG
3. Monitoring of critically ill patients – clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG.
4. Gastric lavage
5. Assessment of critically ill patients
 

Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities
6. Admission & discharge of critically ill patients
7. Nutritional needs – gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education.
8. Assessment of patient for alteration in blood sugar levels monitoring blood sugar levels periodically & administering insulin periodically.
9. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration.
10. Setting up dialysis machine and starting, monitoring and closing dialysis
11. Procedures for prevention of infections:
 

Hand washing, disinfection & sterilization surveillance, and fumigation universal



precautions.

12. Collection of specimen.

13. Setting, use & maintenance of basic equipment, ventilator, O2 analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.

#### IV Other Procedures (If any):

#### Assignments

Nursing care study -2

Nursing care analysis -2

Nursing care plan based on theories -5

Clinical teaching -5

Design floor plan of critical care unit

Organise in service education programme for nurses.

#### REFERENCES

- Mosely et al , *Introduction to Critical Care Nursing*, Elsevier 4th Edition
- Hudak Carolyn M et al. *Critical Care Nursing*, Saunders
- Clochesy M John et al, *Critical Care Nursing* 2<sup>nd</sup> edition, Philadelphia: W.B.Saunders
- Abels Linda , *Critical Care Nursing-A Physiologic Approach*, C.V . Mosby Toronto.
- Bersten D Andrew, Soni Nel, *Oh's Intensive Care Manual*, 5<sup>th</sup> edition , Elsevier London
- Dolcun Brian , Holt Linda *Accident and Emergency Care- Theory into Practice*, Tindall
- Marshall S B et al, *Neuroscience Critical care- Pathophysiology and Patient Management*, Philadelphia: W.B.Saunders
- Sheppard Mandy, Wright Mike , *Principles and Practice of High Dependency Nursing*, Tindall Edinburgh
- Brbara Montgomery Dossey & Lynn Kelgan. *Holistic Nursing*. V Edition. Jones and Bartlett Publishers.
- Pierce, Lynelle N B,. *Management of the Mechanically ventilated Patient*, 2<sup>nd</sup> Edn, Elsevier.
- Tripathi K D, *Essential Medical Pharmacology* 6<sup>th</sup> edn, Jaypee.
- Mckenery & Salerno. *Mosby's Pharmacology in Nursing* 21<sup>st</sup> edn. Mosby.
- Marlow D R and Barbara A R. *Textbook of Pediatric Nursing* 6<sup>th</sup> edn. Elsevier.
- Mac Donald, Avery's, M G Martha D M, Mary M K S. *Neonatology-Pathophysiology and Management of the New Born*. Lippincott Williams & Wilkins.
- Pillitteri, Adalc *Maternal & Child Health Nursing*. 6<sup>th</sup> edn. Lippincott. Williams and Wilkins.
- Cunningham e tal. *Williams Obstetrics* 23<sup>rd</sup> edn. M C Graw Hill.
- Ballantyne J C. *The Massachusetts General Hospital Hand Book of Pain Management* 3<sup>rd</sup> edn. Philadelphia: Lippincott Williams and Wilkins.
- Smeltzer , Suzanne.C \_Brunner and Suddarth's *Text book of Medical –surgical Nursing* .11<sup>th</sup> edn :Lippincott.
- Lewis. *Medical Surgical Nursing Assessment & Management of Problems*, 7<sup>th</sup> Edn. Mosby Publishers.

- National and international journals in nursing practice, nursing education, nursing research, critical care, cardiovascular and thoracic nursing, nursing management, continuing nursing education and nursing.

## CLINICAL SPECIALTY-II

### MEDICAL SURGICAL NURSING- **ONCOLOGY NURSING**

#### **Placement : II Year**

#### **Hours of Instruction**

Theory : 150 hours

Nursing Faculty:-125hrs

**External Faculty:-25hrs**

**Practicals : 1450 hours**

**Total : 1600 hours**

#### **Course Description**

This course is designed to assist students in developing expertise and indepth understanding in the field of oncology Nursing. It will help students to develop advanced skills for nursing intervention in various oncological conditions. It will enable the student to function as oncology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of oncology nursing

#### **Objectives**

1. Explain the prevention, screening and early detection of cancer
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems
3. Describe the psychosocial effects of cancer on patients and families.
4. Demonstrate skill in administering/assisting in various treatment modalities used for patients with cancer
5. Apply nursing process in providing holistic care to patients with cancer.
6. Apply specific concepts of pain management
7. Appreciate the care of death and dying patients and value of bereavement support.
8. Describe the philosophy, concept and various dimensions of palliative care.
9. Appreciate the role of alternative systems of medicine in care of cancer patients.
10. Appreciate the legal & ethical issues relevant to oncology nursing

11. Recognize and manage oncological emergencies
12. Counsel the patients with cancer and their families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of oncology nursing
14. Recognize the role of oncology nurse practitioner as a member of oncology team.
15. Collaborate with other agencies and utilize resources in caring for cancer patients.
16. Teach and supervise nurses and allied health workers.
17. Design a layout and develop standards for management of oncology units/hospitals and nursing care.

### Content outline

| UNIT       | HOURS                  | CONTENT   |
|------------|------------------------|---|
| <b>I</b>   | <b>4</b>               | <b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology-Incidence, Prevalence – Global, National, State and Local</li> <li><input type="checkbox"/> Disease burden, concept of cancer, risk factors</li> <li><input type="checkbox"/> Historical perspectives</li> <li><input type="checkbox"/> Trends and issues</li> <li><input type="checkbox"/> Principles of cancer management</li> <li><input type="checkbox"/> Roles and responsibilities of oncology nurse</li> </ul>                                    |
| <b>II</b>  | <b>5</b><br><b>EF5</b> | <b>The Nature of Cancer</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Normal cell biology</li> <li><input type="checkbox"/> The immune system</li> <li><input type="checkbox"/> Pathological and pathophysiological changes in tissues <ul style="list-style-type: none"> <li>o Biology of the cancer cell</li> <li>o Clone formation Transformation</li> <li>o Tumor stem lines</li> <li>o Structure of a solid tumor</li> <li>o Products produced by the tumor</li> <li>o Systemic effects of tumor growth</li> </ul> </li> </ul> |
| <b>111</b> | <b>4</b>               | <b>Etiology of Cancer</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Carcinogenesis</li> <li><input type="checkbox"/> Theories of cancer causation</li> <li><input type="checkbox"/> Risk factors</li> <li><input type="checkbox"/> Carcinogens – genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue</li> </ul>  |

|           |                      |  |
|-----------|----------------------|--|
| <p>IV</p> | <p>10</p> <p>EF5</p> | <p>proliferation</p> <ul style="list-style-type: none"> <li>□ Hormone changes, diet, emotional factors.</li> </ul> <p><b>Diagnostic Evaluation</b></p> <ul style="list-style-type: none"> <li>□ Health assessment: History taking, physical examination,</li> <li>□ Staging and grading of tumors,</li> <li>□ TNM Classification</li> <li>□ Common diagnostic tests <ul style="list-style-type: none"> <li>o Blood investigation: Haemetological, Bio-chemical, Tumor markers, Hormonal assay</li> <li>o Cytology:Fine needle aspiration cytology(FNAC)</li> <li>o Histopathology: Biopsy</li> <li>o Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography(PET), Radio nuclide imaging, Functional metabolism imaging</li> <li>o Endoscopies</li> </ul> </li> </ul> <p>Nurses responsibilities in diagnostic measures</p> |
| <p>V</p>  | <p>10</p>            | <p><b>Levels of prevention and care</b></p> <ul style="list-style-type: none"> <li>□ Primary prevention – Guidelines for cancer detection, general measures, Warning signs of cancer</li> <li>□ Self examination-Oral, Breast, Testicular</li> <li>□ Secondary prevention – early diagnosis.</li> <li>□ Screening</li> <li>□ Tertiary prevention – disability limitation,</li> <li>□ Rehabilitation :Mobility , Speech, Bowel and bladder, Ostomies etc , Patient and family education,</li> <li>□ Discharge instruction, follow-up care and use of community resources.</li> </ul>  |

|    |            |  |
|----|------------|--|
| VI | 25<br>EF10 | <p><b>Cancer Treatment Modalities and Nurse's Role</b></p> <p>□ <b>Surgery</b></p> <ul style="list-style-type: none"> <li>• Principles of surgical oncology</li> <li>• Current surgical strategy,</li> <li>• Determining surgical risk</li> <li>• Special surgical techniques</li> <li>• Pre-intra-postoperative nursing care</li> <li>• Acute and chronic surgical complications</li> <li>• Future directions and advances</li> </ul> <p><b>Chemotherapy</b></p> <ul style="list-style-type: none"> <li>• Principles and classification of chemotherapeutics</li> <li>• Pharmacology of antineoplastic drugs- Mechanism of action, absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity</li> <li>• Calculating drug doses,</li> <li>• Therapeutic response to chemotherapy-Tumor variables, drug resistance,</li> <li>• Safety precautions</li> </ul> <p><b>Radiation Therapy</b></p> <ul style="list-style-type: none"> <li>• Physics of radiotherapy</li> <li>• Types of ionizing rays</li> <li>• Radiation equipments:Linear accelerator,cobalt, Implants, Isotopes,</li> <li>• Types of therapies: Oral, Brachy therapy, tele therapy, selectron therapy</li> <li>• Effects of radiation on the body tissue,</li> <li>• Radiation biology – cell damage hypoxic cells, alteration of tumor kinetics.</li> <li>• Approaches to radiation therapy –</li> <li>• External radiotherapy</li> <li>• Internal radiotherapy – unsealed, Sealed sources.</li> </ul> <p>Effectiveness of radiotherapy-Radiosensitivity, treatment effects</p> <ul style="list-style-type: none"> <li>• Complications of radiotherapy</li> </ul> |
|----|------------|--|

|            |           |   |
|------------|-----------|---|
| <p>VII</p> | <p>10</p> | <ul style="list-style-type: none"> <li>• Radiation safety: Standards of Bhabha Atomic Research Centre(BARC) <ul style="list-style-type: none"> <li>□ <b>Bone Marrow Transplantation/Stem Cell Transplantation</b> <ul style="list-style-type: none"> <li>□ Types, Indications, Transplantation procedure, complications and nursing management</li> <li>□ Types and donor sources</li> <li>□ Preparation and care of donor and recipient</li> <li>□ Bone marrow bank</li> <li>□ Legal and ethical issues</li> </ul> </li> <li>□ <b>Immunotherapy (Biotherapy)</b> <ul style="list-style-type: none"> <li>□ Concepts and Principles</li> <li>□ Classification of agents</li> <li>□ Treatment and applications</li> </ul> </li> <li>□ <b>Gene Therapy</b> <ul style="list-style-type: none"> <li>□ Current Concepts and practices</li> </ul> </li> <li>□ <b>Alternative and Complementary Therapies</b> <ul style="list-style-type: none"> <li>□ Current Practices</li> </ul> </li> </ul> </li> </ul> <p><b>Pain management:-</b></p> <ul style="list-style-type: none"> <li>• Theories, types and nature of cancer pain</li> <li>• Pathophysiology of pain</li> <li>• Pain threshold</li> </ul> <p><b>Assessment of pain</b></p> <ul style="list-style-type: none"> <li>• Principles of cancer pain control</li> <li>• Pharmacological: Opioid and non-opioid analgesic therapy</li> <li>• Patient controlled analgesia(PCA)</li> <li>• Other invasive techniques of pain control</li> <li>• Recent developments in cancer pain,</li> </ul> <p><b>Non- Pharmacological pain relief technique</b></p> |
|------------|-----------|---|



|      |    |  |
|------|----|--|
| VIII | 5  | <ul style="list-style-type: none"> <li>• Complementary therapies(Music, massage, meditation, relaxation techniques, biofeed back etc)</li> <li>• Psychological intervention in pain control</li> <li>• Alternative system of medicines</li> </ul> <p>Role of nurse</p> <p><b>Palliative care</b></p> <p>Definition and scope, philosophy</p> <p>Concept and elements of palliative care</p> <p>Global and Indian perspective of palliative care</p> <p>Quality of life issues</p> <p>Communication skill</p> <p>Nursing perspective of palliative care and its elements</p> <p>Home care</p> <p>Hospice care</p> |
| IX   | 2  | <p>Role of nurse in palliative care</p> <p><b>Infection control.</b></p> <ul style="list-style-type: none"> <li>• Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community based care</li> <li>• Standard safety measures</li> </ul>  |
| X    | 30 | <p><b>Nursing Care of Patients With Specific Malignant Disorders.</b></p> <ul style="list-style-type: none"> <li>☐ Malignancies of G.I. system-oral, oesophagus, stomach, rectal,liver&amp; pancreas, care of ostomies/stoma</li> <li>☐ Respiratory malignancies,</li> <li>☐ Genito urinary system malignancies- prostate Bladder, renal, testicular malignancies, Gynecological malignancies-cervix, uterus, ovary , Hematological malignancies-Lymphomas, Leukemias.</li> <li>☐ Malignancies of musculoskeletal system, Endocrine malignancies</li> <li>☐ Skin</li> </ul>                                      |

- Head and Neck -brain tumors,
- Other malignancies – Breast cancer, AIDS related Malignancies(Kaposi's Sarcoma)

**XI            10       Paediatric malignancies**

- Leukemia, Lymphoma, Neuro- blastoma
- Wilm's tumor, Soft tissue sarcoma, Retinoblastoma
- Nursing Management of children with Paediatric Malignancies

**XII            15       Nursing Management of Physiological Conditions and Symptoms of Cancer Patient**

- Nutrition: - effects of cancer on nutritional Status and its consequences:-Anemia, Cachexia, Xerostomia, mucositis, Dysphagia , nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations
- Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop.

**Other symptoms**

- Dyspepsia & hiccup, dyspnoea
- intestinal obstruction,
- Fungating wounds,
- Anxiety & depression,
- Insomnia,  
Lymph edema

**Impact of cancer on sexuality:**

- Effects of radiotherapy/ chemotherapy/surgery on sexuality of the cancer patient.
- Nursing management of cancer patients experiencing sexual dysfunction
- Sexual counselling

□



|   |  |
|---|--|
| <p><b>XIII</b></p>  | <p><b>10 Cancer Emergencies</b></p> <p><b>EF5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disseminated intravascular coagulation(DIC)</li> <li><input type="checkbox"/> Malignant pleural effusion</li> <li><input type="checkbox"/> Neoplastic cardiac tamponade and septic shock spinal cord compression</li> <li><input type="checkbox"/> Superior venacava syndrome</li> <li><input type="checkbox"/> Metabolic emergency: hyper and hypo calcemia.</li> <li><input type="checkbox"/> Surgical emergency</li> <li><input type="checkbox"/> Urological emergency</li> <li><input type="checkbox"/> Hemorrhage</li> <li><input type="checkbox"/> Organ obstruction</li> <li><input type="checkbox"/> Brain metastasis</li> </ul> |
| <p><b>XIV</b></p>   | <p><b>8 Psycho-Social Aspects of Nursing Care</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nurses role in managing oncologic emergencies</li> <li><input type="checkbox"/> Psychological responses of patients with cancer</li> <li><input type="checkbox"/> Psychosocial assessment –</li> <li><input type="checkbox"/> Crisis intervention, coping mechanisms</li> <li><input type="checkbox"/> Stress management, spiritual/cultural care and needs</li> <li><input type="checkbox"/> Counseling: individual and family</li> <li><input type="checkbox"/> Maximizing quality of life of patient and family</li> </ul>  |
| <p><b>Ethical, moral and legal issues-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> End of life care</li> <li><input type="checkbox"/> Grief and grieving process</li> <li><input type="checkbox"/> Bereavement support</li> <li><input type="checkbox"/> Care of Nurses who care for the dying.</li> </ul> <p><b>Layout and Design of an oncology institution/ ward, OPD,</b></p> |  |
| <p><b>XV</b></p>  | <p><b>2 chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc</b></p> <p>Practice Standards of oncology nursing</p> <ul style="list-style-type: none"> <li>• Policies and Procedures</li> </ul> <p>Practice Standards of oncology nursing</p> <p>Establishing Standing orders and Protocols</p> <p><b>Quality Assurance Programme in oncology units</b></p> <p>Nursing audit</p>  |

## Clinical Experience

Total Hours-1450

1 Week= 48 hours

| Sl.No | Dept./Unit                  | No. of weeks |
|-------|-----------------------------|--------------|
| 1.    | Medical oncology ward       | 6            |
| 2.    | Surgical oncology ward      | 6            |
| 3.    | Bone marrow transplant unit | 2            |
| 4.    | Operation theatre           | 2            |
| 5.    | Radiotherapy unit           | 2            |
| 6.    | Chemotherapy unit           | 4            |
| 7.    | OPD and pain clinic         | 2            |
| 8.    | Paediatric oncology ward    | 2            |
| 9.    | Palliative care ward        | 2            |
| 10.   | Community oncology          | 1            |
| 11.   | Hospice                     | 1            |
|       | <b>Total</b>                | <b>30</b>    |

## Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper - 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

### **Procedures to be observed**

1. CT Scan
2. MRI
3. PET Scan(Positron Emission Tomography)
4. Ultra sound
5. Mammography
6. Radio Nuclide Imaging
7. Bone Scan
8. Thyroid Function Test
9. Functional and Metabolic Imaging
10. Transportation of radioactive materials

### **Procedures to be assisted**

1. IV cannulation – Open method
2. Chemotherapy
3. Radiotherapy – Brachytherapy – Low Density Radiation, High Density Radiation.
4. Interstitial implantation
5. Bio-therapy and Gene therapy
6. Teletherapy – Treatment planning
7. Bone marrow aspiration and biopsy
8. Biopsy – tissue
9. FNAC – Fine Needle Aspiration Cytology and biopsy
10. Advance Cardiac life support
11. Endotracheal intubation
12. Defibrillation Ventilation
13. Tracheostomy
14. Thoracentesis
15. Paracentesis
16. Lumbar Puncture

17. Arterial Blood Gas
18. Nerve Block
19. Chest tube insertion
20. Intercostal drainage
21. CVP monitoring

### **Procedure to be Performed**

1. Screening for cancer
2. Assessment of pain
3. Assessment of Nutritional status
4. Care of Tracheostomy
5. Endotracheal intubation
6. Gastric gavage
7. Pap smear
8. IV cannulation
9. Care of surgical flaps
10. Care of ostomies
11. Blood transfusion and component therapy
12. Counseling
13. Practice standard safety measures
14. Care of dead body and mortuary formalities

### **Other procedures**

**(As per the institutional protocol):**

1. Alternative therapies

### **Assignments**

- Nursing care study -2
- Nursing care analysis -2
- Nursing care plan based on theories -5
- Clinical teaching -5
- Design floor plan of oncology unit

Organise in service education programme for nurses

**REFERENCES:-**

1. Holland, F. James., etal. *Cancer Medicine*.Philadelphia: Lea &Febiger
2. Price,Pat., etal. *Treatment Of Cancer*.London:Chapman&Hall
3. Roth, Jack A., etal .*Thoracic Oncology*. Philadelphia: W.B.Saunders.
4. Haskell ,Charles M .,*Cancer Treatment* .Philadelphia: W.B.Saunders.
5. Connie Henke Yachro. Barbara Holms Global and Debra W K-Cancer Nurisng. Principles and Practice. 7<sup>th</sup>edn. Jones and Bartlett Publishers.
6. Martha LanghorneJanet F, S E Otto. *Oncology Nursing* 5<sup>th</sup> Edn. Mosby Publishers.
7. Rose A Gates. Regina M Fink-Oncology Nursing secrets. 3<sup>rd</sup> Edn. Mosby Publishers.
8. Joanne K Itano, Karen N Taoka. *Corocurriculum for Oncology Nursing* . 3<sup>rd</sup>edn,W B Saunders.
9. Susan Newton, Margaret Hickey, Joyce Mares. *Mosby's Oncology Nurisng*
10. *Advisor. A comprehensive guide to clinical practice*. Mosby Publishers.
11. Price, Pat et.al. *Treatment of cancer*, Chapman and Hall. Landon..
12. Haskell, Charles M. *Cancer Treatment*. W B Saunders. Philadelphia.
13. Smeltzer ,Suzanne.C =Brunner and Suddarth's *Text book of Medical – surgical Nursing*'.11<sup>th</sup>edn :Lippincott.
14. Lewis. *Medical Surgical Nursing Assessment & Management of Problems*, 7<sup>th</sup> Edn. Mosby Publishers.
15. Joyce M Black. *Medical Surgical Nursing-Clinical Management for positive outcomes*, 7<sup>th</sup> Edn. Saunders, Missouri.
16. National and international journals in Nursing practice, Nursing education, nursing research, oncology, Nursing management, Continuing Nursing education and Nursing

## CLINICAL SPECIALTY – II

### MEDICAL SURGICAL NURSING- NEUROSCIENCES NURSING

**Placement : II Years**

**Hours of Instruction**

Theory – 150 Hours

Nursing Faculty:-110 hrs

External Faculty:-40hrs

Practical- 1450 Hours

**Total : 1600 Hours**

#### Course Description

This course is designed to assist students in developing expertise and indepth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

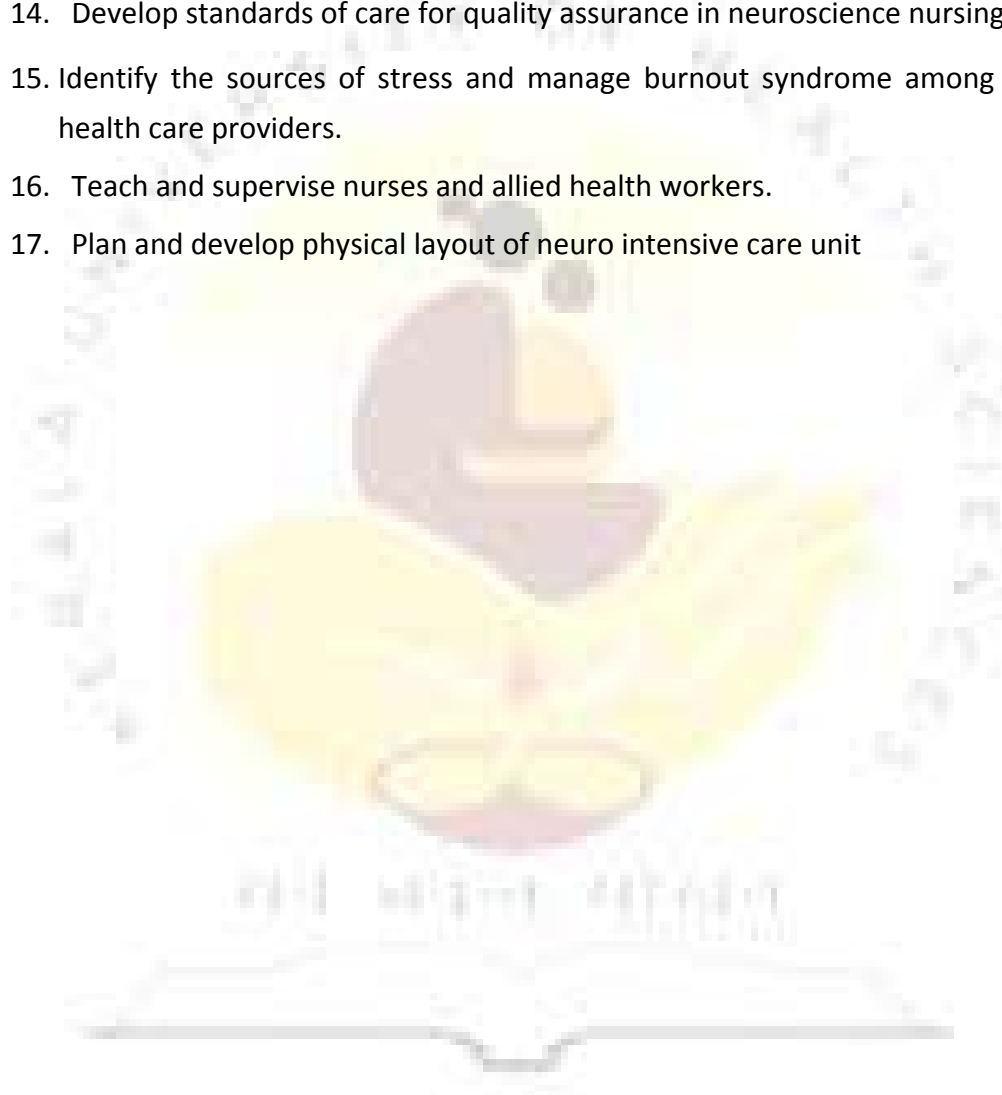
#### Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to Neurology and Neurosurgical Nursing.
2. Review the anatomy and physiology of Nervous system
3. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with Neurological and Neurosurgical disorders
4. Perform Neurological assessment and assist in diagnostic procedures
5. Describe the concepts and principles of Neuroscience nursing
6. Describe the various drugs used in neurosciences and nurses responsibility
7. Assist in various therapeutic and surgical procedures in Neuroscience nursing.
8. Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach
9. Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
10. Participate in preventive, promotive and rehabilitative services for

neurological and neurosurgical patients.

11. Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing
12. Incorporate evidence based nursing practice and identify the areas of research in the field of neuroscience nursing
13. Organise and conduct inservice education program for nursing personnel.
14. Develop standards of care for quality assurance in neuroscience nursing practice
15. Identify the sources of stress and manage burnout syndrome among health care providers.
16. Teach and supervise nurses and allied health workers.
17. Plan and develop physical layout of neuro intensive care unit



| Unit       | Hours     | Content   |
|------------|-----------|---|
| <b>I</b>   | <b>5</b>  | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to neuroscience(neurological and neurosurgical) nursing</li> <li>• History-Development in neurological and neurosurgical nursing, Service &amp; education</li> <li>• Emerging trends and issues in neurology and Neurosurgery and its implication to nursing.</li> <li>• Neurological and Neurosurgical problems –</li> <li>• Concepts, principles and nursing perspectives</li> <li>• Ethical and legal issues</li> <li>• Evidence based nursing and its application in Neurological and neurosurgical nursing.</li> </ul> |
| <b>II</b>  | <b>5</b>  | <p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Major health problems-</li> <li><input type="checkbox"/> Risk factors associated with neurological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections.</li> <li><input type="checkbox"/> Health promotion, disease prevention, lifestyle modification and its implications to nursing.</li> <li><input type="checkbox"/> Alternate system of medicine/complementary therapies</li> </ul>   |
| <b>III</b> | <b>10</b> | <p><b>Review of Anatomy and physiology</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Embryology</li> <li><input type="checkbox"/> Structure and functions of Nervous system- CNS, ANS, cerebral circulation , cranial and spinal nerves and reflexes, motor and sensory functions. <ul style="list-style-type: none"> <li><input type="checkbox"/> Sensory organs</li> </ul> </li> </ul>  |



|                  |                                 |  |
|------------------|---------------------------------|--|
| <p><b>IV</b></p> | <p><b>15</b><br/><b>EF4</b></p> | <p><b>Assessment and diagnostic measures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment</li> </ul>   |
|                  |                                 | <ul style="list-style-type: none"> <li>• History taking</li> <li>• Physical assessment, psychosocial assessment</li> <li>• Neurological assessments, Glasgow coma scale interpretation&amp; its relevance to nursing.</li> <li>• Common assessment abnormalities</li> <li><input type="checkbox"/> Diagnostic measures</li> <li>• Cerebro spinal fluid analysis</li> <li>• Radiological studies-Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography(SPECT), MRI (Magnetic Resonance Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology.</li> <li>• Electrographic studies- Electro encephalography, MEG, EMG ,video EEG</li> <li>• Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials</li> <li>• Ultrasound studies-Carotid duplex, transcranial Doppler sonography,</li> <li>• Immunological studies</li> <li>• Biopsies – muscle, nerve and Brain.</li> </ul> <p>Interpretation of diagnostic measures<br/>Nurse’s role in diagnostic tests</p> |
| <p><b>V</b></p>  | <p><b>5</b></p>                 | <p><b>Meeting Nutritional needs of neurological patients</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic nutritional requirements</li> <li><input type="checkbox"/> Metabolic changes following injury and starvation</li> <li><input type="checkbox"/> Nutritional assessment</li> <li><input type="checkbox"/> Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs</li> <li><input type="checkbox"/> Special metabolic and electrolyte imbalances</li> <li><input type="checkbox"/> Chronic fatigue syndrome</li> </ul>  |

|             |                         |  |
|-------------|-------------------------|--|
| <b>VI</b>   | <b>5</b>                | <b>Drugs used in neurological and neurosurgical disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Indications, contraindications, actions and effects, toxic effects</li> </ul> Role of nurse   |
| <b>VII</b>  | <b>10</b><br><b>EF3</b> | <b>Traumatic conditions.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Review - Cranio cerebral injuries.</li> <li>• Review - Spinal &amp; Spinal cord injuries.</li> <li>• Peripheral nerve injuries.</li> <li>• Unconsciousness</li> </ul> </li> </ul>  |
| <b>VIII</b> | <b>10</b><br><b>EF3</b> | <b>Cerebro vascular disorders.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Review - Stroke</li> </ul> Arterio venous thrombosis. <ul style="list-style-type: none"> <li>• Arterio venous fistula.</li> <li>• Review - Brain tumours</li> </ul> </li> <li><input type="checkbox"/> Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, Bulbar palsy.</li> </ul> |
| <b>IX</b>   | <b>10</b><br><b>EF5</b> | <b>Degenerating and demyelinating disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Motor neuron diseases.</li> <li>• Movement disorders- Tics, dystonia, chorea, wilson’s disease,essential tremors</li> <li>• Review - Dementia.</li> <li>• Parkinson’s disease.</li> <li>• Multiple sclerosis.</li> <li>• Alzemier’s disease</li> </ul> </li> </ul>               |

|                   |                                 |   |
|-------------------|---------------------------------|---|
| <p><b>X</b></p>   | <p><b>10</b><br/><b>EF5</b></p> | <p><b>Neuro infections</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of Neuro infections <ul style="list-style-type: none"> <li>• Meningitis-types</li> <li>• Encephalitis.</li> <li>• Poliomyelitis.</li> <li>• Parasitic infections.</li> <li>• Bacterial infections</li> <li>• Neurosyphilis.</li> <li>• HIV &amp; AIDS.</li> <li>• Brain abscess.</li> </ul> </li> </ul>                         |
| <p><b>XI</b></p>  | <p><b>10</b><br/><b>EF2</b></p> | <p><b>Paroxysmal disorders.</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Review - Epilepsy and seizures.</li> <li>• Status epilepticus.</li> <li>• Syncope.</li> <li>• Menier’s syndrome.</li> <li>• Cephalgia.</li> </ul> </li> </ul>  |
| <p><b>XII</b></p> | <p><b>10</b><br/><b>EF5</b></p> | <p><b>Developmental disorders.</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Hydrocephalus.</li> <li>• Craniosynostosis.</li> <li>• spina bifida- Meningocele, Meningomyelocele<br/>Encephalocele</li> <li>• syringomyelia.</li> <li>• Cerebro vascular system anomalies.</li> <li>• Cerebral palsies.</li> <li>• Down’s syndrome</li> </ul> </li> </ul> |

|                    |                                 |  |
|--------------------|---------------------------------|--|
| <p><b>XIII</b></p> | <p><b>10</b><br/><b>EF5</b></p> | <p><b>Neuro muscular disorders.</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Polyneuritis – G B Syndrome.</li> <li>• Muscular dystrophy.</li> <li>• Myasthenia gravis.</li> <li>• Trigeminal neuralgia.</li> <li>• Bell’s palsy.</li> <li>• Menier’s disease</li> <li>• Carpal tunnel syndrome</li> <li>• Peripheral neuropathies</li> </ul> </li> </ul> |
| <p><b>XIV</b></p>  | <p><b>5</b><br/><b>EF2</b></p>  | <p><b>Neoplasms – surgical conditions.</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Space occupying lesions –types</li> <li>• Review - Common tumors of CNS</li> </ul> </li> </ul>   |
| <p><b>XV</b></p>   | <p><b>5</b></p>                 | <p><b>Other disorders</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>□ Metabolic disorders- diabetes insipidus, metabolic Encephalopathy</li> <li>□ Sleep disorders</li> <li>□ Auto immune disorders- multiple sclerosis, inflammatory Myopathies</li> </ul> </li> </ul>   |
| <p><b>XVI</b></p>  | <p><b>10</b><br/><b>EF4</b></p> | <p><b>Neuro emergencies</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, Clinical types, Clinical features, diagnostics, Prognosis , Management: medical, surgical and Nursing management of <ul style="list-style-type: none"> <li>• Increased intracranial pressure , Unconsciousness</li> </ul> </li> </ul>  |

|              |                        |  |
|--------------|------------------------|--|
|              |                        | <ul style="list-style-type: none"> <li>• Herniation syndrome</li> <li>• Seizures</li> <li>• Severe head injuries</li> <li>• Spinal injuries</li> <li>• Cerebro vascular accidents</li> </ul>   |
| <b>XVII</b>  | <b>5</b><br><b>EF2</b> | <p><b>Rehabilitation.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and Principles of Rehabilitation.</li> <li><input type="checkbox"/> Factors affecting quality of life and coping</li> <li><input type="checkbox"/> Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain</li> <li><input type="checkbox"/> Physiotherapy.</li> <li><input type="checkbox"/> Counselling</li> <li><input type="checkbox"/> Care giver's role</li> </ul> <p><b>Speech &amp; Language.</b><br/>Neurogenic communication disorders, Speech Therapy</p>   |
| <b>XVIII</b> | <b>5</b>               | <p><b>Ethical and legal issues in neuroscience nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brain death and organ transplantation</li> <li><input type="checkbox"/> Euthanasia</li> <li><input type="checkbox"/> Negligence and malpractice</li> <li><input type="checkbox"/> Nosocomial infections</li> </ul>  |
| <b>XIX</b>   | <b>5</b>               | <p><b>Quality assurance in neurological nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Role of advance practitioner in neurological nursing</li> <li><input type="checkbox"/> Professional practice standards</li> <li><input type="checkbox"/> Quality control in neurologic nursing</li> <li><input type="checkbox"/> Nursing audit</li> <li><input type="checkbox"/> Neuro ICU <ul style="list-style-type: none"> <li>• Philosophy, aims and objectives</li> <li>• Policies, staffing pattern, design and physical plan of neuro ICU</li> <li>• Team approach, functions</li> <li>• Psychosocial aspects in relation to staff and clients of neuro ICU</li> </ul> </li> <li><input type="checkbox"/> In-service education.</li> </ul> |

## Practical

Total =1450 Hours

1 Week = 48 Hours

| SL.No | Dept/ Unit           | Weeks     |
|-------|----------------------|-----------|
| 1.    | O.P.D                | 1         |
| 2.    | Casualty             | 2         |
| 3.    | Diagnostics          | 1         |
| 4.    | Neuro Psychiatry     | 2         |
| 5.    | Pediatric Neuro ward | 2         |
| 6.    | Neuro Surgical Ward  | 3         |
| 7.    | Head Injury Ward     | 3         |
| 8.    | I.C.U Nero Medicine  | 4         |
| 9     | I.C.U Nero Surgical  | 4         |
| 10    | Neuro Medical Ward   | 4         |
| 11    | Rehabilitation       | 2         |
| 12    | OT                   | 2         |
|       | <b>Total</b>         | <b>30</b> |

## Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper - 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

## **ESSENTIAL NEURO NURSING SKILLS**

### **I. Procedures to be observed**

1. CT scan
2. MRI
3. PET
4. EEG
5. EMG
6. Sleep pattern studies/Therapy
7. Radiographical studies
8. Neuro surgeries
9. Nerve conduction studies
10. Ultrasound studies

### **II. Procedures to be assisted**

1. Advanced Cardiac life support
2. Lumbar Puncture
3. Biopsies – muscle, nerve and Brain
4. Arterial Blood Gas
5. ECG Recording
6. Blood transfusion
7. IV cannulation – open method
8. Endotracheal intubation
9. Ventilation
10. Tracheostomy
11. ICP monitoring
12. Gama Knife
13. Cerebral angiography
14. Myelography
15. Neuro surgeries

### **III. Procedures to be Performed:**

1. Airway management
  - a. Application of Oro Pharyngeal Airway
  - b. Care of Tracheostomy
  - c. Conduct Endotracheal Intubation

- d. use of AMBU bag, artificial respirators
- e. Setting of Ventilators and Care of patients on ventilators
- 2. Cardio Pulmonary Resuscitation -Defibrillation
- 3. Neurological assessment -Glasgow coma scale
- 4. Gastric Lavage
- 5. IV Cannulation
- 6. Administration of emergency IV Drugs, fluid
- 7. Care of patients with incontinence, bladder training ,Catheterization
- 8. Care of patients on traction related to the neurological conditions
- 9. Blood Administration.
- 10. Muscle strengthening exercises
- 11. Guidance and counseling
- 12. Monitoring – management and care of monitors.

**IV. Other Procedures if any:**

**Assignments**

- Nursing care study -2
- Nursing care analysis -2
- Nursing care plan based on theories -5
- Clinical teaching -5
- Design floor plan of neurosurgery unit
- Organise in service education programme for nurses

**REFERENCES \*:-**

- Walton John, Brain Diseases of the Nervous system,10th Edition
- Hickey.V.Joanne, The Clinical Practice of Neurological and Neurosurgical Nursing,4th Edition,Lippincott Company
- Marshall.S.Randolph and Mayer.aA.Stephen, On call Neurology,Harcourt Brace & Company
- Koye.H.Andrew, Essential NeuroSurgery,2<sup>nd</sup>Edition,Churchill Livingstone Company.
- Hopkins Anthony,Clinical Neurology-A ModernApproach,Oxford University Publications



- Barker Ellen ,NeuroScienceNursing,A Spectrum of Care,2nd Edition,Mosby Company
- R.M.Kirk.General Surgical Operations.VthEdition,Mosby Publishers.
- Kenneth.W.Lindsay& Ian Bone.Neurology and Neurosurgery Illustrated,1VthEdition,ChurchillLiving Stone.
- Lynelle.N.B.Pierce.Management of the mechanically ventilated patient.11nd Edition.Elsevier.Mosby Publishers.
- Shaila,Shodhan,Kamat.Practical application of mechanical ventilation.1<sup>st</sup>Edition,Jaypee publishers.
- Loren.A.Rolak.Neurology Secrets.1<sup>st</sup>Edition.Mosby Publishers.
- Christopher.M.Brammer&M.CatherineSpires.Manual of Physical Medicine & Rehabilitation,1<sup>st</sup>Edition,Mosby Publishers.
- TandonP.N.andRamamurthi.B, Textbook of NeuroSurgery, 2<sup>nd</sup>Edition,Churchill Livingstone Company
- Agarwal.A.K, Recent Concepts in Stroke, Indian College of Physicians
- Wadia .H. Noshir, Neurological Practice-An Indian Perspective,Elsevier,2005
- Umphred.A.Dancy,Neurological Rehabilitation,5<sup>th</sup>Edition,Mosby.
- Charis StewertAnidei, Joyce A Kunkel. Hann's Neuroscience Nursing: Human Response to Neurologic Dysfunction (2001) 2<sup>nd</sup> edition W B Saunders.
- Sue Wood Ward, Catheryne Waterhouse. Oxford handbook of neuroscience Nursing (2009) Oxford University Press.
- Prema T P, K F Grace. Essentials of Neurological and Neurosurgery Nursing(2002) Jaypee brothers.
- Marilyn Mitchell. Neuroscience Nursing-A Nursing process approach . Williams Wilkins.
- Kenneth., W Lindsay & Ian Bone. Neurology and Neurosurgery illustrated, ChurchillLivingstone
- Lynelle N B Pierce. Management of the mechanically ventilated patient. Elsevier.
- Brammer C M & M CatheryneSpiris. Manual of physical medicine and rehabilitation. Elsevier.
- Smeltzer ,Suzanne.C =Brunner and Suddarth's Text book of Medical –surgical

- Nursing'.11<sup>th</sup>edn :Lippincott.
- Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7<sup>th</sup> Edn. Mosby Publishers.
- Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7<sup>th</sup> Edn. Saunders, Missouri.
- National and international journals in Nursing practice, Nursing education, nursing research, neurosciences, Nursing management, Continuing Nursing education and Nursing



## CLINICAL SPECIALTY – II

### MEDICAL SURGICAL NURSING- NEPHRO-UROLOGY NURSING

#### Placement : II Year

#### Hour of Instruction

Theory : 150 Hours

Nursing Faculty:-105hrs

External Faculty:-45hrs

Practical : 1450 Hours

Total : 1600 Hours

#### Course Description

This course is designed to assist students in developing expertise and indepth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of nephro and urology nursing

#### Objectives

At the end of the course the students will be able to:

1. Appreciate trends and issues related to nephro and urological nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of nephro and urological conditions
3. Perform physical, psychosocial & spiritual assessment.
4. Assist in various diagnostic, therapeutic and surgical interventions.
5. Provide comprehensive nursing care to patients with nephro and rological conditions.
6. Describe the various drugs used in nephro and urological conditions and nurses responsibility.
7. Demonstrate skill in handling various equipments/gadgets used for patients with nephro and urological conditions.
8. Appreciate team work & coordinate activities related to patient care.

9. Practice infection control measures.
10. Identify emergencies and complications & take appropriate measures.
11. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
12. Discuss the legal and ethical issues in nephro and urological nursing
13. Identify the sources of stress and manage burnout syndrome among health care providers.
14. Appreciate the role of alternative system of medicine in the care of patient.
15. Incorporate evidence based nursing practice and identify the areas of research in the field of nephro and urological nursing.
16. Teach and supervise nurses and allied health workers.
17. Design a layout of kidney transplant unit and dialysis unit.
18. Develop standards of nephro urological nursing practice.

#### **COURSE CONTENT**

| <b>Unit</b> | <b>Hours</b> | <b>Content</b>  |
|-------------|--------------|---|
| <b>I</b>    | <b>5</b>     | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Historical development: trends and issues in the field of nephro and urological nursing.</li> <li>□ Nephro and urological problems</li> <li>□ Concepts, principles &amp; nursing perspectives, Ethical and legal issues</li> <li>□ Evidence based nursing and its application in nephro &amp; urological nursing (to be incorporated in all the units)</li> </ul> |
| <b>II</b>   | <b>5</b>     | <p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>□ Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders.</li> <li>□ Risk factors associated with nephro and urological conditions - Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations.</li> </ul>                   |

|            |                          |  |
|------------|--------------------------|--|
|            |                          | <ul style="list-style-type: none"> <li>□ Health promotion, disease prevention, life style modification and its implications to nursing.</li> <li>□ Alternate system of medicine/complementary therapies</li> </ul>   |
| <b>III</b> | <b>5</b>                 | <p><b>Review of anatomy and physiology of urinary system</b></p> <ul style="list-style-type: none"> <li>□ Embryology</li> <li>□ Structure and functions</li> <li>□ Renal circulation</li> <li>□ Physiology of urine formation</li> <li>□ Fluid and electrolyte balance</li> <li>□ Acid base balance</li> <li>□ Immunology specific to kidney</li> </ul>  |
| <b>IV</b>  | <b>20</b><br><b>EF12</b> | <p><b>Assessment and diagnostic measures</b></p> <ul style="list-style-type: none"> <li>□ History taking</li> <li>□ Physical assessment, psychosocial assessment</li> <li>□ Common assessment abnormalities-dysuria, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyuria, anuria, oliguria,</li> <li>□ Diagnostic tests-urine studies,blood chemistry, radiological procedures-KUB,IVP, CT scan nephrotomogram,retrograde pyelogram, renal arteriogram, renalultrasound, , MRI, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies-cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, Video urodynamics, Whitaker study. Interpretation of diagnostic measures.</li> <li>□ Nurse's role in diagnostic tests.</li> </ul> |
| <b>V</b>   | <b>5</b><br><b>EF5</b>   | <p><b>Renal immunopathy/Immunopathology</b></p> <ul style="list-style-type: none"> <li>□ General Concept of immunopathology.</li> <li>□ Immune mechanism of glomerular vascular disease.</li> <li>□ Role of mediator systems in glomerular vascular disease.</li> </ul>  |

|                    |                                 |  |
|--------------------|---------------------------------|--|
| <p><b>VI</b></p>   | <p><b>20</b><br/><b>EF5</b></p> | <p><b>Urological Disorders and Nursing Management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical &amp; nursing management of urological disorders</li> <li><input type="checkbox"/> Review - Urinary tract infections- pyelonephritis, lower urinary tract infections.</li> <li><input type="checkbox"/> Disorders for ureters, bladder and urethra.</li> <li><input type="checkbox"/> Urinary tract infections.</li> <li><input type="checkbox"/> Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux.</li> <li><input type="checkbox"/> Bladder disorders- neoplasms, calculi, neurogenic bladder, trauma, congenital abnormalities.</li> <li><input type="checkbox"/> Review - Benign prostrate hypertrophy(BPH).</li> <li><input type="checkbox"/> Ureteral disorders: ureteritis, ureteral trauma, congenital anomalies of ureters.</li> <li><input type="checkbox"/> Urethral disorders- tumours, trauma, congenital anomalies of ureters.</li> </ul> |
| <p><b>VII</b></p>  | <p><b>25</b><br/><b>EF5</b></p> | <p><b>Glomerular disorders and nursing management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of</li> <li><input type="checkbox"/> Review - Glomerulo nephritis- chronic, acute, nephrotic syndrome.</li> <li><input type="checkbox"/> Acute Renal failure and chronic renal failure.</li> <li><input type="checkbox"/> Renal calculi.</li> <li><input type="checkbox"/> Renal tumours- benign and malignant.</li> <li><input type="checkbox"/> Renal trauma.</li> <li><input type="checkbox"/> Renal abscess.</li> <li><input type="checkbox"/> Diabetic nephropathy.</li> <li><input type="checkbox"/> Vascular disorders.</li> <li><input type="checkbox"/> Renal tuberculosis.</li> <li><input type="checkbox"/> Polycystic.</li> <li><input type="checkbox"/> Congenital disorders.</li> <li><input type="checkbox"/> Hereditary renal disorders.</li> <li><input type="checkbox"/> Neurogenic bladder</li> </ul>                                      |
| <p><b>VIII</b></p> | <p><b>10</b><br/><b>EF4</b></p> | <p><b>Management of Renal emergencies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anuria</li> <li><input type="checkbox"/> Acute Renal failure</li> <li><input type="checkbox"/> Poisoning</li> </ul>  |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Trauma</li> <li><input type="checkbox"/> Urine retention</li> <li><input type="checkbox"/> Acute graft rejection</li> <li><input type="checkbox"/> Hematuria</li> <li><input type="checkbox"/> Nurse's role</li> </ul>   |
| <b>1X</b> | <b>10</b>               | <b>Drugs used in urinary disorders</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Indications, contraindications, actions &amp; effects, toxic effects</li> <li><input type="checkbox"/> Role of nurse.</li> </ul>   |
| <b>X</b>  | <b>10</b><br><b>EF4</b> | <b>Dialysis</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dialysis- Historical, types, Principles, goals <ul style="list-style-type: none"> <li>• Hemodialysis- vascular access sites- temporary and permanent</li> <li>• Peritoneal dialysis</li> </ul> </li> <li><input type="checkbox"/> Dialysis Procedures- steps, equipments, maintenance.</li> <li><input type="checkbox"/> Role of nurse – pre dialysis, intra and post dialysis,</li> <li><input type="checkbox"/> Complications</li> <li><input type="checkbox"/> Counseling</li> <li><input type="checkbox"/> Patient education</li> <li><input type="checkbox"/> Records and reports.</li> </ul>   |
| <b>XI</b> | <b>10</b><br><b>EF6</b> | <b>Kidney transplantation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing management of a patient with kidney transplantation</li> <li><input type="checkbox"/> Kidney transplantations- a historical review</li> <li><input type="checkbox"/> Immunology of graft rejections</li> <li><input type="checkbox"/> The recipient of a renal transplant</li> <li><input type="checkbox"/> Renal preservations.</li> <li><input type="checkbox"/> Human Leucocytic Antigen(HLA) typing matching and cross matching in renal transplantation</li> <li><input type="checkbox"/> Surgical techniques of renal transplantations.</li> <li><input type="checkbox"/> Chronic renal transplant rejection</li> <li><input type="checkbox"/> Complication after KTP: Vascular and lymphatic, Urological, cardiovascular, liver and neurological, infectious complication.</li> </ul> |

|             |                         |  |
|-------------|-------------------------|--|
|             |                         | <ul style="list-style-type: none"> <li>□ KTP in children and management of pediatric patient with KTP</li> <li>□ KTP in developing countries</li> <li>□ Results of KTP</li> <li>□ Work up of donor and recipient for renal transplant</li> <li>□ Psychological aspect of KTP and organ donations</li> <li>□ Ethics in transplants, Cadaveric transplantation.</li> </ul>   |
| <b>XII</b>  | <b>5</b>                | <b>Rehabilitation of patient with nephrological problems</b> <ul style="list-style-type: none"> <li>□ Risk factors and prevention.</li> <li>□ Rehabilitation of patients on dialysis and after kidney transplant</li> <li>□ Rehabilitation of patients after urinary diversions</li> <li>□ Family and patient teaching</li> </ul>  |
| <b>XIII</b> | <b>10</b><br><b>EF4</b> | <b>Pediatric urinary disorders</b> <ul style="list-style-type: none"> <li>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of children with Renal Diseases -UTI, ureteral reflux, glomerulonephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, familial factors in renal diseases in childhood, Haemolytic uraemic syndrome. Benign recurrent haematuria, nephropathy, wilms tumour.</li> </ul> |
| <b>XIV</b>  | <b>5</b>                | <b>Critical care units- dialysis , KTP unit</b> <ul style="list-style-type: none"> <li>□ Philosophy, aims and objectives</li> <li>□ Policies, staffing pattern, design and physical plan of Dialysis and KTP units,</li> <li>□ Team approach, functions,</li> <li>□ Psychosocial aspects in relation to staff and clients of ICU, dialysis unit,</li> <li>□ In-service education,</li> <li>□ Ethical and legal issues.</li> </ul>  |
| <b>XV</b>   | <b>5</b>                | <b>Quality assurance in nephrological nursing practice</b> <ul style="list-style-type: none"> <li>□ Role of advance practitioner in nephrological nursing.</li> <li>□ Professional practice standards</li> </ul>   |



- Quality control in nephrological nursing
- Nursing audit.

### Practicals

**Total = 1450 Hours**

**1 Week = 48 Hours**

| SL.No | Dept/Unit                   | Weeks     | Hours       |
|-------|-----------------------------|-----------|-------------|
| 1.    | Nephrology Ward             | 6         | 288         |
| 2.    | Pediatrics                  | 2         | 96          |
| 3.    | Critical Care Unit          | 2         | 96          |
| 4.    | Urology Ward                | 6         | 288         |
| 5.    | Dialysis Unit               | 4         | 192         |
| 6.    | Kidney Transplantation Unit | 2         | 96          |
| 7     | Uro OT                      | 2         | 96          |
| 8.    | Emergency Wards             | 2         | 96          |
| 9     | Uro/ Nephro OPDs            | 3         | 144         |
| 10    | Diagnostic Labs             | 1         | 40          |
|       | <b>Total</b>                | <b>30</b> | <b>1450</b> |

### Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper - 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

## **Procedures to be observed**

### **I. Procedures Observed**

1. CT Scan
2. MRI
3. Radiographic studies
4. Urodynamics
5. Hemodialysis
6. Renal Surgeries

### **II. Procedures to be assisted**

1. Blood transfusion
2. I V cannulation therapy
3. Arterial Catheterization
4. Insertion of central line/cvp line
5. Connecting lines for dialysis
6. Peritoneal dialysis
7. Renal biopsy
8. Endoscopies- Bladder, urethra

### **III. Procedures to be performed**

1. Health assessment
2. Insertion of urethral and suprapubic catheters
3. Urine analysis
4. Catheterisation
5. Peritoneal dialysis
6. Bladder irrigation
7. Care of ostomies
8. Care of urinary drainage
9. Bladder training
10. Care of vascular access
11. Setting up dialysis machine and starting, monitoring and closing dialysis

12. Procedures for prevention of infections:
13. Hand washing, disinfection & sterilization surveillance, fumigation and universal precautions.
14. Collection of specimen.
15. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration. Monitoring -fluid therapy, electrolyte imbalance.
16. Nutritional needs , diet therapy & patient education.
17. Counselling

#### **IV. OTHER PROCEDURES IF ANY:**

##### **Assignments**

- Nursing care study -2
- Nursing care analysis -2
- Nursing care plan based on theories -5
- Clinical teaching -5
- Design floor plan of transplantation unit
- Organise in service education programme for nurses

##### **REFERENCES \*:-**

- Walsh, Patrick C..etal. , *Campbell's Urology*.Philadelphia:W.B. Saunders{latest edition}
- Pollack, Howard M .etal.,*Clinical urography..:* Philadelphia:W .B . Saunders (latest edition}
- Morris, Peter J., *Kidney Transplantation*. Philadelphia: W.B.Saunders
- Bobbee Terrill, *Renal Nursing-A Practical approach*,Ausmed Publications.
- Allen.R.Nissenson&Richard.N.Fine *Handbook of Dialysis Therapy*,4<sup>th</sup>Edition,Elsevier.
- John.T.Daugirdas,Peter.G.Blake,Todd.S.Ing.*Handbook of Dialysis*, 1V<sup>th</sup> Edition.Lippincott Williams &Wilkins.
- Judith.Z.Kallenbach.*Review of Hemodialysis for Nurses & Dialysis Personnel*.V11<sup>th</sup> Edition,Mosby Publications.
- Krane ,Robert J., etal. *Operative Urology* .Newyork: Churchill Livingstone
- Brenner, Barry M., & Stein, Jay H., *Chronic Renal Failure*.Newyork :Churchill Livingstone
- Schrier, Robert W., & Gottschalk, Carl W., *Diseases Of The Kidney* .Boston: Little Brown Co.
- Brenner, Barry M .,*The Kidney*. Philadelphia: W.B.Saunders

- Levine, David Z., *Caring For The Renal Patient*..Philadelphia:W.B.Saunders
- Nicola Thomas, *Renal Nursing*.2<sup>nd</sup>Edition,Elsevier.
- Jeremy Levy,EdwinaBrown,JulieMorgan.Oxford Hand book of Dialysis-A Practical guide to dialysis and how to manage End Stage Renal Failure.Oxford University Press.
- Paul Challinor,JohnSedgewick.Principles and Practice of Renal Nursing.NelsonThornes Limited.
- Christopher.J.Lote.Principles of Renal Physiology.Kluwer Academic Publishers.
- Smeltzer ,Suzanne.C \_Brunner and Suddarth's Text book of Medical –surgical Nursing'.11<sup>th</sup>edn :Lippincott.
- Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7<sup>th</sup> Edn. Mosby Publishers.
- Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7<sup>th</sup> Edn. Saunders, Mssouri.
- National and international journals in Nursing practice, Nursing education, Nursing research, Nephro-urology, Nursing management, Continuing Nursing education and Nursing.

## CLINICAL SPECIALTY – II

### MEDICAL SURGICAL NURSING - ORTHOPEDIC NURSING

**Placement : II Year**

**Hours of Instruction**

Theory : 150 Hours

Nursing Faculty:- 110hrs

External Faculty:- 40hrs

Practical :1450 Hours

Total : 1600 Hours

#### **Course Description**

This course is designed to assist students in developing expertise and indepth understanding in the field of orthopedic nursing. It will help students to develop advanced skills for nursing intervention in various orthopedic conditions. It will enable the student to function as orthopedic nurse practitioner/specialist providing quality care. It will further enable the student to function as educator, manager, and researcher in the field of orthopedic nursing.

#### **Objectives**

At the end of the course the students will be able to:

1. Appreciate the history and developments in the field of orthopedic nursing
2. Identify the psycho-social needs of the patient while providing holistic care.
3. Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.
4. Describe various disease conditions and their management
5. Discuss various diagnostic tests required in orthopedic conditions
6. Apply nursing process in providing care to patients with orthopedic conditions and those requiring rehabilitation.
7. Recognize and manage orthopedic emergencies.
8. Describe recent technologies and treatment modalities in the management of patients with orthopedic conditions and those requiring rehabilitation.
9. Integrate the concept of family centered, long term care and community based rehabilitation to patients with orthopedic conditions.
10. Counsel the patients and their families with orthopedic conditions
11. Describe various orthotic and prosthetic appliances

12. Appreciate the legal and ethical issues pertaining to patients with orthopedic conditions and those requiring rehabilitation.
13. Appreciate the role of alternative system of medicine in care of patients with orthopedic conditions
14. Incorporate evidence based nursing practice and identify the areas of research in the field of orthopedic nursing.
15. Recognize the role of orthopedic nurse practitioner and as a member of the orthopedic and rehabilitation team.
16. Teach orthopedic nursing to undergraduate students and in-service nurses.
17. Prepare a design and layout of orthopedic and rehabilitative units.

### COURSE CONTENT

| UNIT | HOURS     | CONTENT  |
|------|-----------|--|
| I    | 5         | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Historical perspectives – History and trends in orthopedic nursing</li> <li>□ Definition and scope of orthopedic nursing</li> <li>□ Anatomy and physiology of Musculo-skeletal system</li> </ul> <p>Posture, Body landmarks Skeletal system, Muscular system, Nervous system - Main nerves</p> <ul style="list-style-type: none"> <li>□ Healing of - Injury, bone injury, Repair of ligaments</li> </ul> <p>Systemic response to injury</p> <p>Ergonomics, Body mechanics, biomechanical measures</p> <p>Orthopedic team</p> |
| II   | 8 (EF2)   | <p><b>Assessment of Orthopedic Patient</b></p> <ul style="list-style-type: none"> <li>□ Health Assessment: History, physical examination- inspection, palpation, movement, Measurement, muscle strength testing.</li> <li>□ Diagnostic studies – Radiological studies, Muscle enzymes, serologic studies.</li> </ul>   |
| III  | 10<br>EF3 | <p><b>Care of patients with devices</b></p> <ul style="list-style-type: none"> <li>□ Splints, braces, various types of plaster cast</li> <li>□ Various types of tractions,</li> <li>□ Various types of orthopedic beds and mattresses</li> </ul>   |

|  |                      |  |
|--|----------------------|--|
| <p>IV</p> <p>15</p> <p>EF5</p> <p>of :</p> | <p>15</p> <p>EF5</p> | <ul style="list-style-type: none"> <li>□ Comfort devices</li> <li>□ Implants in orthopedics</li> <li>□ Prosthetics and Orthotics</li> </ul> <p><b>Injuries</b></p> <p><b>Trauma &amp; Injuries</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management</li> </ul> <ul style="list-style-type: none"> <li>• Early management of Trauma</li> <li>• Review - Fractures</li> <li>• Injuries of the Shoulder and arm, Elbow, fore arm, wrist, hand , Hip, thigh, knee, leg, ankle, foot, Spine.</li> </ul> <ul style="list-style-type: none"> <li>□ Review - Head injury</li> <li>□ Chest injury. <ul style="list-style-type: none"> <li>• Polytrauma</li> <li>• Nerve injuries</li> <li>• Vascular injuries</li> <li>• Soft tissue injuries</li> <li>• Sports injuries</li> <li>• Amputation</li> </ul> </li> </ul> |
| <p>V</p>                                   | <p>8</p> <p>EF3</p>  | <p><b>Infections of Bones and Joints</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical, surgical and nursing management of :</li> </ul> <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Osteomyelitis</li> <li>• Review - Arthritis</li> <li>• Leprosy</li> </ul>  |
| <p>V1</p>                                  | <p>5</p> <p>EF2</p>  | <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis,</li> </ul> <p><b>Bone Tumours</b></p> <p>Prognosis, medical ,surgical and nursing management of:</p>   |



|                    |                                    |  |
|--------------------|------------------------------------|--|
| <p><b>VII</b></p>  | <p><b>10</b></p> <p><b>EF5</b></p> | <ul style="list-style-type: none"> <li>• Bone tumors – Benign, Malignant and metastatic</li> <li>• Different types of therapies for tumors</li> </ul> <p><b>Deformities</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: Scoliosis, Kyphosis, Lordosis</li> <li>□ Congenital disorders: Congenital dislocation of hip (CDH), Dislocation of patella, knee.</li> <li>□ Varus and valgus deformities.</li> <li>□ Deformities of digits, Congenital torticollis</li> <li>□ Meningocele, meningocele, spina bifida</li> <li>□ Chromosomal disorders, Computer related deformities.</li> </ul> |
| <p><b>VIII</b></p> | <p><b>5</b></p> <p><b>EF2</b></p>  | <p><b>Disorders of the spine</b></p> <ul style="list-style-type: none"> <li>□ Intervertebral disc prolapse, Fracture of the spine</li> <li>□ Low back disorder – Low back pain, PND, spinal stenosis, spondylosis</li> </ul>   |
| <p><b>IX</b></p>   | <p><b>5</b></p> <p><b>EF2</b></p>  | <p><b>Nutritional/Metabolic and Endocrine Disorders</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: <ul style="list-style-type: none"> <li>• Rickets,</li> <li>• Scurvy,</li> <li>• Hypervitaminosis A and D,</li> <li>• Review - Osteomalacia,</li> <li>• Review - Osteoporosis</li> <li>• Paget's disease,</li> <li>• Gout</li> <li>• Gigantism, Dwarfism, Acromegaly.</li> <li>• Therapeutic diets for various orthopedic disorders.</li> </ul> </li> </ul>  |
| <p><b>X</b></p>    | <p><b>8</b></p> <p><b>EF3</b></p>  | <p><b>Neuro-Muscular Disorders:</b></p> <ul style="list-style-type: none"> <li>□ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical, surgical and nursing management of: <ul style="list-style-type: none"> <li>• Poliomyelitis, Cerebral Palsy</li> <li>• Myasthenia gravis</li> </ul> </li> </ul>   |



- Spina bifida.
- Peripheral nerve lesion,
- Paraplegia, Hemiplegia, Quadriplegia.
- Muscular dystrophy

- XI            8            Chronic/Degenerative Diseases of Joints and Autoimmune Disorders:**
- EF3**             Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical, surgical and nursing management of:
- Osteo Arthritis
  - Rheumatoid Arthritis
  - Ankylosing spondylitis.
  - Spinal disorders.
  - Review - Systemic Lupus Erythematosus
- XII            5            Orthopedic Disorders in Children:**
- EF2**             General and special consideration on pediatric Orthopedics
- Genetic disorders
  - Congenital anomalies
  - Growth disorders
  - Genetic counseling
- XIII           5            Geriatric Problems**
- Nurses role in genetic counseling
  - Geriatric population, types of disabilities, causes, treatment and management – Hospitalization, rest, physiotherapy, involvement of family members, social opportunities.
  - Care at home – involvement of family and community, follow up care and rehabilitation
- XIV           6            Pharmacokinetics**
- Principles of drug administration
  - Analgesics and anti inflammatory agents
  - Antibiotics, Antiseptics
  - Drugs used in orthopedics& neuromuscular disorders
  - Blood and blood components
  - Care of drugs and nurses ro

**XV**      **30**  
**EF8**

**Nurses Role in Orthopedic Conditions**

- Gait analysis
- Urodynamic studies
- Prevention of physical deformities
- Alteration of body temperature regulatory system and immune systems
- Immobilization – cast, splints, braces and tractions
- Prevention and care of problems related to immobility
- Altered sleep patterns
- Impaired communication
- Self care and activities of daily living
- Bladder and bowel rehabilitation
- Sensory function rehabilitation
- Psychological reaction related to disabilities & disorders.
- Coping of individual & family with disabilities and disorders
- Maintaining sexuality
- Spirituality – A rehabilitative prospective

**Orthopedic Reconstructive Surgeries**

- ▣ Replacement surgeries – Hip, Knee, Shoulder, Spine surgeries, Grafts & flaps surgery, Deformity correction.
- ▣ Concepts, Principles, purpose
  - Mobilization – Exercises: types, re-education in walking: Crutch walking, wheel chair, Transfer techniques.
  - Types of gaits: Non-weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers
  - Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat.
  - Chest physiotherapy

**Physiotherapy**



|              |          |  |
|--------------|----------|--|
| <b>XVI</b>   | <b>8</b> | <p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>□ Principles of rehabilitation, definition, philosophy, process</li> <li>□ Various types of therapies, Special therapies and alternative therapies</li> <li>□ Rehabilitation counseling</li> <li>□ Preventive and restorative measures.</li> <li>□ Community based rehabilitation (CBR)</li> <li>□ Challenges in rehabilitation</li> <li>□ Role of the nurse in rehabilitation.</li> <li>□ Legal and ethical issues in rehabilitation nursing</li> <li>□ Occupational therapy.</li> </ul>  |
| <b>XVII</b>  | <b>5</b> | <p><b>National Policies and Programmes</b></p> <ul style="list-style-type: none"> <li>□ National programmes for rehabilitation of persons with disability - National Institutes, artificial limbs manufacturing corporation, District rehabilitation centers and their schemes, Regional rehabilitation centers etc.</li> <li>□ Public policy in rehabilitation nursing</li> <li>□ The persons with disabilities act 1995</li> <li>□ Mental rehabilitation &amp; Multiple disabilities act 1992</li> <li>□ The National Trust Rules 1999 and 2000</li> <li>□ Rehabilitation Council of India</li> <li>□ Legal and ethical aspects in orthopedic nursing</li> <li>□ Rehabilitation health team and different categories of team members.</li> </ul> |
| <b>XVIII</b> | <b>4</b> | <p><b>Quality assurance</b></p> <p>Standards, Protocols, Policies, Procedures, Nursing audit, Staffing, Design of orthopedic, physiotherapy and rehabilitation unit.</p>   |

## Practicals

1. Clinical practice in Orthopedic, physiotherapy & rehabilitation units.
2. Application of tractions and plaster casts and removal of tractions and plaster casts and other appliances.
3. Apply Theories and Nursing Process in the management of patients with orthopedic conditions.
4. Provide various types of physical and rehabilitative therapies
5. Provide health education on related disease conditions.
6. Unit management and plan – designing

## Clinical Experience

**Total = 1450 Hours**

**1 Week =48 Hours**

| SL.NO | Dept/ Unit                        | Weeks     |
|-------|-----------------------------------|-----------|
| 1.    | Orthopedic Ward                   | 8         |
| 2     | Orthopedic OT                     | 4         |
| 3     | Neuro Surgical Ward               | 2         |
| 4     | Orthopedic O.P.D                  | 2         |
| 5     | Casualty/ Emergency/ Trauma       | 4         |
| 6     | Rehabilitation Unit               | 2         |
| 7     | Physiotherapy Unit                | 4         |
| 8     | Pediatric/ pediatric Surgery Unit | 2         |
| 9     | Field Visit                       | 2         |
|       | <b>Total</b>                      | <b>30</b> |

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper – 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

### **Procedures to be observed**

1. X Ray
2. Ultrasound
3. MRI
4. C T Scan/bone scan
  
5. Arthroscopy
6. Electrothermally – assisted capsule shift or ETAC (Thermal capsulorrhaphy)
7. Fluoroscopy
8. Electromyography
9. Myelography
10. Discography
11. Others

### **Procedures to be assisted**

1. Blood Transfusion
2. IV cannulation and therapy
3. Ventilation
4. Various types of tractions
5. Orthopedic surgeries- Arthrocentesis, Arthroscopy, Bone lengthening, Arthrodesis, grafting, Fractures fixation, reconstructive, reimplantation, replanation, spinal decompression, transplantation of bone, muscle or articular cartilage, autografting, allografting.
6. Injection – Intra articular, intra osseous.
7. Advance Life Support

### **Procedures to be Performed**

1. Interpretation of X ray films.
2. Application and removal of splints, casts, and braces.
3. Care of tractions – skin and skeletal traction, pin site care.
4. Cold therapy.
5. Heat therapy
6. Hydrotherapy
7. Therapeutic exercises

8. Use of TENS (Transcutaneous electrical nerve stimulation)
9. Techniques of transportation
10. Crutch walking, walkers, wheel chair.
11. Use of devices for activities of daily living and prevention of deformities.
12. Administration of drugs: IV injection, IV cannulation, and Blood transfusion.
13. Procedures for prevention of infections: disinfection and sterilization, surveillance, fumigation.
14. Special skin/ part preparations for orthopedic surgeries.
15. Surgical dressings – Debridement.
16. Bladder and bowel training

**Other Procedures if any.**

**Assignments**

- Nursing care study -2
- Nursing care analysis -2
- Nursing care plan based on theories -5
- Clinical teaching -5
- Design floor plan of orthopaedic unit
- Organise in service education programme for nurses

**REFERENCES:-**

- Riggs, Lawrence B .,& Melton, Joseph L.,. *Osteoporosis*. Philadelphia: Lippincott
- Solomon, Louis. etal .*Apley's System Of Orthopaedics And Fractures*. London :
- Adams, John Crawford.&Hamblen, David L., *Outline Of Orthopaedics*. .Edinburgh : Churchill Livingstone
- McRae, Ronald .&Esser, Max., *Practical Fracture Treatment*. Edinburgh: Churchill Livingstone
- Pandey, Sureswar .& Pandey, Anilkumar., *Clinical Orthopaedic Diagnosis* .New Delhi: Jaypee Brothers.
- Maher,Ann.B,Susan.W.Salmond&Teresa.A.Pellino.*Orthopedic Nursing*.W.B.Saunders.
- Powell Mary.*Orthopedic Nursing &Rehabilitation*.W.B.Saunders.
- R.M.Kirk.*General Surgical Operations*.VthEdition,Elsevier.

- Ignatavicius ,DonnaD. ‘Medical-Surgical Nursing‘5<sup>th</sup>edn.Elsevie.
- Smeltzer ,Suzanne.C \_Brunner and Suddarth’s Text book of Medical –surgical Nursing‘ .11<sup>th</sup>edn :Lippincott.
- Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7<sup>th</sup> Edn. Mosby Publishers.
- Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7<sup>th</sup> Edn. Saunders, Mossouri.
- National and international journals in Nursing practice, Nursing education, nursing research, Orthopedic Nursing, Nursing management, Continuing Nursing education and Nursing



## CLINICAL SPECIALTY - II

### MEDICAL SURGICAL NURSING - GASTRO ENTEROLOGY NURSING

**Placement : II Year**

**Hours of Instruction**

Theory : 150 hrs.

Nursing Faculty:-120hrs

External Faculty:-30hrs

Practical : 1450 hrs.

Total : 1600 hrs.

#### Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of gastro enterology Nursing. It will help students to develop advanced skills for nursing intervention in various gastro enterology conditions. It will enable the student to function as gastro enterology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of gastro enterology nursing.

#### Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to gastro enterology Nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of gastrointestinal conditions.
3. Participate in national health programmes for health promotion, prevention and rehabilitation of patients with gastrointestinal conditions.
4. Perform physical, psychosocial & spiritual assessment.
5. Assist in various diagnostic, therapeutic and surgical procedures.
6. Provide comprehensive care to patients with gastrointestinal conditions.
7. Describe the various drugs used in gastrointestinal conditions and nurses responsibility.
8. Demonstrate skill in handling various equipments/gadgets used for patients with gastrointestinal conditions.



9. Appreciate team work & coordinate activities related to patient care.
10. Practice infection control measures.
11. Identify emergencies and complications & take appropriate measures.
12. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
13. Discuss the legal and ethical issues in Gastro Enterology nursing.
14. Identify the sources of stress and manage burnout syndrome among health care providers.
15. Appreciate the role of alternative system of medicine in care of patient.
16. Incorporate evidence based nursing practice and identify the areas of research in the field of gastrointestinal nursing.
17. Teach and supervise nurses and allied health workers.
18. Design a layout of Gastro enterology intensive care unit (GEICU) , liver care/transplant unit.

## Course Content

| UNIT       | HOURS    | CONTENT   |
|------------|----------|---|
| <b>I</b>   | <b>5</b> | <b>Introduction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical development: trends and issues in the field of gastroenterology.</li> <li><input type="checkbox"/> Gastro enterological problems</li> <li><input type="checkbox"/> Concepts, principles and nursing perspectives</li> <li><input type="checkbox"/> Ethical and legal issues</li> <li><input type="checkbox"/> Evidence based nursing and its application in gastrointestinal nursing(to be incorporated in all the units)</li> </ul>                                       |
| <b>II</b>  | <b>5</b> | <b>Epidemiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Risk factors associated with GE conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations.</li> <li><input type="checkbox"/> Health promotion, disease prevention, life style modification and its implications to nursing.</li> <li><input type="checkbox"/> National health programmes related to gastro enterology.</li> <li><input type="checkbox"/> Alternate system of medicine/complementary therapies.</li> </ul> |
| <b>III</b> | <b>5</b> | <b>Review of anatomy and physiology of gastrointestinal system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gastrointestinal system</li> <li><input type="checkbox"/> Liver, biliary and pancreas</li> <li><input type="checkbox"/> Embryology of GI system</li> <li><input type="checkbox"/> Immunology specific to GI system.</li> </ul>   |

**IV 15 Assessment and diagnostic measures**

**EF5**

- History taking
- Physical assessment, psychosocial assessment
- Diagnostic tests
  - Radiological studies: Upper GIT- barium swallow, lower GIT- Barium enema,
  - Ultra sound:
  - Computed tomography
  - MRI
  - Cholangiography:
    - Percutaneous transhepatic Cholangiogram(PTC)
    - Magnetic Resonance Cholangio pancreatography (MRCP)
  - Nuclear imaging scans(scintigraphy)
  - Endoscopy
  - Colonoscopy
  - Proctosigmoidoscopy
  - Endoscopic Retrograde Cholangiopancreatography (ERCP)
  - Endoscopic ultrasound
  - Peritoneoscopy(Laproscopy)
  - Gastric emptying studies
  - Blood chemistries: Serum amylase, serum lipase
  - Liver biopsy
  - Miscellaneous tests: Gastric analysis, fecal analysis
  - Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin, vitamin K production, serum enzyme tests, Lipid metabolism- serum

Cholesterol Interpretation of diagnostic measures

Nurse's role in diagnostic tests

|   |            |   |
|---|------------|---|
| V | 25<br>EF10 | <p><b>Gastro intestinal disorders and nursing management</b></p> <ul style="list-style-type: none"> <li>□ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of <ul style="list-style-type: none"> <li>□ Disorders of the mouth: Dental caries, Peridental disease, Acute tooth infection, Stomatitis, Thrush (moniliasis),Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw.</li> <li>□ Disorders of the oesophagus: Reflux oesophagitis, Oesophageal achalasia, Oesoophageal varices, Hiatus hernia, Diverticulum.</li> <li>□ Disorders of the stomach and duodenum: Gastritis, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Ideopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic on specific (functional) abdominal pain.<br/>Review -Peptic ulcer</li> <li>□ Disorders of the small intestine <ul style="list-style-type: none"> <li>- Malabsorption syndrome – tropical sprue</li> <li>- Gluten – sensitive enteropathy (Coeliac disease)</li> <li>- Inflammatory diseases of intestines and abdomen,: appendicitis, Peritonitis, Abdominal TB, Gastrointestinal polyposis syndrome</li> <li>- Review - Chronic inflammatory bowel disease, Ulcerative colitis, crohn’s disease</li> <li>- Infestations and infections – Worm infestations, Typhoid, Leptospirosis</li> <li>- Solitary rectal ulcer syndrome</li> <li>- Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic</li> </ul> </li> </ul> </li> </ul> |
|---|------------|---|

|            |                   |   |
|------------|-------------------|---|
|            |                   | <p>constipation, Functional diarrhea<br/>Review - Intestinal obstruction,</p> <p><b>Anorectal Conditions:</b> Hemorrhoids, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritisani, Pilonidal disease, Anal condylomas, Warts</p>   |
| <b>VI</b>  | <b>15</b>         | <p><b>Disorder of liver, pancreas gall bladder and nursing management</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Disorders of liver biliary tract</li> <li><input type="checkbox"/> Review - Viral Hepatitis – A, B, C, D &amp; E</li> <li><input type="checkbox"/> Toxic hepatitis <ul style="list-style-type: none"> <li>• Cirrhosis of liver, liver failure, Liver transplantation</li> <li>• Non cirrhotic portal fibrosis <ul style="list-style-type: none"> <li>• Liver abscess,;</li> </ul> </li> <li>• Parasitic and other cysts of the liver</li> </ul> </li> <li>• Disorders of the Gall Bladder and Bile Duct: <ul style="list-style-type: none"> <li>• Cholecystitis, Cholelithiasis and Choledocholithiasis</li> <li>• Disorders of the pancreas: Pancreatitis, Benign tumors of islet cells</li> <li>• Disorders of the Peritoneum. <ul style="list-style-type: none"> <li>- Infections of the peritoneum <ul style="list-style-type: none"> <li>- Surgical peritonitis</li> <li>- Spontaneous bacterial peritonitis</li> <li>- Tuberculosis peritonitis</li> </ul> </li> </ul> </li> <li>• Disorders of the Diaphragm. <ul style="list-style-type: none"> <li>- Diaphragmatic hernia</li> <li>- Congenital hernias</li> <li>- Paralysis of diaphragm</li> <li>- Tumors of the diaphragm</li> <li>- Hiccups</li> </ul> </li> </ul> </li> </ul> |
| <b>VII</b> | <b>15<br/>EF5</b> | <p><b>Gastro intestinal emergencies and nursing interventions</b></p> <ul style="list-style-type: none"> <li>• Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of:</li> </ul>   |

|      |           |  |
|------|-----------|--|
|      |           | <ul style="list-style-type: none"> <li>• Esophageal varices</li> <li>• Ulcer perforation</li> <li>• Acute cholecystitis</li> <li>• Diverticulitis</li> <li>• Fulminant hepatic failure</li> <li>• Biliary obstruction</li> <li>• Bowel obstruction</li> <li>• Gastroenteritis</li> <li>• Intussusception</li> <li>• Acute intestinal obstruction, perforation</li> <li>• Review - Acute pancreatitis</li> <li>• Cirrhosis of liver complications</li> <li>• Liver , spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries</li> <li>• Acute appendicitis /peritonitis</li> <li>• Acute abdomen</li> <li>• Food poisoning</li> </ul>   |
| VIII | 15<br>EF5 | <ul style="list-style-type: none"> <li>o <b>Congenital Anomalies of Esophagus</b> <ul style="list-style-type: none"> <li>• Esophageal atresia</li> <li>• Tracheoesophageal fistula</li> <li>• Esophageal stenosis</li> <li>• Esophageal duplications</li> <li>• Dysphagia – Lusoria – aberrant right subclavian artery compressing esophagus</li> <li>• Esophageal rings – schalzki ring</li> <li>• Esophageal webs</li> </ul> </li> <li>o <b>Congenital Anomalies of Stomach</b> <ul style="list-style-type: none"> <li>• Gastric atresia</li> <li>• Micro gatria</li> <li>• Gastric diverticulum</li> <li>• Gastric duplication</li> <li>• Gastric teratoma</li> <li>• Gastric volvulus</li> </ul> </li> </ul> |

|           |           |  |
|-----------|-----------|--|
|           |           | <ul style="list-style-type: none"> <li>• Infantile hypertrophic pyloric stenosis</li> <li>• Adult hypertrophic pyloric stenosis</li> <li>o <b>Congenital Anomalies of Duodenum</b> <ul style="list-style-type: none"> <li>• Duodenal Atresia or stenosis</li> <li>• Annular pancreas</li> <li>• Duodenal duplication cysts</li> <li>• Malrotation and mid gut volvulus</li> </ul> </li> <li>o <b>Developmental anomalies of the intestine:</b> <ul style="list-style-type: none"> <li>• Abdominal wall defects (omphalocele and Gastroschisis)</li> </ul> </li> <li>• Meckel's diverticulum</li> <li>• Intestinal atresia</li> <li>o <b>Hirschsprung's disease</b></li> </ul>  |
| <b>IX</b> | <b>15</b> | <b>Pharmacokinetics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drugs used in GIT</li> <li><input type="checkbox"/> Principles of administration</li> <li><input type="checkbox"/> Roles responsibilities of nurses</li> <li><input type="checkbox"/> Drugs in Peptic ulcer disease</li> <li><input type="checkbox"/> Proton Pump inhibitors</li> <li><input type="checkbox"/> H2 Receptor Antagonists</li> <li><input type="checkbox"/> Cytoprotective Agents</li> <li><input type="checkbox"/> Drugs used in Diarrhea</li> <li><input type="checkbox"/> Drugs used in constipation</li> <li><input type="checkbox"/> Drugs used in Inflammatory Bowel Disease,</li> <li><input type="checkbox"/> Aminosalicylates</li> <li><input type="checkbox"/> Corticosteroids</li> <li><input type="checkbox"/> Immunomodulators</li> <li><input type="checkbox"/> Chemotherapy</li> <li><input type="checkbox"/> Antibiotics</li> <li><input type="checkbox"/> Antiemetics</li> <li><input type="checkbox"/> Anticholinergics</li> <li><input type="checkbox"/> Antihistaminics , <input type="checkbox"/> Anthelminthics</li> <li><input type="checkbox"/> Vitamin Supplements.</li> </ul> |
| <b>X</b>  | <b>10</b> | <b>Nutrition and nutritional problems related to GI system</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nutritional assessment and nursing interventions</li> </ul>   |

|             |                         |   |
|-------------|-------------------------|---|
|             |                         | <ul style="list-style-type: none"> <li>□ Therapeutic diets</li> <li>□ Adverse reactions between drugs and various foods.</li> <li>□ Malnutrition- etiology , clinical manifestations and management</li> <li>□ Tube feeding, parenteral nutrition, total parenteral nutrition</li> <li>□ Obesity- etiology, clinical manifestations and management</li> <li>□ Eating disorders- anorexia nervosa, bulimia nervosa</li> <li>□ Recent advances in nutrition</li> </ul>  |
| <b>XI</b>   | <b>15</b><br><b>EF5</b> | <p><b>Malignant disorders of gastro intestinal system</b></p> <ul style="list-style-type: none"> <li>o Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical, other modalities and nursing management of: <ul style="list-style-type: none"> <li>• Malignancy of oral cavity, Lip, Tongue, buccal mucosa, oropharynx, Salivary gland.</li> <li>• Esophageal , Gastric , Carcinoma of bowel - Small bowel, Colorectal and Anal carcinoma,</li> <li>• Liver, biliary tract and Pancreatic carcinoma</li> </ul> </li> </ul> |
| <b>XII</b>  | <b>5</b>                | <p><b>Administration and management of GE unit</b></p> <ul style="list-style-type: none"> <li>□ Design &amp; layout</li> <li>□ Staffing</li> <li>□ Equipment, supplies</li> <li>□ Infection control; Standard safety measures.</li> <li>□ Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols</li> <li>□ Practice standards.</li> </ul>   |
| <b>XIII</b> | <b>5</b>                | <p><b>Education and training in GE care</b></p> <ul style="list-style-type: none"> <li>o Staff orientation, training and development</li> <li>o In-service education program <ul style="list-style-type: none"> <li>• Clinical teaching programs.</li> </ul> </li> </ul>  |



**Practicals Total = 1450 Hours**

**1 Week =48 Hours**

| SL. No | Dept/ Unit                 | No .of Weeks |
|--------|----------------------------|--------------|
| 1.     | Diagnostic Lab             | 1            |
| 2.     | Emergency & Casualty       | 2            |
| 3.     | Liver Transplant Unit      | 1            |
| 4.     | GE Medical Ward            | 6            |
| 5.     | GE Surgical Ward           | 8            |
| 6.     | OT                         | 2            |
| 7.     | ICU                        | 4            |
| 8.     | Pediatric Gastroenterology | 2            |
| 9.     | Oncology                   | 2            |
| 10.    | GE OPD                     | 2            |
|        | <b>Total</b>               | <b>30</b>    |

### Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper - 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

### Procedures to be assisted

1. Endoscopy room – Upper G.I. Endoscopy (Diagnostic and therapeutic).
2. Sigmoidoscopy
3. Colonoscopy
4. Polypectomy
5. Endoscopic retrograde cholangiopancreatography (ERCP)
6. Liver biopsy
7. Percutaneous catheter drainage (PCD) of Pseudocyst pancreas
8. Abdominal paracentesis
9. Percutaneous aspiration of liver abscess
10. GE Lab : PT, HbsAg, Markers – A, B, C virus, CBP, ESR, Stool Test

### Procedures to be performed

1. History and Physical assessment
2. RT intubation / extubation / aspiration/suction

3. Gastric lavage and gavage
4. Bowel wash
5. Therapeutic Diets
6. Ostomy feeding
7. Stoma care
8. Monitoring vital parameters
9. Plan of inservice education programme for nursing staff and Class-IV employees
10. Counseling

### Assignments

- Nursing care study -2
- Nursing care analysis -2
- Nursing care plan based on theories -5
- Clinical teaching -5
- Design floor plan of gastroenterology unit
- Organise in service education programme for nurses

### REFERENCES:-

- Sherlock Sheila . Diseases of liver and biliary system, 8<sup>th</sup>edn Blackwell Scientific Publications.
- Dr. Reddy. D .Nageshwar& Dr Rao G.V . Manual of therapeutic GI Endoscopy, Paras Medical Publishers.
- Townsend. M. Courtney et al. —*Sabiston Textbook of Surgery, The Biological Basis of Modern Surgical Practice*||, 18<sup>th</sup>edn, Saunders Co
- Fauci.S . Anthony. —*Harrison's principles of Internal Medicine*||, 14<sup>th</sup>edn, Mc Grow Hill Health Professions Divisions Company.
- Reed . B. Joanne, Quick R.G. Clive and Burkitt George H —*Essential Surgery Problems, Diagnosis And Management*||, 4<sup>th</sup>edn, Churchill Livingstone Company
- Pounder R.E. —*Recent Advances in Gastroenterology*|| Churchill Livingstone Company
- Tandon B. N. — *Tropical Hepato Gastro enterology*|| Elsevier India Pvt Ltd
- Floch .H . Martin et al —*Netter's Gastroenterology*||, International Student Edition, ICON Learning System, U.S.A
- Feldman, M Friedman L ,Sleisinger,. M Sleisinginer&Fordtrans gastrointestinal and Liver disease: pathophysiology, Diagnosis and Management. Saunders.
- Caroll Lutz & Karen Pozytulski. Nutrition and Diet Therapy. Jaypee
- Mahan L Kathelene& Sylvia Escott-Stump. Krause's Food and Nutrition Therapy. Saunders.
- Smeltzer ,Suzanne.C \_Brunner and Suddarth's Text book of Medical –surgical

Nursing'.11th edn :Lippincott.

- Lewis. Medical Surgical Nursing Assessment & Management of Problems, 7th Edn. Mosby Publishers.
- Joyce M Black. Medical Surgical Nursing-Clinical Management for positive outcomes, 7th Edn. Saunders, Missouri.
- National and international journals in Nursing practice, Nursing education, nursing research, Gastroenterology, Nursing management, Continuing Nursing education and Nursing.



### **2.11 No: of hours per subject (lecture-tutorial-seminar-group discussion)**

As given under “Content of each subject in each year “

### **2.12 Practical training given in labs/supervision (No: of hours for each exercise/training)**

As given under “Content of each subject in each year “

### **2.13 Records**

Proper records of practical work should be meticulously maintained and duly signed by the supervising teacher should be submitted at the time of University practical examination

### **2.14 Dissertation: Guide/Co-Guide/ Change of Guide**

#### **Dissertation**

Every candidate pursuing M .Sc Nursing course is required to carry out work on a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a dissertation.

The dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of problem, formulation of hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.

Every candidate shall submit to the University in the prescribed format a synopsis containing particulars of proposed dissertation work after obtaining ethical clearance from the Institutional Ethical Committee comprising principal/ Senior Professor of College of Nursing, **within nine months from the date of commencement of the course on or before the dates notified by the University.**

The synopsis shall be sent through the proper channel.

Such proposal will be reviewed and the dissertation topic will be registered by the university. No change in the dissertation topic or Guide shall be made without prior approval of the University.

### Tentative Schedule for dissertation

| S. No. | Activities                          | Scheduled Time                 |
|--------|-------------------------------------|--------------------------------|
| 1      | Submission of the research proposal | End of 9th month of 1st year   |
| 2      | Submission of dissertation Final    | End of 9th month of IIInd Year |

1. The dissertation should be written under the following headings:
2. INTRODUCTION
3. REVIEW OF LITERATURE
4. METHODOLOGY
5. ANALYSIS & INTERPRETATION
6. RESULTS
7. DISCUSSION, SUMMARY AND CONCLUSION

REFERENCES

APPENDICES

**Dissertation style:** Vancouver style format is used.

The written text of dissertation shall be not less than 75 pages and shall not exceed 100 pages excluding references, questionnaires, and other annexures. It should be neatly typed (font size 12-Times New Roman) in double line spacing on one side of the bond paper (A4 size, 8.27 x 11.69”) and bound properly. Spiral binding should be avoided. The Guide and the Head of the Institution shall certify the dissertation. Checking of Plagiarism may be done as per university norms.

The scientific committee of the college should scrutinize and evaluate the thesis and make required corrections if necessary and accept with modification before submitting to the University.

Four copies of the dissertation prepared shall be submitted to the Principal of the institution for onward transmission to University on the 21<sup>st</sup> month of commencement of the course.

Hall ticket for the second year examination should be issued to the candidate only after the dissertation has been submitted to the University.

**Guidelines for submission of dissertation is given in Annexure**

### **Research Guides**

#### ***a) Qualification of Guide***

**Main guide:** Nursing faculty / nursing expert in the field of study holding Ph.D. /M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

**Co-Guide:** A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the district)

#### ***b) Guide – Students Ratio***

Maximum of 1:5 (including as co-guide)

**Change of Guide** –In the event of a registered guide leaving the college for any reason or in the event of death of Guide, Guide may be changed with prior permission from the University.

#### ***c) Research Committee***

There should be a research committee/scientific review committee in each college comprising of minimum 5 Post Graduate Faculty representing all specialty chaired by the Principal, College of Nursing.

### **2.15 Speciality training if any**

Nil

### **2.16 Project work to be done if any**

Clinical Assignments as given in “Content of each subject in each year “

### **2.17 Any other requirements [CNE, Paper Publishing etc.]**

As given under “Content of each subject in each year “

### **2.18 Prescribed/recommended textbooks for each subject**

As given under “Content of each subject in each year “

### **2.19 Reference books**

As given under “Content of each subject in each year “

## **2.20 Journals**

As given under “Content of each subject in each year “

## **2.21 Logbook**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination

## **3. EXAMINATIONS**

### **3.1. Eligibility to appear for exams [including Supplementary]**

#### **a). Attendance and Marks**

Candidate should have 80% attendance for both theory and practical, with minimum 50% of internal marks in each subject both in theory & practical. However 100% of attendance should be completed for practical before the award of degree. There is no provision for condonation of attendance for the PG candidates. The candidate shall submit dissertation before registering for the final year examinations.

#### **b). Examination fee**

The examination fee should be remitted for each examination appeared for. A fee as stipulated by the University should also be remitted for the evaluation of the dissertation.

#### **c). Log Book**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

### **3.2. Schedule of Regular/Supplementary exams**

Regular University Examination will be conducted at the end of each academic year and Supplementary examinations will be conducted within six months after the declaration of results of regular examinations

### 3.3. Scheme of examination showing maximum marks and minimum marks

| 1 <sup>st</sup> year  | Theory |                |         |                |         | Practical |                |         |                |         | Total       |
|---|--------|----------------|---------|----------------|---------|-----------|----------------|---------|----------------|---------|-------------|
|   | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         |             |
|   |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| Nursing Education   | 3      | 25             | 12.5    | 100            | 50      |           | 50             | 25      | 100            | 50      | 275         |
| Advanced Nursing Practice   | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| Nursing Research & Statistics   | 3      | 25**           | 12.5    | 100*           | 50      |           |                |         |                |         | 125         |
| Medical Surgical Nursing- 1   | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            |         | 100            |         | 325         |
|   |        |                |         |                |         |           |                |         |                |         | <b>850</b>  |
| 2 <sup>nd</sup> year  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         | Total       |
|   |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| Nursing Management  | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| Dissertation Viva   |        |                |         |                |         |           | 100            | 50      | 100            | 50      | 200         |
| Medical Surgical Nursing -11<br>[Cardio Vascular & Thoracic Nursing / Critical care Nursing/Oncology Nursing/Neurosciences Nursing/Nephro-Urology Nursing/ Orthopedic Nursing/ Gastro Enterology Nursing] | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            | 50      | 100            | 50      | 325         |
|   |        |                |         |                |         |           |                |         |                |         | <b>650</b>  |
| <b>Total of Ist &amp; IInd Year</b>   |        |                |         |                |         |           |                |         |                |         | <b>1500</b> |

\* Nursing Research (External) =75Marks and Statistics (External) =25 Marks

\*\*Nursing Research (Internal) =15 and Statistics (Internal) =10





1. There shall be one regular & one supplementary examination every year.
2. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
3. A candidate has to pass in theory and practical exam separately in each of the paper.
4. There is no provision for grace marks for pass in PG examination.
5. Maximum number of candidates for all practical examination should not exceed ten per day.
6. One internal and one external examiner should evaluate dissertation and jointly conduct viva-voce for each student.
7. For Dissertation internal examiner and external examiner should be a Nursing faculty / Nursing expert in the same clinical specialty holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

#### **3.4. Papers in each year**

As given under “Scheme of examination showing Maximum and Minimum Marks “

#### **3.5. Details of theory exams**

As given under “Scheme of examination showing Maximum and Minimum Marks and 3.6

#### **3.6. Model question paper for each subject with question paper pattern**

##### **Question Paper Pattern**

|   |                                  |                  |
|---|----------------------------------|------------------|
| <b>I) All subjects with Maximum Marks:100</b> |                                  |                  |
| <b>Long Essay</b>                             | <b>1x20 marks<br/>1x15 marks</b> | <b>35 marks</b>  |
| <b>Short Essay</b>                            | <b>4x10 marks</b>                | <b>40marks</b>   |
| <b>Short Notes</b>                            | <b>5x5 marks</b>                 | <b>25 marks</b>  |
| <b>Total Marks</b>                            |                                  | <b>100 marks</b> |

|  |                   |                 |
|--|-------------------|-----------------|
| <b>II) Nursing<br/>Research<br/>Max.marks:75</b> |                   |                 |
| <b>Long Essay</b>                                | <b>2x15 marks</b> | <b>30 marks</b> |
| <b>Short Essay</b>                               | <b>3x10 marks</b> | <b>30 marks</b> |
| <b>Short notes</b>                               | <b>3x 5 marks</b> | <b>15 marks</b> |
| <b>Total Marks</b>                               |                   | <b>75 marks</b> |
| <b>III) Statistics : 25<br/>marks</b>            |                   |                 |
| <b>Statistical Calculations</b>                  | <b>1x10 marks</b> | <b>10 marks</b> |
| <b>Short notes</b>                               | <b>3x5 marks</b>  | <b>15 marks</b> |
| <b>Total Marks</b>                               |                   | <b>25 marks</b> |

QP Code:

Reg. No.:.....

**I YEAR M.SC (NURSING) DEGREE EXAMINATION**

**ADVANCED NURSING PRACTICE**

**Model question paper**

Time : Three hours

Maximum marks : 100 marks

***Answer all questions***

**Long Essays**

- I. a. Define the concept of health promotion
- b. Explain the major assumptions of Penders' Health promotion model.
- c. Describe the application of Health Promotion Model in the management of obesity among women in the reproductive age group.

*(2+8+10 = 20 marks)*

2. Mr. M is admitted in the surgical ward with hemorrhagic shock after a road traffic accident.

- a. Explain the pathophysiology of haemorrhagic shock
- b. Describe the management for this patient and prepare a care plan for 3 priority nursing diagnosis.

*(5+4+6=15marks)*

**Short Essays**

3. Describe the basic elements and explain the barriers of communication (10 marks)
4. Describe the challenges faced by the Health care delivery system in Kerala (10 marks)
5. Briefly explain the safe disposal of biomedical wastes (10 marks)
6. Explain the principles and techniques of counselling (10 marks)

Write short notes on (5x 5 = 25 marks)

7. Telemedicine
8. Use of computers in nursing practice
9. Haemodialysis
10. Metabolic acidosis
11. Genetic counseling

QP Code:

Reg. No.:.....

**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION**

**NURSING RESEARCH & STATISTICS**

**MODEL QUESTION PAPER**

**Time: Three Hours. Maximum: 100 Marks**

**Answer Section A and B in separate answer books**

**SECTION A : NURSING RESEARCH**

Max. Marks : 75

1. Write a research proposal for a research problem 'quality of life of patients with AIDS'  
15
2. Describe observation as a method of data collection. 15
3. Explain the criteria for selection of a research problem. 10
4. Describe the methods of controlling extraneous variables. 10
5. Explain the different types of sampling. 10

Write Short notes on

6. Evidence based practice.
7. Grounded theory.
8. Purposes of literature review. (3x5=15)

**Section B: statistics**

9. Which is the appropriate statistical test to conclude the data given below; growth status and exposure to infection are associated. Conduct the statistical test and arrive your conclusion about data. P value at 5% level significance is 3.84

| Growth status | infected | Non infected | Total |
|---------------|----------|--------------|-------|
| good          | 80       | 90           | 170   |
| poor          | 240      | 110          | 350   |
| total         | 320      | 300          | 620   |

10

**SHORT NOTES**

10. Properties of normal distribution.

11. Describe different methods of dispersion with merits and demerits

12. Reliability

3x 5 =15

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**NURSING EDUCATION**

**Model question paper**

Time : 3 hrs

Max.marks:100

Answer All Questions

Long Essays

1. Explain the current trends in nursing education in India. (20)
2. Prepare the philosophy for a newly started college of nursing (15)

Short Essays

3. Plan a counselling session for nursing students. (10)
4. Describe the role of teachers in the development of pupil in nursing (10)
5. Describe the importance of non –projected aids in nursing education (10)
6. Describe the importance of questioning in education. (10)

WRITE SHORT NOTES

7. Aims of education.
8. Characteristics of an evaluation tool
9. Micro teaching
10. Objective structural practical examination
11. Formative and summative evaluation ( 5x5=25)

QP Code:

Reg. No.:.....

**I YEAR M.SC (NURSING) DEGREE EXAMINATION  
MEDICAL SURGICAL NURSING – I  
Model question paper**

Time : Three hours

Maximum marks : 100 marks

Answer all questions

Long Essays

1. a. Describe the pathophysiology of cirrhosis of liver.
- b. List the complications and plan the nursing care of a patient with hepatic failure secondary to cirrhosis

(8+4+8=20marks)

2.. Mr. X ,36 years is admitted with chest pain and is diagnosed as having Inferior wall Myocardial Infarction.

- a. What are the complications of inferior wall myocardial infarction?
- b . How will you manage the pain of acute myocardial infarction?

(8+7=15marks)

Short Essays

3. Mr. Y, 26 years is admitted with Acute Respiratory Distress Syndrome (ARDS)  
Describe the pathophysiology of ARDS (10)
4. Explain the management of abdominal trauma (10)
5. Describe the assessment findings in a patient with chronic renal failure. (10)
6. Explain the medical management of a patient with tuberculosis (10)

Write short notes on the following:

( 5x 5 = 25 marks)

7. Status epilepticus
8. Glaucoma
9. Psoriasis
10. Challenges of geriatric nursing
11. poisoning

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations**

**(Model Question Paper)**

**NURSING MANAGEMENT**

**Time: 3 hrs Max. Marks: 100**

***Answer all questions***

Time: 3 hrs

Max. marks: 100

Answer all questions.

Long Essays

1. Explain the principles of management with suitable examples. (20)
2. Prepare an evaluation tool for performance appraisal of staff nurses. (15)

Short Essays

3. Explain the utilization of theories of management in nursing service with suitable examples. (10)
4. Explain the role of nurse administrator in supervision. (10)
5. Explain the challenges and current trends in nursing administration. (10)
6. Describe the steps of material management. (10)

Write short notes (5x5=25)

7. Collective bargaining
8. Nurses role in occupational health and safety.
9. Legal issues in nursing
10. Quality circle
11. Conflict management



QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations  
(Model Question Paper)  
Clinical Speciality II Medical Surgical Nursing  
Subspecialty: Cardiovascular and thoracic nursing  
Time: 3 hrs Max.Marks:100  
• Answer all questions**

Long Essays

1. Explain the pathophysiology of Acute Myocardial Infarction. Describe the nursing care of a patient with Acute Myocardial Infarction treated with fibrinolytic therapy, for the first 48hrs. (8+12=20)
- 2 Explain the risk factors of hypertension. Describe the lifestyle modification to be followed by a person diagnosed to have hypertension. (8+7=15)

Short Essays

3. Explain the management of a patient with acute respiratory failure (10)
  4. Explain the management of patients with bronchial asthma (10)
  5. Explain the nurse's role in designing an Intensive Care Thoracic Unit with 10 beds. (10)
  6. Prepare a health education plan for a patient undergone permanent pacemaker implantation (10)
- Short notes: (5x5=20)**

7. ECG changes in conduction abnormalities
8. Pulmonary edema
9. Venous leg ulcers
10. Calcium channel blockers
11. Cardiac rehabilitation.

\*\*\*\*\*

QP Code:

Reg. No.:.....

Second Year M.Sc Nursing Degree Examinations

(Model Question Paper)

Clinical Speciality II Medical Surgical Nursing

Subspecialty: Critical Care Nursing

Time: 3 hrs

Max.Marks:100

Answer all questions

Long Essays

1. Explain the pathophysiology and medical and nursing management of a patient with acute intestinal obstruction

(5+8+7=20)

2. Explain the complications and the post operative care of a patient undergone renal transplantation for the first 48hrs of surgery.

(5+10=15)

Short Essays

3. Explain the acute management of a patient with spinal cord injury at C4 level.(10)

4. Describe the management of intracranial hypertension

(10)

5. Explain the patho physiology and the nursing management of a patient with asthma (10)

6. Explain the post operative care of a patient undergone valve replacement surgery with emphasis on immediate and long term management (10)

**Short notes:**

(5x5=25)

7. Asphyxia neonatorum

8. Euthanasia

9. Psychosocial problems of the critically ill person

10. Theories of pain

11. Nutritional management of a critically ill patient

\*\*\*\*\*

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations  
(Model Question Paper)**

**Clinical Speciality II Medical Surgical Nursing  
Subspecialty: Oncology Nursing**

Time: 3 hrs

Max. Marks: 100

- Answer all questions

Long Essays

1. Explain the nurse's role in the prevention and management of neoplastic cardiac tamponade and spinal cord compression.

(10+10=20)

2. Explain the medical and nursing management of a child with leukemia

(7+8=15)

Short Essays

3. Describe the manifestations of stomach cancer. Explain the treatment modalities in Ca Stomach.

(4+6=10)

4. Describe the concept and elements of a palliative care. (10)

5. What nursing interventions are helpful to minimize complication of head and neck radiation?

(10)

6. Explain the nurse's role in primary prevention of cancer. (10)

**Write Short notes:**

**(5x5=25)**

7. Carcinogens

8. Tumor markers

9. Side effects of Chemotherapy.

10. Radiation equipments

11. Biological therapy in cancer treatment.

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations  
(Model Question Paper)  
Clinical Speciality II Medical Surgical Nursing  
Subspecialty: Neurosciences Nursing**

Time: 3 hrs

Max. Marks: 100

- Answer all questions

**Long Essays**

1. List the causes of encephalitis. Explain the patho physiology and nursing management of a patient with encephalitis during the acute stage.

(3+7+10=20)

2. Enumerate the signs and symptoms of spinal cord injury at 6th cervical vertebrae. Explain the emergency management of a patient with acute spinal cord injury

(7+8=15)

**Short Essays**

3. Describe the types and CSF findings in meningitis.

(10)

4. After a car accident, Mr. X, 28 years is admitted in the casualty in an unconscious stage. Explain the causes and immediate management in casualty.

(10)

5. Describe the types of neurogenic bladder. Plan a rehabilitation programme for a patient with neurogenic bladder (10)

6. Explain the role of nurse specialist in designing and staffing of Neuro ICU. (10)

**Short notes:**

(5x5=25)

7. Wilson's disease

8. Rehabilitation of patient with CVA

9. Monro-Kelly hypothesis

10. Digital subtraction angiography

11. Carpel Tunnel Syndrome

\*\*\*\*\*

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations  
(Model Question Paper)**

**Clinical Speciality II Medical Surgical Nursing  
Subspecialty: Nephro-Urology Nursing**

Time: 3 hrs

Max. Marks: 100

Answer all questions

**Long Essays**

1. Explain the preparation of a patient for renal transplantation. List the complications of kidney transplantation. Outline the nursing management for the first 48 hours

(5+5+10=20)

2. Explain the pathophysiology of Chronic Renal Failure. Prepare a plan for rehabilitation of patient with Chronic Renal Failure

(8+7=15)

**Short Essays**

3. Explain the nursing management of a patient undergoing Haemodialysis.

(10)

4. Explain the role of advance practitioner in nephrological nursing for quality assurance in the department. (10)

5. Explain the role of nurse specialist in designing and staffing of Kidney Transplantation Unit. (10)

6. Classify renal calculi. Describe the primary prevention measures of renal calculi (10)

**Write short notes:**

(5x5=25)

7. Risk factors associated with peritoneal dialysis

8. Management of Wilm's tumour

9. Bladder neoplasm

10. Urinary diversions

11. Proteinuria in nephrotic syndrome

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations  
(Model Question Paper)**

**Clinical Speciality II Medical Surgical Nursing  
Subspecialty: Orthopedic Nursing**

Time: 3 hrs Max. Marks: 100

•Answer all questions

**Long Essays**

1. Explain the pathophysiology of osteoarthritis. Describe the management. (10+10=20)
2. Explain the pathophysiology and the treatment options for fracture femur (8+7 =15)

**Short Essays**

3. Write the medical and nursing management of patient with Myasthenia Gravis. (10)
4. Explain the role of nurse specialist in designing and staffing of Orthopedic Unit. (10)
5. Rehabilitation of a patient undergone above Knee amputation. (10)
6. Explain the postoperative management of a patient undergone Hip replacement surgery (10)

**Short notes:**

**(5x5=25)**

7. Paget's disease
8. Spinal steno sis
9. Osteomyelitis
10. Care of Patient on plaster cast
11. Osteoporosis

\*\*\*\*\*

QP Code:

Reg. No.:.....

Second Year

M.Sc Nursing Degree Examinations

(Model Question Paper)

Clinical Speciality II Medical Surgical Nursing

Subspecialty: Gastroenterology Nursing

Time: 3 hrs Max. Marks: 100

Answer all questions

Long Essays

1. Explain the pathophysiology, Clinical manifestations and management of intestinal obstruction.

(6+6+8=20)

2. Explain the causes and management of peptic ulcer

(7+8=15)

Short Essays

3. Describe the surgical management of cholecystitis. Explain the nursing management of a patient for the first 48 hrs of surgery (10)

4. Describe the diagnostic tests and the various management modalities of colorectal cancer.

(10)

5. Explain the role of nurse specialist in designing and staffing of Gastroenterology Unit. (10)

6. Explain the complications of cirrhosis of liver based on pathophysiology and plan a discharge plan for a patient with cirrhosis of liver (10)

**Write short notes:** (5x5=20)

7. Cholangiography

8. Celiac disease

9. Diaphragmatic hernia

10. Biliary obstruction

11. Peritonitis.

\*\*\*\*\*

### **3.7. Internal assessment component**

- a) There shall be a minimum of 3 periodic assessments, for theory and practical including viva separately, of which the final one will be University model examination and is mandatory.
- b) Average of the marks of the best two periodic assessments shall be taken as internal assessment mark of the candidate. Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.
- c) The class average of internal assessments mark of theory and practical should not exceed 75% of Maximum marks.
- d) The class average of internal assessment for an examination shall be calculated based on the total number of candidates in a particular batch appearing for that internal assessment examination.
- e) The candidate must secure 50% marks for internal assessment in theory and practical including viva separately in a particular subject in order to be eligible to appear in the university examination of the subject.
- f) In cases where the candidate is permitted to improve the internal assessment marks, the new marks will be taken as final.
- g) The internal marks shall be signed by the candidate before transmission to the University

### **3.8. Details of practical/clinical practicum exams**

- ☒ 4 hours of practical examination per student.
- ☒ Maximum number of 10 students per day per specialty.
- ☒ The examination should be held in concerned clinical area for clinical specialties. Facility for observation of all candidates at a time in the same ward / clinical area by the examiners during practical examinations is mandatory.
- ☒ One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.
- ☒ Follow the evaluation guidelines for the conduct of practical examinations Refer 2.2.10 & annexure for guidelines.



### **3.9. Number of examiners needed (Internal & External) and their qualifications**

- ☐ One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.

**Examiner – Nursing faculty teaching respective specialty area/subjects in M.Sc nursing programme with minimum 3 years post graduate teaching experience.**

The examiners should do evaluation of dissertation prior to viva.

### **3.10. Details of viva: division of marks**

**Duration:** Viva-Voce -minimum 30 minutes per student.

## **4. INTERNSHIP**

### **4.1. Eligibility for internship**

Not applicable.

### **4.2. Details of internship**

Not applicable.

### **4.3. Model of Internship Mark lists**

Not applicable.

### **4.4. Extension rules**

As given under “Leave , Vacation/ holidays permitted “

### **4.5. Details of training given**

As given under “Content of each subject in each year “

## **5. ANNEXURES**

### **5.1 Check Lists for Monitoring: Log Book, Seminar, Assessment etc.**

As given under clause “Content of each subject in each year”

### **5.2. Template for Dissertation**

## GUIDELINES FOR WRITING DISSERTATION

Title (Capital)

Emblem (University)

Students' name (Capital)

Name of the college

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE IN NURSING

KERALA UNIVERSITY OF HEALTH SCIENCES

Year

.....Title.....

By

Name of the Candidate

Dissertation submitted to the  
Kerala University of Health Sciences

Thrissur

In partial fulfilment of the requirements for the degree of

Degree Name

in

Subject Name

Under the guidance of

Name of the Guide

Name of the Department

Name of the college

Place

Year



DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation entitled  
“.....Title.....” is a bonafide and genuine research work carried out by  
me under the guidance of Name & designation of the Guide.

Signature of the candidate

Date:

Place:

CERTIFICATE BY THE GUIDE

This is to certify that the dissertation entitled“.....  
Title.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Guide

Name and designation

Date:

Place:

ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled“.....Title  
.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Principal

Name and designation

Date:

Place:

(College seal)



COPY RIGHT

DECLARATION BY THE CANDIDATE

I hereby declare that the Kerala University of Health Sciences, Kerala shall have  
The rights to preserve, use and disseminate this dissertation in print or electronic  
Format for academic/ research purpose.

Signature of the candidate

Date:

Place:

Name

ACKNOWLEDGEMENT

Not lengthy, Avoid Superlatives

Signature of the candidate

Date:

Place:

Name





## ABSTRACT

(Includes problem and objectives, methodology, results, interpretation and conclusion

In a single paragraph limited to 250-300 words)

Keywords

(Max.10)

Keywords shall be chosen from Nursing Subject Headings

(Each key word should be separated by semicolon)

## TABLE OFCONTENTS

List of tables

List of figures /Graphics

| Chapters | Titles                                | PageNo. |
|----------|---------------------------------------|---------|
| 1.       | INTRODUCTION                          |         |
| 2.       | REVIEWOFLITERATURE                    |         |
| 3.       | METHODOLOGY                           |         |
| 4.       | ANALYSIS&INTERPRETATION               |         |
| 5.       | RESULTS                               |         |
| 6.       | DISCUSSION, SUMMARY AND<br>CONCLUSION |         |
|          | REFERENCES                            |         |
|          | APPENDICES                            |         |

LIST OF TABLES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF FIGURES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF APPENDICES (14size, Bold)

---

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

---

A.

B.

C.

D.



## CHAPTER 1

### INTRODUCTION (14size,Bold)

Sub headings (12size,bold)

Background of the problem

Need and significance of the study

Statement of the problem

Objectives

Operational definitions

Assumptions (if any)

Hypothesis (Write research hypothesis)

Conceptual/theoretical framework

**CHAPTER 2 (14size, bold )**

**REVIEW OF LITERATURE**

**Sub heading of the literature reviewed (12size, bold)**



**Summary (of reviewed literature at the end)**

## CHAPTER 3 (14size,bold)

### METHODOLOGY

Research approach

Research design

Variables

Schematic representation of the study

Setting of the study

Population

Sample and sampling technique

Inclusion criteria

Exclusion criteria

Tool/Instruments

Development/selection of the tool

Description of the tool

Content validity

Reliability of the tool

Pilot study

Data collection process

Plan for data analysis



CHAPTER 4 (14size, bold)

ANALYSIS AND INTERPRETATION

Section title

(Section wise presentation of data)



## CHAPTER 5 (14size,bold

### RESULTS

Objectives

Hypotheses

Results



## CHAPTER 6 (14size,bold)

### DISCUSSION, SUMMARY AND CONCLUSION

Discussion

Summary

Conclusion

Nursing Implications

Limitations

Recommendations

## **Abstract**

Abstract provides a brief summary of the dissertation/thesis, summing up clearly the problem examined, the methods used and the main findings. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract word limit is between 250 and 300 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. Keywords (max. 10) should be given, chosen from nursing subject headings. Each word should be separated by semicolon.

## Proforma for Submission of M. Sc Nursing Dissertation Proposal

1. Name & Address of Student:
2. Email ID of the Student:
3. Registration Number:
4. Name & Address of Institution:
5. Title of the Dissertation:
6. Name of the Guide:
7. Address, phone number and E-mail ID of the Guide:
8. Educational Qualification of the Guide:
9. Experience of teacher in guiding postgraduate students. (in years):
10. Experience of teacher in guiding M.Phil/Ph.D students if any. (in years):
11. Synopsis of the study: Attached – Yes/No

Date:

Signature of the Guide

Enclosures:

- I.) Bio- Data of the Guide
- II.) proposal of the study (maximum 4-6 pages)

## Proposal Outline

Title

Background / Need and Significance of the problem.

Purpose of the study

Statement of the problem and Objectives of the study

Operational Definitions

Conceptual Framework

Assumptions/ Hypotheses

Research Methodology

- a. Research Approach
- b. Research Design
- c. Setting
- d. Population, Sample, Sampling Technique & sample size, inclusion & exclusion criteria
- e. Tools & Technique
- f. Pilot Study
- g. Plan for data collection
- h. Plan for data analysis

Work Plan

Budget

Ethical Considerations

Reference- Vancouver style

Tools /instrument

Appendices –

Consent (English)

Tools/Instrument (English)

### Guidelines in writing synopsis

- ☐ The research protocol should be of about 1200 words (6 pages of A4 size) on the topic. The research protocol should be submitted with a covering letter signed by the candidate and guide.
- ☐ The work on and writing of protocol/ dissertation should be done under the Guide approved by the University.
- ☐ The guide must be an active P.G teacher and qualified as per INC and the University norms.
- ☐ The synopsis should be signed by the candidate and forwarded through the Guide, Departmental head and Principal of the Institution.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES  
Medical College P.O.**

Affix Photo

**PROFORMA FOR RECOGNITION OF POST GRADUATE TEACHER [Read  
the instructions carefully before filling up the proforma]**

1. NAME:  
(in block letters)
2. DATE OF BIRTH: AGE:  
(Attested copy of SSLC marks card / proof of date of birth to be enclosed)
3. PRESENT DESIGNATION:
4. DEPARTMENT:
5. ADDRESS:

|   |  |                |                    |                |  |              |  |
|---|--|----------------|--------------------|----------------|--|--------------|--|
| <p><b>COLLEGE ADDRESS</b></p><br><br><br><br><p>Phone (o) :                      Email:<br/>Hospital:                              College Fax:</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>PRESENT</b></td> <td style="width: 50%; text-align: center;"><b>RESIDENTIAL</b></td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"><b>ADDRESS</b></td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;">Phone ( R ):</td> </tr> </table> | <b>PRESENT</b> | <b>RESIDENTIAL</b> | <b>ADDRESS</b> |  | Phone ( R ): |  |
| <b>PRESENT</b>  | <b>RESIDENTIAL</b>   |                |                    |                |  |              |  |
| <b>ADDRESS</b>  |  |                |                    |                |  |              |  |
| Phone ( R ):  |  |                |                    |                |  |              |  |

6. QUALIFICATION:  
(Attested Xerox copies of all the certificates to be enclosed)

| Sl No. | Name of the Degree and Specialization | Year of Passing | Name of the University and Place | Apex body recognition |
|--------|---------------------------------------|-----------------|----------------------------------|-----------------------|
| UG     |                                       |                 |                                  |                       |
| PG     |                                       |                 |                                  |                       |
| M.Phil |                                       |                 |                                  |                       |
| Ph.D.  |                                       |                 |                                  |                       |

## 7. Teaching Experience

| Designation               | Name of the Institution | Duration of teaching                       |                  | Subject / 's taught |
|---------------------------|-------------------------|--|------------------|---------------------|
|                           |                         | UG<br>From -- To                           | PG<br>From -- To |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
| Total teaching experience |                         |  |                  |                     |
| Total teaching experience |                         | Before PG _____ After PG _____ Total _____ |                  |                     |

### Note:

1. Only full time teaching in a teaching institution affiliated to KUHS / other universities established by law in India is considered as teaching experience.
2. Attested copies of appointment order, relieving order, service certificate, promotion order & PG degree, Nursing Council registration certificate etc., to be enclosed to claim teaching experience.
3. Qualifications and eligibility for appointment and promotion shall be as per Govt. of Kerala and INC guidelines.
4. Application is to be submitted through proper channel.
5. The envelope should be super scribed as Proforma for Recognition as Post Graduate Teacher'.
8. Any other relevant information: (Attach a separate sheet)  
(Regarding additional qualifications, achievements, publications, awards etc.,)

### Declaration by the Teacher

I hereby declare that the above information provided by me is true and correct. I shall take the sole responsibility for any wrong information provided and liable for any action taken by the university.

Place :

Date :

**Signature of the Teacher**

### Endorsement by the Principal

The information provided by the teacher is verified from the office records and found to be correct. He/She is eligible to be recognized as a PG teacher to guide the dissertation work of PG students as per the INC regulations.





Place :

Date :

**Signature of the Principal**

**INSTRUCTIONS:**

1. The Prescribed Performa must be duly filled by the applicant in his/her own handwriting and submitted to the university through the principal's office.
2. The Principal should verify all the informations provided especially the date of birth, qualification, experience, and service details before sending the proforma to the university.
3. Ensure that attested copies of all relevant documents are furnished along with the application.
4. The Principal will be held responsible for any false information provided.
5. Incomplete and incorrect applications and applications with false information will be rejected and they are liable for disciplinary action by the university.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**  
**MEDICAL COLLEGE P.O., THRISSUR – 680 596**  
**POST GRADUATE DISSERTATION – PROFORMA TO BE SUBMITTED FOR**  
**CHANGE OF GUIDE**

**(Please Note: Change of guide is permitted only if the guide leaves the college, transferred to another college, retires or expires.)**

Date:

**A. Particulars of Candidate, and Existing Guide**

Candidate's Name & Address :

Name of the Institution :

Course of Study & Subject :

Date of Admission to Course :

Title of the Topic :

Name & Designation of Existing Guide :

Signature of the Candidate :

**B. PARTICULARS OF PROPOSED GUIDE**

Name & Designation of proposed Guide :

Has the proposed guide been recognized as PG teacher by KUHS: Yes / No

*If yes, please furnish the particulars of university letter & If No, Please send his/her proforma for recognition as PG teacher*

Signature of the proposed Guide:

Name & Designation of Co-Guide if present:

Signature of the Co-Guide:

**C: Endorsement for change of guide**

1. Remarks and Signature of the HOD :

2. Reason for change of guide:

Resigned / Retired/ any other

3. Remarks and Signature of the Principal:

## **Format for the submission of Dissertation Hard & Soft copy**

### **Instructions to candidates**

Although your dissertation may be prepared on a computer, consider the following requirements for meeting the standards.

### **Paper**

Use only one side of high-quality, plain white (unlined in any way) bond paper, minimum 20-lb weight, and 8 ½ x 11 inches in size. Erasable paper should not be used.

### **Type Size and Print**

Select fonts type Times New Roman and a size of 12 characters. The size of the titles should be 14 and Bold, the size of subtitles should be 12 and bold. Print should be letter quality or laser (not dot matrix) printing with dark black characters that are consistently clear and dense. Use the same type of print and print size throughout the document.

### **Pagination**

Number all of the pages of your document, including not only the principal text, but also all plates, tables, diagrams, maps, and so on. Roman numerals are used on the preliminary pages (pages up to the first page of text) and Arabic numerals are used on the text pages. The numbers themselves can be placed anywhere on the page, however they should be consistent.

### **Spacing**

Use double spacing except for long quotations and footnotes which are single-spaced.

### **Margins**

To allow for binding, the left-hand margin must be 1.5 inches. Other margins should be 1.0". Diagrams, or photographs in any form should be a standard page size, or if larger, folded so that a free left-hand margin of 1.5 inch remains and the folded sheet is not larger than the standard page.

### **Photographs**

Professional quality black-and-white photographs are necessary for clear reproduction. Colors are allowed, but you should be certain the colored figure will copy clearly and will not be confusing when printed in black and white.



## **File Fomat**

Dissertation format should be in .Doc (Ms Word Document) or PDF (Portable Document Format), Image files in JPG or TIFF format and Audio Visual in AVI (Audio Video Interleave), GIF, MPEG (moving picture expert) files format.

## **Labeling on CD**

CD-ROM Labeling should be standard and should contain title, name of the candidate, degree name, subject name, and guide name, name of the department, college, place and year.

## **References**

Vancouver style format.



**5.3. Template for Mark List showing Maximum & Minimum**

**( Sample)**

**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg No. ....

Name of the college .....

Name of course : M.Sc Nursing -Medical Surgical Nursing

Examination : First Year M.Sc Nursing Regular Examination

Date of publication :.....

Month & Year of Examination:

| Sl. No               | Subjects   | Theory |      |          | Practical |     |          | Total |       |          | Result |
|----------------------|--|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                      |  | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awa rded |        |
| 1                    | Nursing Education                                | 125    | 62.5 |          | 150       | 75  |          | 275   | 137.5 |          |        |
| 2                    | Advanced Nursing Practice                        | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 3                    | Nursing Research & Statistics                    | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 4                    | Clinical Speciality - I Medical Surgical Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Grand Total          |  |        |      |          |           |     |          | 850   | 425   |          |        |
| Grand Total in Words |  |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg No. ....

Name of the college .....

Name of course : M.Sc Nursing - Medical Surgical

Examination : Second Year M.Sc Nursing Regular Examination

Date of publication :.....

Month & Year of Examination:

| Sl. No.                            | Subjects   | Theory |      |         | Practical |     |         | Total |       |         | Result |
|------------------------------------|--|--------|------|---------|-----------|-----|---------|-------|-------|---------|--------|
|                                    |  | Max    | Min  | Awarded | Max       | Min | Awarded | Max   | Min   | Awarded |        |
| 1                                  | Nursing Management   | 125    | 62.5 |         |           |     |         | 125   | 62.5  |         |        |
| 2                                  | Dissertation & Viva Voce   |        |      |         | 200       | 100 |         | 200   | 100   |         |        |
| 3                                  | *Clinical Speciality - II<br>Medical Surgical (Cardio Vascular & Thoracic Nursing/ Critical care Nursing/Oncology Nursing/Neurosciences Nursing/Nephro-Urology Nursing/ Orthopedic Nursing/ Gastro Enterology Nursing) | 125    | 62.5 |         | 200       | 100 |         | 325   | 162.5 |         |        |
| Total Marks Awarded in Second Year |  |        |      |         |           |     |         | 650   | 325   |         |        |
| Total in Words                     |  |        |      |         |           |     |         |       |       |         |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



## **Syllabus**

**for Courses affiliated to the**

**Kerala University of Health Sciences**

**Thrissur 680596**



**MASTER OF SCIENCE IN NURSING**

**MSc Mental Health  
(Psychiatric) Nursing**

**Course Code 272**

**(2016-17 admission onwards)**

---

**2016**

## 2. COURSE CONTENT

### 2.1 Title of course:

MASTER OF SCIENCE IN NURSING – MSc Mental Health (Psychiatric) Nursing

### 2.2 Aim & Objectives of the Course

#### AIM

Aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as Clinical Nurse Specialists, Nurse Practitioners, Consultants, Educators, Researchers and Administrators in a wide variety of professional settings.

#### OBJECTIVES

On completion of the 2 year M.Sc Nursing programme, the graduates will be able to:-

1. Apply the concepts, theories and principles of nursing science.
2. Demonstrate competencies in nursing practice.
3. Practice as Clinical Nurse Specialist.
4. Establish collaborative relationship with the members of other disciplines.
5. Assume leadership in various care settings.
6. Participate in health planning, implementation and evaluation at different levels of health care system.
7. Function as effective nurse educators and nurse managers.
8. Conduct independent nursing research and utilize the research findings in nursing practice and education.
9. Critically evaluate various educational programmes in nursing.
10. Demonstrate interest and positive attitude in continuing education for personal and professional growth
11. Describe the role of various types of complementary and alternative therapies in mental health nursing.
12. Recognize the role of Psychiatric nurse practitioner as a member of the mental health team.



13. Demonstrate advanced skills and competence in the nursing management of patients with mental disorders in various settings.
14. Incorporate evidence based nursing practice and identify the areas of research in the field of mental health nursing.
15. Explain the legal and ethical issues pertaining to mental health nursing.

### 2.3 Medium of instruction:

Medium of instruction shall be English

### 2.4 Course outline

| <b>1 year</b>                   | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
|---------------------------------|---------------------|------------------------|
| Nursing Education               | 150                 | 150                    |
| Advanced Nursing Practice       | 150                 | 500                    |
| Nursing Research and Statistics | 150                 | 100                    |
| Mental Health (Psychiatric)     |                     |                        |
| Nursing-I                       | 150                 | 900                    |
| <b>Total</b>                    | <b>600</b>          | <b>1650</b>            |
| <b>II Year</b>                  | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
| Nursing Management              | 150                 | 200                    |
| Nursing Research (Dissertation) | -                   | 300                    |
| Mental Health (Psychiatric)     |                     |                        |
| Nursing -II                     | 150                 | 1450                   |
| <b>Total</b>                    | <b>300</b>          | <b>1950</b>            |
| <b>Grand Total</b>              | <b>900</b>          | <b>3600</b>            |

### 2.5 Duration

**Duration of the course is for 2 years.**

|                      |                     |
|----------------------|---------------------|
| Weeks/year           | : 52 weeks          |
| Leave                | : 3 weeks (20 days) |
| Preparation and Exam | : 2 weeks           |

|                       |                  |
|-----------------------|------------------|
| Total weeks available | : 47 weeks       |
| Total hours/week      | : 48 hours       |
| 48 hoursX47weeks      | : 2256 hour/year |

## 2.6 Syllabus

As given under “Content of each subject in each year”. The concept of Health Care Counselling shall be incorporated in all relevant areas

## 2.7 Total number of hours

As given under “Content of each subject in each year “

## 2.8 Branches if any with definition

Not Applicable

## 2.9 Teaching learning methods

As given in 2.10As given under “Content of each subject in each year “

## 2.10 Content of each subject in each year

### FIRST YEAR M.Sc NURSING NURSING EDUCATION

Placement: Ist Year

#### Hours of Instruction

Theory 150 Hours

Nursing Faculty-115

External Faculty- 35

Practical 150 Hours

Total: 300 Hours

#### Course Description

This course is designed to assist students to develop a broad understanding of fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

#### Objectives

At the end of the course, students will be able to :

1. Explain the aims of education, philosophies, trends in education and its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.

5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing
9. Demonstrate skill in guidance and counselling.
10. Describe the problems and issues related to the implementation of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of Evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

| Unit | Theory Hours | Content   |
|------|--------------|---|
| I    | 10           | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Education :Definition, aims, concepts, philosophies, Formulation of philosophy &amp; their implications on education (Review)</li> <li>□ Impact of Social, economical, political &amp; technological changes on education.</li> <li>□ Professional education</li> <li>□ Current trends and issues in education</li> <li>□ Educational reforms and National Educational Policy, various educational commissions-reports</li> </ul> <p><b>Nursing education-</b> Definition, aims, philosophy<br/>Trends in development of nursing education in India -ANM, GNM, Basic B.Sc. Nursing, Post Basic B.Sc. Nursing, M.Sc(N) programs,</p> |
|      |              | M.Phil and Ph.D in Nursing, Post basic diploma programs, Nurse practitioner programs.   |
| II   | 20           | <b>Curriculum Development</b>   |

|                   |                                    |   |
|-------------------|------------------------------------|---|
|                   |                                    | <p>Definition, curriculum determinants, process and steps of curriculum development, Types and framework.</p> <ul style="list-style-type: none"> <li>□ Educational Objectives - types, domains, levels, elements and writing of educational objectives,</li> <li>□ selection of learning experiences</li> <li>□ Organization of learning experiences; master plan, course plan, unit plan, Lesson Plan.</li> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Evaluation of educational programs in nursing- course and program.</li> <li>□ Equivalency of courses : Transcript , credit system.</li> </ul>  |
| <p><b>III</b></p> | <p><b>20</b><br/><b>*EF 10</b></p> | <p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, principles ,theories of teaching and learning, relationship between teaching and learning</li> <li>□ Competency based education, outcome based education(OBE)</li> <li>□ Instructional strategies – Lecture, Discussion, Demonstration, Simulation, Laboratory Method, Seminar, Panel, Symposium, Problem solving, Workshop, Project, role- play (sociodrama) (Review) Microteaching.</li> </ul> <p>Innovative Strategies</p> <p>Problem Based Learning (PBL), programmed instruction, Self Directed learning(SDL), Computer Assisted Instruction(CAI), Computer Assisted Learning (CAL), Clinical teaching methods. brain storming, integrated teaching, team teaching</p> |
|                   |                                    | <p>Class room management and transactional analysis</p> <p>Teacher - Roles &amp; responsibilities, functions characteristics, competencies, qualities.</p>  |

|  |   |
|--|---|
|  | <p>Preparation of professional teacher</p> <p>Organizing professional aspects of teacher preparation programs.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Critical analysis of various programs of teacher education in India</li> </ul> |
|--|---|

|                                     |   |
|-------------------------------------|---|
| <p><b>40</b></p> <p><b>EF20</b></p> | <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement, Principles of evaluation(review) characteristics-objectivity, validity, reliability, usability</li> </ul> <p>Formative and summative evaluation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal assessment, external examination. criterion and norm referenced evaluation,</li> <li><input type="checkbox"/> Evaluation strategies-meaning, characteristics.</li> <li><input type="checkbox"/> Construction of test, administration of test , scoring, grading Vs marks.</li> <li><input type="checkbox"/> Item analysis</li> </ul> <p><b>Non-standardized tests :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay, short answer questions and multiple choice questions, True &amp; False, Completion.Tools of Evaluation-Rating scales, checklist,Objective Structured Clinical Examination (OSCE) , Objective Structured Practical Examination (OSPE),Viva</li> </ul> |
|                                     | <p>Examination</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differential scales, and Summated scales, Sociometry, Anecdotal</li> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <p>record, Attitude scale, critical incident technique.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Question bank-preparation, validation, moderation by panel.</li> </ul> <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests of intelligence attitude, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> <li><input type="checkbox"/> Teacher Evaluation-Strategies</li> </ul> |
|--|--|---|

|            |                        |   |
|------------|------------------------|---|
| <b>V</b>   | <b>15</b>              | <p><b>Instructional Media &amp; Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in the selection and use of media in education</li> <li><input type="checkbox"/> Developing learning resource material using different Media.</li> <li><input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.</li> <li><input type="checkbox"/> Teacher’s role in procuring and managing</li> <li><input type="checkbox"/> instructional Aids – Projected and non-projected aids, multi media, video-tele conferencing etc</li> </ul> |
| <b>VI</b>  | <b>10</b>              | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts – Definition, importance, need, scope, principles of learning, assessments of learning needs, priorities, resources.</li> <li><input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs.</li> <li><input type="checkbox"/> Research in continuing education.</li> <li><input type="checkbox"/> Distance education in nursing</li> </ul>  |
| <b>VII</b> | <b>5</b><br><b>EF5</b> | <p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling (Review).</li> <li><input type="checkbox"/> Trends and issues in Guidance and counseling.</li> </ul>  |

|             |           |  |
|-------------|-----------|--|
|             |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Guidance and counseling services: diagnostic and remedial.</li> <li><input type="checkbox"/> Coordination and organization of services. <ul style="list-style-type: none"> <li><input type="checkbox"/> Techniques of counseling : Interview, case work, Characteristics of counselor, problems in counseling.</li> </ul> </li> </ul> <p style="text-align: center;">Professional preparation and training for counseling</p>  |
| <b>VIII</b> | <b>25</b> | <p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</li> <li><input type="checkbox"/> Role of curriculum coordinator – planning , implementation &amp; Evaluation</li> <li><input type="checkbox"/> Evaluation of educational programs in nursing- course &amp; Program</li> <li><input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together</li> <li><input type="checkbox"/> Concept of faculty supervisor (dual) position.</li> <li><input type="checkbox"/> Curriculum research in nursing.</li> </ul> <p>Different models of collaboration between education and service</p> |

|           |          |   |
|-----------|----------|---|
| <b>IX</b> | <b>5</b> | <p><b>Quality in Nursing Education</b></p> <p>Development and maintenance of standards and accreditation in nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> |
|-----------|----------|---|

## \* External Faculty (EF)

### Activities

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10  
(Like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
  - Observe and practice application of various non-standardized tests, (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop



## Methods of evaluation

- Tests
- Presentation
- Project work

### Assignments –Theory

Lesson plan-2,courseplan -1,unit plan 2,rotation plan-2(master plan,clinical rotation)

Evaluation tool-construction,administration and evaluation(Essay,objectivetype,ratingscale,checklist)

Construction of an achievement test

### Practical

Practice teaching using different strategies (lecture cum discussion-5,demonstration-2,seminar-1,clinicalteaching -2,symposium/role play/panel discussion)

### Internal Assessment (Theory)

|                      | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignments          | 25%              |
| Seminar/presentation | 25%              |
| Total                | <b>100%</b>      |

### Practical – Internal assessment

|   |      |
|---|------|
| Preparation of Learning resource material & | 25%  |
| Construction of tests/rotation plan.        |      |
| Practice Teaching                           | 50%  |
| Conduct Workshop /Short Term Course         | 25%  |
| Total                                       | 100% |

## REFERENCE \* .

- S.K.Kochhar, Guidance and Counseling in Colleges and Universities, Revised Edition, Sterling Publishers, New Delhi.
- Bipin Asthana R.N.Agawal, Measurement and Evaluation in Psychology and Education, Latest Edition, Vinod Pustak Mahal, Agra.
- Malla Reddy Mamidi, S. Rvisankar Curriculum Development and educational Technology, Latest Edition, Sterling Publishers, New Delhi.
- JagannathMohanthy, Indian Education in the emerging Society, Latest Edition, Sterling Publishers, New Delhi.
- K.K. Bhatia, Measurement and Evaluation in Education, Latest edition, Prakash Brothers Ludhiana. Mc Graw Hill Co,New York.
- Billings D M, Halstead J A (2009) Teaching in Nurisng, A guide for faculty, USA, Saunders ELSEVIER.
- Mayor B A &Wittman R A (2008) Nursing Education, Foundations for Practice Excellence, New Delhi, Jay Pee.
- Aggarwal J C (1996) Essentials of Educational Technology-Innovations in Education, New Delhi, Vikas Publishing House.
- Quinn M Francis (1995) Principles & Practice of Nurse Education, London, Champann& Hall.
- Aggarwal J C (2001) Theory & Principles of Education New Delhi, Vikas Publishing house PVT Ltd.
- Bevis E O (1982) Curriculum Builders in Nursing, St. Louis, C. V Mosby Company.
- Aggarwal J C (2008) Development & Planning of Modern Education, New Delhi, Vikas Publishers PVT Ltd.
- Young. . E & Peterson B. L (2007) Teaching Nursing Developing a student centered environment New York, Lippincott.
- Singh T Etal (2009) Principles of Medical Education New Delhi, Jaypee.
- Clement, Textbook on Communication & Educational Technology.
- Iwasiv C L etal(2010), —Curriculum development in Nursing Educationll, New Delhi, Bartlett Publishers.
- National and international journals in nursing education

## ADVANCED NURSING PRACTICE

Placement: 1st Year

### Hours of Instruction

Theory: 150 Hours

External Faculty:-30hrs

Nursing Faculty:-120hrs

Practical: 500 Hours

Total : 650 Hours

### Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

### Objectives:

At the end of the course the students will be able to:

1. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
2. Identify latest trends in nursing and the basis of advanced nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Perform health assessment and General physical examination
6. Provide holistic and comprehensive care following nursing process approach
7. Perform extended and expanded role of nurse.
8. Describe alternative modalities of nursing care.
9. Describe the concept of quality control in nursing.
10. Identify the scope of nursing research.
11. Use computer in patient care delivery system and nursing practice.
12. Appreciate importance of self development and professional advancement.

## COURSE CONTENT

| Unit       | Hours     | Content   |
|------------|-----------|---|
| <b>I</b>   | <b>8</b>  | <p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> History and development of nursing profession, Perspectives</li> </ul> <p>of Nursing Profession-National, global</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of ethics, code of professional conduct, autonomy and Legal considerations</li> <li><input type="checkbox"/> Evidence Based Nursing Practice</li> <li><input type="checkbox"/> Progressive Patient Care</li> <li><input type="checkbox"/> Quality assurance in Nursing</li> <li><input type="checkbox"/> Futuristic nursing.</li> </ul>  |
| <b>II</b>  | <b>5</b>  | <p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care environment, Health economics</li> </ul> <p>Health care policy -National, State</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy and politics in Nursing</li> <li><input type="checkbox"/> Health care delivery system- national, state, district and local level.</li> <li><input type="checkbox"/> Major stakeholders in the health care system-Government, NGOs etc</li> <li><input type="checkbox"/> Patterns of nursing care delivery in India.</li> <li><input type="checkbox"/> Health care delivery concerns</li> <li><input type="checkbox"/> National health and family welfare programs:(Review)</li> <li><input type="checkbox"/> Information, education and communication (IEC).</li> </ul> <p>Tele-medicine.</p> |
| <b>111</b> | <b>20</b> | <p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Values, Conceptual models, approaches.</b></li> <li><input type="checkbox"/> <b>Nursing theories:</b> Nightingale's, Hendersons's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Pender's Neuman's, Roy's, Watson , and their applications</li> </ul> <p>Health promotion and health belief models</p>   |

|             |                          |  |
|-------------|--------------------------|--|
|             |                          | <input type="checkbox"/> Evidence based practice model.  |
| <b>1V</b>   | <b>12</b><br><b>*EF8</b> | <b>Clinical Assessment-History taking and physical examination</b>   |
| <b>V</b>    | <b>6</b>                 | <b>Nursing process</b><br><br><b>Review:</b> Identification of health-illness problems, health behaviors, Methods of data collection, analysis and utilization of data relevant to nursing process. Formulation of nursing care plans, health goals, Implementation, modification and evaluation of care.  |
| <b>V1</b>   | <b>15</b><br><b>EF10</b> | <b>Genetics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Molecular basis of the gene and transmission of genetic information</li> <li><input type="checkbox"/> Recombination, Mutation, Pedigree analysis</li> <li><input type="checkbox"/> Mapping the Human genome – Genome project.</li> <li><input type="checkbox"/> Approaches to common genetic disorders-Monogenic and polygenic</li> <li><input type="checkbox"/> Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening,</li> <li><input type="checkbox"/> Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li><input type="checkbox"/> Genetic counseling.</li> <li><input type="checkbox"/> Practical application of genetics in nursing.</li> </ul> |
| <b>V11</b>  | <b>4</b><br><b>EF2</b>   | <b>Epidemiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review</b> :Epidemiological approach and methods</li> <li><input type="checkbox"/> Concepts of causation of diseases and their screening,</li> <li><input type="checkbox"/> Application of epidemiology in health care delivery</li> <li><input type="checkbox"/> Health surveillance and health informatics</li> <li><input type="checkbox"/> Role of nurse</li> </ul>   |
| <b>V111</b> | <b>30</b>                | <b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> Pathophysiology and Psychodynamics of disease causation<br/>Life processes from birth to old age,ageingprocess,geriatric considerations in nursing,</li> <li>Psychosocial dynamics in causation of disease, life style disease</li> <li><b>Common problems and management:</b></li> <li><input type="checkbox"/> Hospital acquired Infection, Pressure sore, Oxygen insufficiency</li> <li>Haemodynamic monitoring <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance, Acid Base imbalance,</li> <li>Metabolic syndrome, Immune disorders,</li> <li>HIV/AIDS,Hemorrhage, shock,</li> <li>Altered body temperature, Unconsciousness, Insomnia, pain,</li> </ul> </li> </ul>               |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Sensory deprivation, Immobility, Anaphylaxis, Septicaemia, Cardio pulmonary arrest. ARDS, respiratory failure and mechanical ventilation, Emerging communicable diseases and biomedical waste management.  |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Human behavior, Personality trait, Communication and interpersonal relationships, Individual / group dynamics and organizational behavior, Basic human needs</li> <li><input type="checkbox"/> Human Sexuality and sexual health.</li> <li><input type="checkbox"/> Stress and adaptation, crisis and its intervention,</li> <li><input type="checkbox"/> Coping with loss, death and grieving,</li> <li><input type="checkbox"/> Principles and techniques of Counseling.</li> </ul>  |
| <b>X</b>  | <b>10</b>               | <p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Framework, scope and trends.</li> <li><input type="checkbox"/> Alternative modalities of care</li> <li><input type="checkbox"/> Alternative systems of health and complimentary therapies.</li> <li><input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li><input type="checkbox"/> Health promotion and primary health care.</li> <li><input type="checkbox"/> Independent practice issues, Independent nurse-midwifery practitioner.</li> <li><input type="checkbox"/> Collaboration issues and models-within and outside nursing.</li> </ul> <p>Models of Prevention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender sensitive issues and women empowerment.</li> </ul> <p>Disaster nursing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trans-cultural nursing.</li> </ul> |
| <b>XI</b> | <b>15</b>               | <p><b>Advanced nursing skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Indication and nursing implications:</li> <li><input type="checkbox"/> TPN, Hemodynamic monitoring, Endo-tracheal intubation, Tracheotomy, Mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, Chest physio therapy, Pleural and abdominal paracentesis, Triage, Pulse oxymetry, CPR, ACLS</li> </ul>  |

|                   |   |
|-------------------|---|
| <b>10<br/>EF5</b> | <p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice.</li> <li><input type="checkbox"/> Windows, MS office: Word, Excel, Power Point</li> <li><input type="checkbox"/> Internet-literature search,</li> <li><input type="checkbox"/> Statistical packages</li> <li><input type="checkbox"/> Hospital management information system: softwares</li> </ul> |
|-------------------|---|

Legend: \*EF-External Faculty

**Practical – 500 Hrs**

Clinical posting in the following areas:

| Sl. No | Dept/Unit                    | No. of Weeks |
|--------|------------------------------|--------------|
| 1.     | Medical and Surgical Wards   | 4            |
| 2.     | ICUs                         | 4            |
| 3.     | Community Health Centre/ PHC | 2            |
| 4.     | Casualty                     | 1            |
|        | <b>Total</b>                 | <b>11</b>    |

**Activities**

- Practice advance clinical procedures
- Prepare care plan and care study based on nursing process and nursing theories (Medial, Surgical)
- Care Analysis (Medial /Surgical)
- Presentation of comparative picture of theories -2
- Clinical presentations/Clinical teaching- 3

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate

- Case Presentations
- Exposure to scientific conferences

**Methods of evaluation:**

Tests

- Presentation
- Seminar
- Written assignments

**Advance Nursing Procedures**

Definition, Indication and nursing implications:

- Cardio Pulmonary Resuscitation, Total Parental Nutrition, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, Lumbar Puncture, Blood Transfusion Pleural and abdominal parentasis Operation Room techniques, Health assessment, Triage, Pulse oxymetry.

**Internal Assessment**

| Theory               | Weightage   |
|----------------------|-------------|
| Sessional exams (3)  | 50%         |
| Assignment           | 25%         |
| Seminar/presentation | 25%         |
|                      | <b>100%</b> |

**REFERENCE**

- Moyet Carpenito, Nursing Diagnosis. 'Lippincott. Latest edn .
- Tucker, Susan Martin et al. Patient Care Standards' Latest edn .Mosby.
- Guyton et al, Textbook of Medical Physiology| Latest edn .Saunders.
- Gordin ,Janet W. Nursing Diagnosis| Latest edn Jones and Bartlett Publishers.
- Anne M Barker, Advance Practice Nursing edited by AnneM Barker, Johns and Bertlett Publishers, New Delhi
- Lemone ,Lillis ,Taylor , Fundamentals of Nursing Latest edn .
- Wilson,Jennie Infection control in Clinical Practice .Latest ednBailliere Tindal.
- Ciliska ,Dicenso ,Guyatt .|Evidence –based Nursing| Elsevier .
- Speakman,Alizabeth , Body fluids and electrolytes| Latest edn .



- BerMn ,Snyder,Kozier,erb, Fundamentals of Nursing, Latest edn .
- Ann MarrinerTomey, Nursing Theorist and Their Workl, Latest edn, Mosby, Elsevier.
- Martha RailaAlligood, Ann MarrinerTomey, Nursing Theory Utilization & Applicationl, Elsevier.
- Dee Mc Gonigle, Kathleen Mastriau,Nursing Informatics & Foundations of Knowledge, Jones & Bartlett Publishers New delhi.
- Catheleene Masters, Role development in Professional Nursing Practicell, Jones & Bartlett Publishers Boston.
- Janie B Butts Karen L Rich, Nursing ethics across the curriculum and into practicell.
- Lewis, Heitkemper, Dirksen O Brien Brcher, Medical Surgical Nursing,Latestedn, Mosby Publishers.
- G M Dhar, I Robbani, Foundations of Community Medicine, Latest ednl, Elsvier Publishers.
- National and international journals in nursing practice, advanced nursing and critical care

## NURSING RESEARCH AND STATISTICS

Placement: 1st Year

### Hours of Instruction

Theory : 150 Hours

Practical : 100 Hours

Total : 250 Hours

### *Part A: Nursing Research*

Theory: 100 Hours

Practical: 75 Hours

Total : 175 Hours

### Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

### General Objectives:

At the end of the course, the students will be able to:

1. Recognize the significance of research in nursing and its importance in evidence- based nursing practice.
2. Identify the steps of quantitative and qualitative research.
3. Discuss the ethical aspects of research.
4. Review literature utilizing various resources.
5. Identify researchable problems in nursing.
6. Demonstrate skill in planning and conducting research studies.
7. Communicate research findings.
8. Utilize research findings.
9. Critically evaluate research reports and articles.
10. Write scientific paper for publications.

**COURSE CONTENT:**

| Unit | Theory hours | Content  | Practical hours | Content                      |
|------|--------------|--|-----------------|------------------------------|
| I    | 5            | <p><b>Introduction</b><br/> <b>Review:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and scientific method.</li> </ul> <p>Research –definition, characteristics, purposes, types of research, Basic research terms, Scope of nursing research, Overview of Research process, Significance of research in nursing, Historical Evolution of nursing research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Future trends in nursing research.</li> <li><input type="checkbox"/> Problems and challenges in nursing research, health and social research.</li> <li><input type="checkbox"/> Priorities for nursing research.</li> <li><input type="checkbox"/> Evidence based practice.</li> <li><input type="checkbox"/> Ethics in research</li> </ul> |                 |                              |
| II   | 5            | <p><b>Review of Literature</b></p> <ul style="list-style-type: none"> <li>• Review- <ul style="list-style-type: none"> <li>• Importance, purposes, sources, criteria for selection of resources</li> <li>• Guidelines for writing literature review.</li> </ul> </li> </ul>  | 5               | Literature search-web search |

|     |    |   |   |  |
|-----|----|---|---|--|
| III | 10 | <b>Research problem:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of research problem/ research question.</li> <li><input type="checkbox"/> Formulation of problem statement and research objectives</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Assumption and delimitations</li> <li><input type="checkbox"/> Identification of variables</li> <li><input type="checkbox"/> Hypothesis –definition, formulation and types.</li> </ul> | 5 | 1. Identification of research question.<br>2. Formulation of problem statement and research objectives |
| IV  | 5  | <b>Developing theoretical /conceptual framework.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Theories: Nature, characteristics, purpose and application in research</li> <li><input type="checkbox"/> Using, testing and developing conceptual framework, models and theories.</li> </ul>  | 5 | Developing theoretical /conceptual framework.  |
| V   | 15 | <b>Research Approach and designs</b><br>Qualitative and Quantitative, Mixed methods<br><b>Qualitative research approaches:</b><br>Grounded theory, phenomenology, ethnography, case study and historical research.<br><b>Quantitative:</b> Experimental and non experimental: types, characteristics, advantages and disadvantages.<br>Randomised control design, cohort study, clinical trials   |   |  |
| VI  | 8  | <b>Sampling</b><br>Population and sample.<br>Factors influencing sampling<br>Sampling techniques<br>Sample size<br>Probability and sampling error   |   |  |

|             |    |  |    |  |
|-------------|----|--|----|--|
| <b>VII</b>  | 20 | <p><b>a) Data collection methods and Tools:</b><br/>Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. Tools for data collection-types and characteristics</p> <p><b>b) Measurement and data quality</b><br/>Validity and reliability of tools,<br/>Characteristics of an instrument<br/>Steps in development of an instrument.<br/>Procedure for data collection</p> |    |  |
| <b>VIII</b> | 3  | <b>Critical analysis of research reports and articles</b>  | 15 | Critical analysis of research reports and Articles |
| <b>IX</b>   | 4  | <b>Developing and presenting a research proposal</b>   | 5  | Presenting a research                              |
| <b>X</b>    | 5  | <b>Implementing research plan</b><br>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, Collection of data  | 40 | Pilot study  |
| <b>XI</b>   | 10 | <b>Analysis and interpretation of data</b><br><b>Plan for data analysis:</b> quantitative and qualitative<br>Preparing data for computer analysis and Presentation , Statistical analysis<br>Interpretation of data Conclusion and generalizations<br>Summary and discussion   |    |  |
| <b>XII</b>  | 10 | <b>Reporting and utilizing research findings:</b><br>Communication of research results; oral and written<br>Writing research report purposes, methods and style, Vancouver, American Psychological Association (APA), Utilization of research findings.<br>Writing scientific articles for publication: purposes & style   |    |  |

**Activities:**

- Annotated Bibliography of research reports and articles. -4
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical /conceptual framework.
- Preparation of a sample research tool.
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal presentation-1
- Critical evaluation of selected research studies –dissertaton-1,journal article -1
- Writing a scientific paper

**Methods of Teaching:**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

**Methods of Evaluation:**

- Quiz, Tests(Term)
- Assignments/Term paper
- Presentations
- Project work (Concerned specialty)

| <b>Internal Assessment Techniques</b> | <b>Weightage (15 marks)</b> |
|---------------------------------------|-----------------------------|
| essional exams (2)                    | 40%                         |
| Presentations/Seminar                 | 20%                         |
| Research critique & presentation      | 20%                         |
| Annotated bibliography ,assignments   | 20%                         |
| <b>Total</b>                          | <b>100%</b>                 |

Part –B: Statistics (External Faculty)

**Hours of Instruction**

|              |                 |
|--------------|-----------------|
| Theory       | 50Hours         |
| Practical    | 25 Hours        |
| <b>Total</b> | <b>75 Hours</b> |

**Course Description:**

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing

**General Objectives:**

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully
4. Use descriptive and inferential statistics to predict results
5. Draw conclusions of the study and predict statistical significance of the results
6. Describe vital health statistics and their use in health related research
7. Use statistical packages for data analysis.

**Course content**

| Unit       | Hours    |           | Content  |
|------------|----------|-----------|--|
|            | Theory   | Practical |  |
| <b>I</b>   | <b>7</b> | <b>I</b>  | <b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Concepts, types, significance and scope of statistics, meaning of data</li> <li>□ Sample, parameter</li> <li>□ Type and levels of data and their Measurement                             <ul style="list-style-type: none"> <li>□ Organization and presentation of data-Tabulation of data</li> </ul> </li> <li>□ Frequency distribution</li> <li>□ Graphical and tabular presentations</li> </ul> |
| <b>II</b>  | <b>4</b> |           | <b>Measures of central tendency:</b><br><b>Mean, Median, Mode</b>  |
| <b>III</b> | <b>4</b> |           | <b>Measures of variability:</b> □ Range, Percentiles, Average deviation, Quartile deviation, Standard deviation  |

|      |   |    |   |
|------|---|----|---|
| IV   | 3 |    | <b>Normal Distribution:</b> □ Probability, Characteristics and application of normal probability curve, Sampling error  |
| V    | 6 |    | <b>Measures of relationship:</b> □ Correlation-need and meaning □ Rank order correlation □ Scatter diagram method, product moment correlation, Simple linear regression analysis and prediction,                            |
| VI   | 5 |    | <b>Designs and meaning:</b><br>□ review -Experimental designs<br>□ Comparison in pairs, randomized block design, Latin squares.   |
| VII  | 8 |    | <b>Significance of Statistic and Significance of difference between Statistics(Testing hypothesis)</b><br>□ Non parametric test-Chi-square test, Sign, median test, Mann Whitney test<br>□ Parametric test- t' test, ANOVA, |
| VIII | 5 |    | <b>Use of statistical methods in psychology and education</b><br>□ Scaling-Z Score, Z Scaling<br>□ Standard Score and T Score<br>□ Reliability of test scores: test-retest method, parallel forms split half method         |
| IX   | 4 | 5  | <b>Application of statistics in health:</b><br>Ratios, Rates, Trends<br>Vital health statistics –Birth and death rates<br>Measures related to fertility, morbidity and mortality  |
| X    | 4 | 20 | <b>Use of Computers for data analysis</b><br>Use of statistical package   |

**Activities:**

- Exercises on organization and tabulation of data
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
- Practice in using statistical package
- Computing
- Vital health statistics



**Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration-on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package

**Methods of Evaluation:**

- Test, Classroom statistical exercises

Internal Assessment Techniques                      weightage 10 marks

Sessional exams – (2)                                      100%

**References \*:**

- Burns.N. and Susan K Grove. Understanding Nursing Research building and evidence based practice., W B Saunders, St. Luis .
- Polit, D.F. and C T Beck. Nursing Research Generating and Assisting evidence for Nursing practice-Wolter Kluwer, New Delhi
- Wood, G.L. and Haber J. Nursing Research-methods and critical appraisal for evidence-based practice. Elsevier.
- C R Kothari. Research Methodology Methods and Techniques. New Age Publishers, New Delhi.
- Sunder Rao. P.S.S. Jesudian, G. and Richard, J. An introduction to Biostatistics a manual for students in health sciences.
- Rose A Utely. Theory and Research for Academy Nurse Educators Application to Practice, Jones and Bartlett Publishers.Boston
- Nola A.Schmidt, Janet M Brown. Evidence Based Practice for Nurses Appraisal and Application of Research, Jones and Bartlett Publishers, New Delhi.‘
- Marylynn J Wood, Jannet C Ross Kerr. Basic Steps in Planning Nursing Research from question to Proposal, Jones and Bartlett Publishers, New Delhi.
- Mahajan. Methods in Biostatistics. Jaypee Brothers
- National and international journals in nursing practice, nursing education, nursing research

## CLINICAL SPECIALTY-1

### MENTAL HEALTH (PSYCHIATRIC) NURSING-1

Course No. 27

#### Placement-I Year

##### Hours of instruction

|           |             |
|-----------|-------------|
| Theory    | - 150 Hrs.  |
| Practical | - 900 Hrs.  |
| Total     | - 1050 Hrs. |

#### Resource Persons

|                                     |         |
|-------------------------------------|---------|
| Psychiatric Nursing Faculty-100 Hrs |         |
| Psychiatrist                        | -25 Hrs |
|                                     | -20     |
| Psychologist                        | Hrs     |
| Psychiatric social worker           | -5 Hrs  |

#### Course Description:

The course is designed to assist students in developing expertise and in depth understanding in the field of psychiatric nursing. It will help the students to acquire knowledge regarding the psychodynamics of human behaviour, epidemiology, manifestations and treatment modalities of various mental disorders, render holistic care to clients in various settings and to function effectively as a nurse specialist among the interdisciplinary team members. It will help the students to appreciate the latest trends and identify researchable areas in the field of psychiatric nursing and utilize research findings in their practice.

#### Objectives:

At the end of the course, the students:

1. Appreciate the trends and issues in the field of Psychiatry and Psychiatric Nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology and psychopathology in mental disorders and its implications for psychiatric nursing practice.
4. Demonstrate therapeutic communication skills in all interactions.
5. Establish and maintain therapeutic relationship with individual, groups and families.
6. Apply nursing process in providing holistic care to patients with mental disorders.
7. Carryout counselling and guidance programmes to various types of clients
8. Appreciate the legal and ethical issues pertaining to psychiatric nursing.
9. Demonstrate skills /competencies in nursing management of patients with different mental disorders.
10. Participate in various treatment modalities used for Psychiatric patients.
11. Recognize the role of Psychiatric nurse practitioner as a member of the mental health team.

**COURSE CONTENT**

| UNIT       | TIME (HRS)  | CONTENT   |
|------------|---|---|
| <b>I</b>   | <b>5</b>  | <p><b>INTRODUCTION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of mental health</li> <li><input type="checkbox"/> Mental health illness continuum</li> <li><input type="checkbox"/> Historical perspectives</li> <li><input type="checkbox"/> Current concepts, trends and issues in Psychiatry</li> <li><input type="checkbox"/> Mental health services in Kerala, India, and abroad.</li> <li><input type="checkbox"/> Scope, issues and challenges in Psychiatric nursing</li> <li><input type="checkbox"/> Principles and standards of -Psychiatric nursing practice</li> <li><input type="checkbox"/> Multidisciplinary approach and role of the Psychiatric nurse</li> <li><input type="checkbox"/> Extended and expanded role of the Psychiatric nurse</li> </ul> |
| <b>II</b>  | <p><b>10</b><br/> <b>(Psychiatrist</b><br/> <b>5)</b></p> | <p><b>CONCEPTS OF PSYCHOBIOLOGY AND PSYCHOPATHOLOGY</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of Anatomy -The Nervous System</li> <li><input type="checkbox"/> The Brain and Limbic System</li> <li><input type="checkbox"/> Nervous Tissue</li> <li><input type="checkbox"/> Autonomic Nervous System</li> <li><input type="checkbox"/> Neurotransmitters</li> <li><input type="checkbox"/> Neurons and endocrinology</li> <li>-Circadian rhythm</li> <li>-Pituitary and thyroid glands</li> <li><input type="checkbox"/> Genetics</li> <li><input type="checkbox"/> Psychopathology</li> <li><input type="checkbox"/> Psycho immunology</li> <li>-Normal Immune Response</li> <li>-Implication for Psychiatric illness</li> </ul>                                    |
| <b>III</b> | <p><b>12</b><br/> <b>(Psychologist</b><br/> <b>5)</b></p> | <p><b>THEORIES OF PERSONALITY DEVELOPMENT AND CONCEPTUAL MODELS OF NURSING PRACTICE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Personality — an overview</li> <li><input type="checkbox"/> Theories of Personality development and relevance to nursing practice</li> </ul>  |

|           |           |   |
|-----------|-----------|---|
|           |           | <p>-Psychoanalytic theory (Freud)</p> <p>-Interpersonal theory (Sullivan)</p> <p>-Psychosocial theory (Erickson)</p> <p>-Cognitive development theory(Piaget)</p> <p>-Moral development theory</p> <p>-Object relation theory</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nursing models — Peplau, Roy, Betty Neuman, Jhonson, Rogers.</li> </ul> <p>Behavioural model</p> <p>Medical model</p>   |
| <b>IV</b> | <b>5</b>  | <p><b>STRESS AND ITS MANAGEMENT</b></p> <p>Concepts of Stress</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Psychological adaptation to Stress</li> <li><input type="checkbox"/> Stress as a biological response</li> <li><input type="checkbox"/> Stress as an environmental event</li> <li><input type="checkbox"/> Stress as transaction between the Individual and the Environment</li> </ul> <ul style="list-style-type: none"> <li>• Stress management</li> <li>• Stress adaptation model</li> </ul>  |
| <b>V</b>  | <b>10</b> | <p><b>THERAPEUTIC COMMUNICATION AND INTERPERSONAL RELATIONSHIP</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of communication process, factors affecting communication</li> <li><input type="checkbox"/> Techniques of therapeutic communication</li> </ul> <ul style="list-style-type: none"> <li>• Barriers of communication</li> <li>• Therapeutic attitudes</li> <li><input type="checkbox"/> Therapeutic Nurse - Client relationship</li> <li><input type="checkbox"/> Therapeutic use of self and self awareness</li> <li>• Therapeutic impasses and its management</li> <li>• Johari window</li> <li>• Transactional analysis</li> <li>• Assertive communication</li> </ul> |

|      |                           |  |
|------|---------------------------|--|
| VI   | 10<br>(Psychiatrist)      | <b>EPIDEMIOLOGY, SYMPTOMATOLOGY AND CLASSIFICATION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology of common mental illnesses</li> <li><input type="checkbox"/> Clinical manifestations of mental illnesses</li> <li><input type="checkbox"/> Classification of mental illness</li> </ul> -ICD , DSM<br>-Indian   |
| VII  | 10<br>(Psychologist<br>3) | <b>NURSING PROCESS IN PSYCHIATRIC NURSING</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mental health assessment: History, Mental Status Examination</li> <li><input type="checkbox"/> Physical and neurological examination</li> <li><input type="checkbox"/> Psychometric assessment –Role of Nurse</li> <li><input type="checkbox"/> Investigations, Diagnoses and Differential diagnoses</li> <li><input type="checkbox"/> Nursing diagnoses, nursing care plan and evaluation</li> <li><input type="checkbox"/> Documentation- computer assisted</li> <li><input type="checkbox"/> Critical pathways of care</li> </ul> |
| VIII | 20<br>(Psychologist<br>5) | <b>GUIDANCE AND COUNSELING</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselling ; definition, concepts, types, models</li> <li><input type="checkbox"/> Principles and techniques of counselling</li> <li><input type="checkbox"/> Role of nurse counsellor</li> <li><input type="checkbox"/> Guidance- definition, scope, types and techniques</li> <li><input type="checkbox"/> Organization of guidance service</li> </ul>   |
| IX   | 10                        | <b>THERAPIES IN PSYCHIATRY</b>   |
|      | (Psychiatrist<br>10)      | <b>A. Psychopharmacology</b><br>Historical perspectives<br>Anti anxiety agents<br>Anti depressant agents<br>Mood stabilizers<br>Anti psychotics <ul style="list-style-type: none"> <li><input type="checkbox"/> Sedatives - Hypnotics</li> <li>Central Nervous System stimulants</li> <li><input type="checkbox"/> Other drugs</li> <li><input type="checkbox"/> Role of a nurse in psycho pharmacological Therapy</li> </ul> <b>B. Electroconvulsive therapy</b>  |

|  |  |  |
|--|--|--|
|  |  | <p>Historical perspectives<br/> Indications<br/> Contra indications</p> <p>Mechanisms of action<br/> Side effects</p> <p>Risks associated with Electro convulsive therapy<br/> Role of nurse in Electro convulsive therapy</p> |
|--|--|--|

|          |                         |   |
|----------|-------------------------|---|
|          | <b>15</b>               | <b>C. Seclusion and Restraints</b>  |
|          | <b>(Psychologist 7)</b> | <b>D. Psychosocial therapies</b>  |
|          | <b>(PSW 5)</b>          | <input type="checkbox"/> Guided imagery<br><input type="checkbox"/> Group therapy<br><input type="checkbox"/> Family therapy<br><input type="checkbox"/> Marital therapy<br><input type="checkbox"/> Milieu therapy<br><input type="checkbox"/> The therapeutic community<br><input type="checkbox"/> Occupational therapy<br><input type="checkbox"/> Recreational therapy<br><input type="checkbox"/> Play therapy<br><b>E. Alternative therapies/Complementary therapies</b><br><input type="checkbox"/> Music therapy |
| <b>X</b> | <b>6</b>                | <b>ORGANIC MENTAL DISORDERS</b><br><input type="checkbox"/> Delirium<br><input type="checkbox"/> Dementia<br><input type="checkbox"/> Organic Amnestic Syndrome<br><input type="checkbox"/> Psychopharmacological interventions and nursing management  |

|            |           |  |
|------------|-----------|--|
| <p>XI</p>  | <p>8</p>  | <p style="text-align: center;"><b>SUBSTANCE USE DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Substance use disorders</li> <li><input type="checkbox"/> Substance induced disorders</li> <li><input type="checkbox"/> Classes of Psychoactive substances</li> <li><input type="checkbox"/> Predisposing factors</li> <li><input type="checkbox"/> The Dynamics of Substance Related Disorders</li> <li><input type="checkbox"/> Co-dependency</li> <li><input type="checkbox"/> Treatment modalities for substance — related disorders and nursing management</li> </ul>   |
| <p>XII</p> | <p>10</p> | <p style="text-align: center;"><b>SCHIZOPHRENIA AND OTHER PSYCHOTIC DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nature of the disorder</li> <li><input type="checkbox"/> Predisposing factors and psychopathology</li> <li><input type="checkbox"/> Schizophrenia — types <ul style="list-style-type: none"> <li>-Disorganized Schizophrenia</li> <li>-Catatonic Schizophrenia</li> <li>-Paranoid Schizophrenia</li> <li>-Undifferentiated Schizophrenia</li> <li>-Residual Schizophrenia</li> </ul> </li> <li><input type="checkbox"/> Other Psychotic Disorders <ul style="list-style-type: none"> <li>-Schizoaffective disorders</li> <li>-Brief psychotic disorders</li> <li>-Schizophreniform disorders</li> <li>-Psychotic disorder due to a general medical condition.</li> <li>-Substance — induced psychotic disorders</li> </ul> </li> </ul> |
|            |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Treatment and nursing management,</li> <li><input type="checkbox"/> Historical perspectives</li> </ul>   |

|             |          |   |
|-------------|----------|---|
| <b>XIII</b> | <b>8</b> | <b>MOOD DISORDERS</b><br>Historical Perspective<br>Epidemiology and psychopathology<br>The grief response<br><input type="checkbox"/> Maladaptive responses to loss<br><input type="checkbox"/> Types of mood disorders<br>Depressive disorders<br>Manic disorders<br>Bipolar disorders<br><input type="checkbox"/> Treatment and nursing management  |
| <b>XIV</b>  | <b>5</b> | <b>ANXIETY DISORDERS</b><br>Historical perspectives<br>Epidemiology and psychopathology<br>Types<br>Panic disorders<br>Generalized anxiety disorders<br>Phobias<br>Obsessive compulsive disorders<br><input type="checkbox"/> Anxiety disorders due to general medical condition<br><input type="checkbox"/> Substance induced anxiety disorders<br>Treatment modalities<br><input type="checkbox"/> Psycho pharmacology and nursing management |
| <b>XV</b>   | <b>4</b> | <b>ETHICAL AND LEGAL ISSUES IN PSYCHIATRY AND PSYCHIATRIC NURSING</b><br><input type="checkbox"/> Ethical considerations and dilemmas<br><input type="checkbox"/> Rights of mentally ill persons<br>Mental health act<br><input type="checkbox"/> Legal issues in psychiatry<br><input type="checkbox"/> Legal role of nurse  |



## PRACTICAL

Total -900 Hours

1 week - 48 Hours

### **CLINICAL ACTIVITIES**

- History taking, Mental Status Examination & Nursing care plan - 10
- Psychometric assessment
  - Psycho education (Individualised) - 4
  - Drug study - 1
  - Personality assessment - 1
  - Process recording - 2
- Assisting with EEG, CT, MRI
- Therapies — (Participation & Observation)
- ECT with patient profile
- Group therapy with patient profile
- Family therapy with patient profile
- Psychotherapy with patient profile
- Counselling with patient profile
- Milieu therapy/therapeutic Milieu
- Occupational therapy
- Recreational therapy
- Music therapy
- Case presentation - 4
- Care analysis - 2
- Bed side clinic - 3
- Concept mapping - 2
- Critical pathways of care - 1
- Project

| <b><u>Method of Evaluation</u></b> | <b>Theory</b> | <b>Weightage</b> |
|------------------------------------|---------------|------------------|
| Sessional examinations (3)         |               | 50 %             |
| Seminars                           |               | 25%              |
| Term Paper                         |               | 25%              |
| <b>Total</b>                       |               | <b>100</b>       |

| <b>Practical</b>               |            |
|--------------------------------|------------|
| Ongoing clinical evaluation    | 40%        |
| Internal practical examination | 20%        |
| Clinical Assignments           | 40%        |
| <b>Total</b>                   | <b>100</b> |

| <b>SL NO</b> | <b>AREA OF POSTING</b>   | <b>NO. OF WEEKS</b> |
|--------------|--|---------------------|
| 1            | Acute psychiatric ward   | 4                   |
| 2            | Chronic psychiatric ward   | 4                   |
| 3            | Psychiatric emergency  | 2                   |
| 4            | OPD  | 2                   |
| 5            | Family psychiatry  | 1                   |
| 6            | Community mental health  | 2                   |
| 7            | Rehabilitation/ occupational therapy/<br>Half way home/Day care centre | 2                   |
| 8            | De- addiction unit   | 2                   |
|              | <b>Total</b>   | <b>19</b>           |

**References\*:**

- Stuart W G and Laraia T M .Principles and Practice of Psychiatric Nursing (Latest edition). Mosby publications.
- Burgess Ann Wolbert .( (Latest edn).. Psychiatric nursing promoting mental health Appleton & Lange.
- Kaplan H.J &Sadock B .J . Comprehensive Textbook psychiatry (Latest edn). William and Wilkins;Philadelphia .
- Townsend M .C. Psychiatric Mental Health Nursing.(Latest edn) Jaypee brothers; New Delhi.
- Varcarolis E.M. (Latest edn). Foundations of Psychiatric Mental Health Nursing|| .W.B. Saunders; Philadelphia.
- Frisch N.C & Frisch L.E (Latest edn). Psychiatric Mental Health Nursing (3<sup>rd</sup> edition) Sanat printers Haryana.
- Benjamin James Sadock&VirginaSadock, KalpanSadock Synopsis of psychiatry. Lippincott.
- Gelder M, Harrison P and Cowen P, Shorter Oxford Textbook of Psychiatry, Latest Edition, Oxford University Press.
- Krupnick Susan L.W. and Wade Andrew, Psychiatric Care Planning-Now with Clinical Pathways, Latest Edition, Springhouse Corpn, Pennsylvania.

- O' Brien & Davis, Mental Health & Psychiatric Nursing a caring approach ,Latest Edition, Jones and Bartlett Publishers.
- Carson & Arnold, Mental Health Nursing-The Nurse Patient Journey, Latest Edition, W.B.Saunders Company. Philadelphia.
- Andrew Sims , Symptoms in the Mind: An Introduction to Descriptive Psychopathology, Latest Edition, W. B. Saunders Company. Philadelphia.
- Barbara Schoen Johnson, Adaptation &Growth- Psychiatric Mental Health Nursing, Latest Edition, Lippincott.
- WHO.ICD 10 Classification of Mental & Behavioural Disorder
- Schultz, videbeck C.S Lippincott Manual of Psychiatric Nursing careplans, 7<sup>th</sup> edition Philadelphia, Lippincott William & Wilkins Company.
- Videbeck L.S, Psychiatric Mental Health Nursing, Philadelphia, Lippincott William & Wilkins Company.
- Fontaine Karen Lee. Mental Health Nursing. Pearson Education.
- Mental Health: An Indian Perspective, 1946-2003. S.P Agarwall (Editor), Directorate General of Health Services, Ministry of Health and Family welfare,  
New Delhi.
- J N Vyas, Niraj Ahuja, Post Graduate text book of psychiatry, Jay Pee Publishers Pvt Ltd New delhi.
- Otong Deborah Antai, Psychiatric Nursing : Biological &Behavioral concepts, Thomson Delmere Learning, Canada.
- National and international journals in Psychiatry and Psychiatric nursing.

## **SECOND YEAR M.Sc NURSING NURSING MANAGEMENT**

**Placement: II Year**

### **Hours of Instruction**

Theory :150 Hours

Nurse Specialist :105 Hours

External :45 Hours

Practical :200 Hours

**Total : 350 Hours**

### **Course Description**

This course is designed to assist students to develop a broad understanding of principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

### **Objectives**

At the end of the course, students will be able to:

1. Formulate the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration and nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Discuss the planning, supervision and management of nursing workforce for various health care settings.
7. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
8. Identify and analyze legal and ethical issues in nursing administration
9. Describe the process of quality assurance in nursing services.
10. Demonstrate leadership in nursing at various levels.
11. Organize staff development programme.

## COURSE CONTENT

| Unit       | Theory                   | Content  |
|------------|--------------------------|--|
| <b>I</b>   | <b>10</b><br><b>*EF5</b> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concepts of Management Philosophy, theories, elements, Principles, -(Review).</li> <li>Functions of administration</li> <li>Indian Constitution, Indian Administrative system health care delivery system:</li> <li style="padding-left: 20px;">National, State and Local</li> <li>Organisation and functions of nursing services and education at</li> <li style="padding-left: 20px;">National, State, District and institutions: Hospital and Community</li> <li>Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH.</li> </ul> |
| II         | 10                       | <p><b>Nursing management</b></p> <p>Concept, types, principles and techniques</p> <p>Vision and Mission Statements</p> <p>Philosophy, aims and objective</p> <p>Current trends and issues in Nursing Administration</p> <p>Theories and models</p> <p>Application to nursing service and education</p> <p>Autonomy and accountability for nursing practice.</p>  |
| <b>III</b> | <b>15</b><br><b>EF5</b>  | <p>Planning and control</p> <p>Co-ordination and delegation</p> <p>Decision making – decentralization basic goals of decentralization.</p> <p>Strategic planning</p> <p>Operational plans</p> <p>Management plans</p> <p>Programme evaluation and review technique(PERT), Gantt chart,</p> <p>Management by objectives(MBO)</p> <p>Planning new venture</p> <p>Planning for change</p>   |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Innovations in nursing<br>Application to nursing service and education   |
| <b>IV</b> | <b>15</b><br><b>EF5</b> | <b>Organisation</b><br>Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational, Climate, Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) Disaster management: plan, resources, drill, etc<br>Application to nursing service and education |
| <b>V</b>  | <b>15</b><br><b>EF5</b> | <b>Human Resource for health</b><br>Staffing<br>Philosophy<br>Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC)<br>Estimation of nursing staff requirement- activity analysis<br>Various research studies<br>Recruitment: credentialing, selection, placement, promotion<br>Retention<br>Personnel policies<br>Termination<br>Staff development programme<br>Duties and responsibilities of various category of nursing personnel<br>Applications to nursing service and education  |

|                    |                                 |  |
|--------------------|---------------------------------|--|
| <p><b>VI</b></p>   | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Directing</b></p> <p>Roles and functions</p> <p>Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</p> <p>Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</p> <p>Delegation; common delegation errors</p> <p>Managing conflict: process, management, negotiation, consensus</p> <p>Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</p> <p>Occupational health and safety</p> <p>Application to nursing service and education</p>                             |
| <p><b>VII</b></p>  | <p><b>10</b></p>                | <p><b>Material management</b></p> <p>Concepts, principles and procedures</p> <p>Planning and procurement procedures : Specifications</p> <p>ABC analysis,</p> <p>VED (very important and essential daily use) analysis</p> <p>Planning equipments and supplies for nursing care unit and Hospital</p> <p>Inventory control , Condemnation</p> <p>Application to nursing service and education</p>  |
| <p><b>VIII</b></p> | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Controlling</b></p> <p>Quality assurance – Continuous Quality Improvement</p> <p>Standards, Models, Nursing audit</p> <p>Performance appraisal: Tools, confidential reports, formats, Management, interviews, Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education,</p> <p>Supervision and management: concepts and principles</p> <p>Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiryetc</p> <p>Self evaluation or peer evaluation, patient satisfaction, utilization review</p> |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Application to nursing service and education   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <b>Fiscal planning</b><br>Steps<br>Plan and non-plan, zero budgeting, mid-term appraisal, capital and Revenue<br>Budget estimate, revised estimate, performance budget<br>Audit<br>Cost effectiveness<br>Cost accounting<br>Critical pathways<br>Health care reforms<br>Health economics<br>Health insurance<br>Budgeting for various units and levels<br>Application to nursing service and education |
| <b>X</b>  | <b>10</b><br><b>EF5</b> | <b>Nursing informatics</b><br>Trends<br>General purpose<br>Use of computers in hospital and community<br>Patient record system<br>Nursing records and reports<br>Management information and evaluation system (MIES)<br>E- nursing, Telemedicine, telenursing<br>Electronic medical records  |
| <b>XI</b> | <b>10</b>               | <b>Leadership</b><br>Concepts, Types, Theories<br>Styles<br>Manager behavior<br>Leader behavior , Assertiveness<br>Effective leader: Characteristics, skills<br>Group dynamics<br>Power and politics , Visibility of nursing<br>Lobbying<br>Critical thinking and decision making  |



|            |                         |  |
|------------|-------------------------|--|
|            |                         | Stress management<br>Applications to nursing service and education   |
| <b>XII</b> | <b>10</b><br><b>EF5</b> | <b>Legal and ethical issues</b><br><b>Laws and ethics</b><br>Ethical committee<br>Code of ethics and professional conduct<br>Legal system: Types of law, tort law, and liabilities<br>Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character<br>Patient care issues, management issues, employment issues<br>Medico legal issues<br>Nursing regulatory mechanisms: licensure, renewal, accreditation<br>Patients rights, Consumer protection act(CPA)<br>Rights of special groups: children, women, HIV, handicap, ageing<br>Professional responsibility and accountability<br>Infection control<br>Standard safety measures |

**\*EF- External Faculty**

**PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for specialty units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for specialty units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions

12. Prepare a plan of action for performance appraisal
13. Identify the problems of the specialty units and develop plan of action by using problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurse's notes, official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Observation visit to a multispecialty teaching hospital and College and School of Nursing

### **Methods of Teaching**

- Lecture cum discussion
- Seminar / Presentations
- Workshop

### **Methods of evaluation**

- Tests
- Presentation
- Written assignments

### **Internal Assessment Techniques                      Weightage (%)**

|                       |    |
|-----------------------|----|
| Sessional exam (3)    | 50 |
| Assignments           | 25 |
| Seminar/presentations | 25 |

---

|              |             |
|--------------|-------------|
| <b>Total</b> | <b>100%</b> |
|--------------|-------------|

### **Assignments**

#### ***Theory***

Statement of Philosophy, mission, vision and objective of a hospital. Prepare Job Descriptions of Various Categories of Nursing Personnel. Prepare Budget estimate for Nursing Department.

Compute Staffing Requirement of hospital (Yearly, Monthly, Weekly.)

Performance Appraisal Format for Nursing Staf.

#### ***Practical***

|                               |   |
|-------------------------------|---|
| Nursing Rounds                | 2 |
| Clinical Teaching of Students | 1 |
| Staff Development Programme   | 1 |

### **Clinical Posting**

Various Wards/ICUs of Hospital. - 4 Weeks

Office of Nursing Superintendent / Nursing Officer- 1 week

### **Reference \*:**

- Bessei L. Marquise Carol J. Huston, Leadership and Management functions in Nursing-Theory & application, 2<sup>nd</sup> Edition, Lippincott, Philadelphia.
- Stephen P. Robbins and Mary Coulter, Management, 5<sup>th</sup> Edition, Prentice Hall, Inc, New Jersey.
- Ann Marriner-Tomey, Guide to Nursing Management, 4<sup>th</sup> Edition, Mosby Yearbook, Philadelphia.
- Kochuthresiamma, T (2001) Nursing Management and Administration, Medical works.
- Heinz Wehrich and Harold Koontz, Management –A Global perspective, 10<sup>th</sup> Edition, McGraw Hill International Edition, Singapore.
- Els Van Ooijen, Clinical Supervision, 2000, Churchill Livingstone, London.
- Joseph L. Massie, Essentials of Management, 4<sup>th</sup> Edition, Prentice Hall, New Delhi.
- Sakti Gupta, Sunil Kant, Hospital and Health Care administration-Appraisal & Referral Treatise, 1998, Jaypee Brothers, New Delhi.
- Roberta Strassle Abruzzese, Nursing Staff Development-Strategies for Success, 2<sup>nd</sup> Edition, Mosby Publication, London.
- Karen J. Kelly-Thomas, Clinical and Nursing staff Development-Current Competence, Future Focus, 2<sup>nd</sup> Edition, Lippincott, New York.
- Jennifer Mackenzie, Ward Management in Practice, 1998, Churchill Livingstone, London.
- Dharma Vira Aggarwala, Manpower- planning, Selection, Training and Development, Latest Edition, Deep Publication, New Delhi.
- Sayed Amin Tabish, Hospitals and Nursing Homes Planning Organizations and Management, 2005, Jaypee Brothers, New Delhi.
- G.N. Prabhakara, Policies and Programmes of Health in India, 2005, Jaypee Brothers, New Delhi.

- June Girvin, Leadership and Nursing ,Latest Edition,Mc Millan Co,London.
- Huber D L (2006) Leadership & Nursing care Management Philadelphia, ELSEVIER.
- Yoder-wire P S (2007) Leading & Mangers in Nursing St. Louis, Mosby.
- Partons Jones R A (2008) Nurisng Leadership and management, New Delhi, Jaypee.
- Sakharkar B M (2009) Principles of Hospital Administration & Planning, New Delhi, Jaypee.
- Marquis B L & Huston C J (2009) Leadership roles & Management functions in Nursing, New Delhi, Lippincott.
- Finkler SA & Mc High (2008) Budgeting concepts for Nurse Managers, St. Louis, SAUNDERS.
- Prasad L M, Principles & Practice of Management, New Delhi, Sultanchand& Sons Educational Publishers.
- RouscLL(2010), —Management and Leadership for Nurse Administratorsl, New Delhi, Jones and Bartlett Publishers.
- Finkelman A, Kenner C(2010), Professional Nursing concepts-Competency for quality leadership, USA, Jones and Bartlett Publishers.
- JogindraVati.Principles and practice of Nursing management and administration for BSc and MSc students.
- National and international journals in administration and nursing management.

**CLINICAL SPECIALTY-11**  
**MENTAL HEALTH (PSYCHIATRIC) NURSING-11** ————— **Course No.28**

**Placement- II Year**

**Hours of Instruction**

|           |            |
|-----------|------------|
| Theory    | -150 Hrs   |
| Practical | -1450 Hrs. |
| Total     | -1600 Hrs. |

**Resource Persons**

Psychiatric Nursing Faculty-100 Hrs

Psychiatrist -30 Hrs

Psychologist -10 Hrs

Psychiatric social worker-10 Hrs

**Course Description:**

The course is designed to develop in depth knowledge in advanced concepts in psychiatry and psychiatric nursing and apply this knowledge in rendering comprehensive care to clients in different settings by collaborating psychiatric nursing with other disciplines and to assume expanded roles as nurse therapist, counsellor, educator, administrator and researcher in various settings.

**Objectives:**

1. Demonstrate advanced skills and competence in nursing management of patients with mental disorders in various settings.
2. Identify and care for special groups like children, adolescents, women, elderly abused and neglected, people living with HIV/AIDS.
3. Identify and manage psychiatric emergencies
4. Provide nursing care to critically ill patients with mental disorders.
5. Utilize the recent technology and various treatment modalities in management of patients with mental disorders.
6. Demonstrate skills in carrying out crisis intervention.
7. Incorporate evidence based nursing practices and identify the areas of research in the field of psychiatric nursing.
8. Prepare, design and layout for psychiatric units/emergency units.
9. Teach psychiatric nursing to undergraduate students.
10. Plan and organize in service education programmes in psychiatric nursing.

| UNIT | TIME (HRS)       | CONTENT  |
|------|------------------|--|
| I    | 10               | <p><b>CRISIS INTERVENTION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Crisis: definition, types, phases.</li> <li><input type="checkbox"/> Crisis Intervention strategies</li> <li><input type="checkbox"/> Prevention of crises.</li> <li><input type="checkbox"/> Role of Mental Health Nurse in crisis intervention</li> <li><input type="checkbox"/> Effects of disaster, war, violence, terrorism, trauma in individuals and group.</li> <li><input type="checkbox"/> Post traumatic stress disorder(PTSD)</li> </ul>   |
| II   | 15<br>(Psychi-5) | <p><b>PSYCHIATRIC EMERGENCIES</b></p> <p>Common psychiatric emergencies and management.</p> <p><b>The Suicidal Client</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> Risk factors</li> <li><input type="checkbox"/> Predisposing factors: theories of suicide, biological, psychological, sociological</li> <li><input type="checkbox"/> Nursing management</li> </ul>   |
| III  | 5<br>(Psychi-5)  | <p><b>MEDICAL CONDITIONS DUE TO PSYCHOLOGICAL FACTORS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asthma</li> <li><input type="checkbox"/> Coronary heart disease</li> <li><input type="checkbox"/> Cancer</li> <li><input type="checkbox"/> peptic ulcer</li> <li><input type="checkbox"/> Essential hypertension</li> <li><input type="checkbox"/> Migraine</li> <li><input type="checkbox"/> Rheumatoid arthritis</li> <li><input type="checkbox"/> Ulcerative colitis</li> </ul> <p>Treatment and nursing management</p> |
| IV   | 10               | <p><b>SOMATOFORM AND SLEEP DISORDERS</b></p> <p><b>Somatoform Disorders</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical aspects</li> <li><input type="checkbox"/> Epidemiology</li> </ul>   |

|      |                  |  |
|------|------------------|--|
|      |                  | <p>Somatoform autonomic dysfunction</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Persistent somatoform Pain disorders</li> <li><input type="checkbox"/> Body dysmorphic disorders</li> </ul> <p><b>Non organic Sleep Disorders</b></p> <p>Treatment and nursing management</p>  |
| V    | 5                | <p><b>DISSOCIATIVE (CONVERSION) DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Historical aspects</li> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> classification</li> <li><input type="checkbox"/> Treatment and nursing management</li> </ul>   |
| VI   | 5                | <p><b>SEXUAL AND GENDER IDENTITY DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Development of human Sexuality</li> <li>• Gender identity disorders <ul style="list-style-type: none"> <li>• Sexual Dysfunctions</li> <li>• Disorders of sexual preferences</li> </ul> </li> <li><input type="checkbox"/> Variation in sexual development &amp; orientation</li> <li><input type="checkbox"/> Treatment and nursing management</li> </ul> |
| VII  | 5                | <p><b>EATING DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> Anorexia Nervosa</li> <li>• Bulimia Nervosa</li> <li><input type="checkbox"/> Obesity</li> <li><input type="checkbox"/> Treatment and nursing management</li> </ul>  |
| VIII | 5                | <p><b>ADJUSTMENT AND IMPULSE DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> Adjustment disorders</li> <li><input type="checkbox"/> Habit &amp; Impulse Disorders</li> <li><input type="checkbox"/> Treatment and nursing management</li> </ul>   |
| IX   | 15<br>(Psychi-5) | <p><b>PERSONALITY DISORDERS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology</li> <li><input type="checkbox"/> Types of Personality Disorders <ul style="list-style-type: none"> <li><input type="checkbox"/> Paranoid Personality Disorder</li> <li><input type="checkbox"/> Schizoid Personality Disorder</li> </ul> </li> </ul>   |

|    |                   |  |
|----|-------------------|--|
|    |                   | <input type="checkbox"/> Dissocial Personality disorder  |
|    |                   | <input type="checkbox"/> Emotionally unstable Personality Disorder<br><input type="checkbox"/> Histrionic Personality Disorder   |
|    |                   | <ul style="list-style-type: none"> <li>• Anankastic Personality Disorder</li> <li><input type="checkbox"/> Anxious (Avoidant) Personality Disorder</li> <li><input type="checkbox"/> Treatment and Nursing management</li> </ul>   |
| X  | 20<br>(Psychi.10) | <b>DISORDERS OF INFANCY, CHILDHOOD, AND ADOLESCENCE</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review of theories of child and adolescent development<br/>Child psychiatric evaluation</li> <li>• Emotional and Behavioral problems of children and adolescents -concepts</li> <li><input type="checkbox"/> Psychiatric illness in children and adolescents</li> <li><input type="checkbox"/> Mental retardation- <ul style="list-style-type: none"> <li>- Management<br/>Prevention &amp;<br/>Rehabilitation</li> </ul> </li> <li>Specific developmental disorders <ul style="list-style-type: none"> <li><input type="checkbox"/> Pervasive developmental disorders</li> <li><input type="checkbox"/> Attention deficit hyper active disorders</li> <li><input type="checkbox"/> Conduct Disorders</li> <li><input type="checkbox"/> Separation anxiety disorders</li> <li><input type="checkbox"/> Tourette's disorders<br/>Tic disorders</li> <li><input type="checkbox"/> Non organic enuresis &amp;encopressis</li> <li><input type="checkbox"/> Disorders of social functioning with onset specific to childhood and adolescence.</li> </ul> </li> </ul> |
| XI | 10<br>(Psychi-5)  | <b>GERIATRIC MENTAL HEALTH</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Theories of ageing</li> <li><input type="checkbox"/> Biological, psychological, and socio-cultural aspects of ageing</li> </ul>   |



|      |                 |  |
|------|-----------------|--|
|      |                 | <input type="checkbox"/> Special concerns of elderly population.<br><input type="checkbox"/> Psychiatric problems among elderly population.<br><input type="checkbox"/> Treatment and nursing management.<br><input type="checkbox"/> Rehabilitation   |
| XII  | 5<br>(Psycho.)  | <b>WOMEN AND MENTAL HEALTH</b> <input type="checkbox"/> Psychological problems related to menstruation, menopause, conception, pregnancy and puerperium.<br><input type="checkbox"/> Counselling- premarital, marital, and genetic<br>Other psychosocial problems<br><input type="checkbox"/> Role of Nurse  |
| XIII | 5<br>(Psycho-5) | <b>CLIENT WITH HIV/AIDS</b> <input type="checkbox"/> Psycho- social problems of clients with HIV/AIDS<br><input type="checkbox"/> Counselling<br><input type="checkbox"/> Nursing management   |
| XIV  | 10<br>(PSW-5H)  | <b>COMMUNITY MENTAL HEALTH NURSING</b> <input type="checkbox"/> Concepts and models of community mental health<br><input type="checkbox"/> The community as a Client <ul style="list-style-type: none"> <li>o Primary Prevention</li> <li>o Secondary prevention</li> <li>o Tertiary Prevention</li> </ul> <input type="checkbox"/> The Role of the Nurse<br><input type="checkbox"/> National Mental Health programme (NMHP)<br><input type="checkbox"/> District Mental Health Programme (DMHP)<br><input type="checkbox"/> Community mental health centers: organization and functions. |
| XV   | 5               | <b>CLIENTS WITH LIFE THREATENING ILLNESSES</b> <input type="checkbox"/> Loss and bereavement<br><input type="checkbox"/> Stages of grief and grief response<br>Adaptive and mal adaptive response to grief<br><input type="checkbox"/> Grief counselling<br><input type="checkbox"/> Psychosocial concerns of clients and families with life threatening and debilitating illnesses<br><input type="checkbox"/> Nursing management   |

|       |            |  |
|-------|------------|--|
| XVI   | 5          | <b>PROBLEMS RELATED TO ABUSE , VIOLENCE AND NEGLECT</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable groups - Women, Children, elderly, psychiatric patients, under privileged, differentially abled.</li> <li><input type="checkbox"/> Prevention and management</li> </ul>   |
| XVII  | 5<br>(PSW) | <b>PSYCHOSOCIAL REHABILITATION</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principles of rehabilitation</li> <li><input type="checkbox"/> Disability assessment</li> <li><input type="checkbox"/> Community based rehabilitation <ul style="list-style-type: none"> <li>o Day care centers</li> <li>o Half way homes</li> <li>o Sheltered workshops</li> <li>o Correctional homes</li> <li>o Self help groups</li> </ul> </li> <li><input type="checkbox"/> Role of nurse</li> </ul> |
| XVIII | 5          | <b>ADMINISTRATION AND MANAGEMENT OF PSYCHIATRIC UNITS INCLUDING EMERGENCY UNITS</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Design &amp; layout</li> <li><input type="checkbox"/> Planning, equipment, staffing and budgeting</li> <li><input type="checkbox"/> Norms, policies and protocols for management of psychiatric patients in different settings</li> <li><input type="checkbox"/> Quality assurance</li> </ul>  |
| XIX   | 5          | <b>EDUCATION AND RESEARCH IN PSYCHIATRIC CARE</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> In-service education programmes</li> <li><input type="checkbox"/> Clinical teaching programs.</li> <li><input type="checkbox"/> Scope, problems, and future perspectives of research in psychiatric nursing</li> <li><input type="checkbox"/> Evidence based practice</li> </ul>   |

## PRACTICAL

Total-1450 Hours

| SL NO | AREA OF POSTING                                  | NO. OF WEEKS |
|-------|--|--------------|
| 1     | Acute psychiatric ward                           | 4            |
| 2     | Chronic psychiatric ward                         | 4            |
| 3     | De- addiction unit                               | 2            |
| 4     | Psychiatric emergency unit                       | 4            |
| 5     | OPD  | 3            |
| 6     | Child psychiatric unit and child guidance clinic | 2            |
| 7     | Family psychiatry                                | 2            |
| 8     | Filed visits                                     | 2            |
| 9     | Rehabilitation/ occupational therapy             | 2            |
| 10    | Community mental health                          | 4            |
| 11    | In-service education programme                   | 1            |
|       | <b>Total</b>                                     | <b>30</b>    |

\*NIMHANS, Bangalore -4 weeks posting to be included in the area of posting

### **CLINICAL ACTIVITIES**

- History taking, Mental Status
- Examination & Nursing care plan - 10
- Psycho education - 1
- Case presentation - 4
- Care analysis - 2
- Bed side clinic - 3
- Participating in various therapies – Phramco therapy, ECT, Social/recreation therapy
- Family therapy
- Group therapy
- Counselling
- Cognitive Behavioral therapy

- Project work based on community care setting
- Field visits
- Play therapy
- Design floor plan of psychiatric unit

**Method of Evaluation**

| <b>Theory</b>                  | <b>Weightage</b> |
|--------------------------------|------------------|
| Sessional examinations – 3     | 50 %             |
| Seminar                        | 25 %             |
| Term paper – 1                 | 25 %             |
| <b>Total</b>                   | <b>100%</b>      |
| <b>Practical</b>               |                  |
| Ongoing clinical evaluation    | 40 %             |
| Clinical assignments           | 40 %             |
| Internal practical examination | 20 %             |
| <b>Total</b>                   | <b>100%</b>      |

**REFERENCES:-**

- Kaplan and Sadock, Comprehensive Text Book of Psychiatry, Latest Edition, William And Wilkins Co. Baltimore.
- Gelder, Mayor and Cowen, Shorter Oxford Textbook of Psychiatry, Latest Edition, Oxford University Press.
- Burgess Wolbert Ann, Advanced Practice, Psychiatric Nursing, Latest Edition, Appleton & Large, Stanford, Connecticut
- Janosik& Davis, Mental Health & Psychiatric Nursing, Latest Edition, Little, Brown & Company. Boston.
- Varcarolis Elizabeth. M, Foundations of Psychiatric Mental Health Nursing, Latest Edition, W.B.SaundersCompany.Philadelphia.
- Carson & Arnold, Mental Health Nursing-The Nurse Patient Journey, Latest Edition, W.B.Saunders Company. Philadelphia.
- Stuart & Lararia, Stuart&Sundeen’s Principles & Practice of Psychiatric Nursing, Latest Edition, Mosby Company

- Barbara Schoen Johnson, Adaptation & Growth- Psychiatric Mental Health Nursing, Latest Edition, Lippincott.
- WHO.ICD 10 Classification of Mental & Behavioural Disorder
- Shaffer David R. Developmental Psychology: Childhood & Adolescence, Brookes/Cole publishing Co, Pacific Grove.
- Wiener Jerry M(Editor), T.B of Child & Adolescent Psychiatry, American academy of child & adolescent Psychiatry, American Psychiatric Press.
- O tong Deborah Antai, Psychiatric Nursing : Biological & Behavioral concepts, Thomson Delmore Learning, Canada.
- Boyd Mary Ann, Psychiatric Nursing: Contemporary Practice, Lippincott Williams & Wilkins, New York.
- Redferrin Sally J & Ross Fiona M (Editors), Nursing Older People, Churchill Livingstone, Edinburgh.
- Lego Suzanne, Psychiatric Nursing: A Comprehensive Reference, Lippincott, Philadelphia.
- Shea A etal, Advanced Practice Nursing: Psychiatric & Mental health care, Mosby, St: Louis.
- Lueckenotte AG. Gerontologic nursing, Mosby, St: Louis.
- National and international journals in Psychiatry and Psychiatric nursing.

**2.11 No: of hours per subject.**

As given under “Content of each subject in each year “

**2.12 Practical training.**

As given under clause “Content of each subject in each year “

**2.13 Records**

Proper records of practical work should be meticulously maintained and duly signed by the supervising teacher should be submitted at the time of University practical examinations.

**2.14 Dissertation: Guide/Co-Guide/ Change of Guide**

**Dissertation**

Every candidate pursuing M Sc Nursing course is required to carry out work on a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a dissertation.

The dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of problem, formulation of hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.

Every candidate shall submit to the University in the prescribed format a synopsis

containing particulars of proposed dissertation work after obtaining ethical clearance from the Institutional Ethical Committee comprising principal/ Senior Professor of College of Nursing, **within nine months from the date of commencement of the course on or before the dates notified by the University.** The synopsis shall be sent through the proper channel.

Such proposal will be reviewed and the dissertation topic will be registered by the university. No change in the dissertation topic or Guide shall be made without prior approval of the University.

#### **Tentative Schedule for dissertation**

| <b>S. No.</b> | <b>Activities</b>                   | <b>Scheduled Time</b>          |
|---------------|-------------------------------------|--------------------------------|
| 1             | Submission of the research proposal | End of 9th month of 1st year   |
| 2             | Submission of dissertation Final    | End of 9th month of IIInd Year |

The dissertation should be written under the following headings:

1. INTRODUCTION
2. REVIEW OF LITERATURE
3. METHODOLOGY
4. ANALYSIS & INTERPRETATION
5. RESULTS
6. DISCUSSION, SUMMARY AND CONCLUSION

## REFERENCES

## APPENDICES

**Dissertation style:** Vancouver style format is used.

The written text of dissertation shall be not less than 75 pages and shall not exceed 100 pages excluding references, questionnaires, and other annexures. It should be neatly typed (font size 12-Times New Roman) in double line spacing on one side of the bond paper (A4 size, 8.27 x 11.69”) and bound properly. Spiral binding should be avoided. The Guide and the Head of the Institution shall certify the dissertation. Checking of Plagiarism may be done as per university norms.

The scientific committee of the college should scrutinize and evaluate the thesis and make required corrections if necessary and accept with modification before submitting to the University.

Five copies of the dissertation prepared shall be submitted to the Principal of the institution for onward transmission to University on the 21<sup>st</sup> month of commencement of the course.

Hall ticket for the second year examination should be issued to the candidate only after the dissertation has been submitted to the University.

**Guidelines for submission of dissertation is given in Annexure**

### **Research Guides**

#### ***a) Qualification of Guide***

**Main guide:** Nursing faculty / nursing expert in the field of study holding Ph.D. /M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

**Co-Guide:** A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the district)

#### ***b) Guide – Students Ratio***

Maximum of 1:5 (including as co-guide)

**Change of Guide** –In the event of a registered guide leaving the college for any reason or in the event of death of Guide, Guide may be changed with prior permission from the University.

***c) Research Committee***

There should be a research committee/scientific review committee in each college comprising of minimum 5 Post Graduate Faculty representing all specialty chaired by the Principal, College of Nursing.

**2.15 Speciality training if any**

Nil

**2.16 Project work to be done if any**

As given under “Content of each subject in each year “

**2.17 Any other requirements [CNE, Paper Publishing etc.]**

As given under “Content of each subject in each year “

**2.18 Prescribed/recommended textbooks for each subject**

As given under “Content of each subject in each year “

**2.19 Reference books**

As given under “Content of each subject in each year “

**2.20 Journals**

As given under “Content of each subject in each year “

**2.21 Logbook**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination



### 3. EXAMINATIONS

#### 3.1. Eligibility to appear for exams [including Supplementary]

##### a) Attendance and Marks

Candidate should have 80% attendance for both theory and practical, with minimum 50% of internal marks in each subject both in theory & practical. However 100% of attendance should be completed for practical before the award of degree. **There is no provision for condonation of attendance for the PG candidates.**

##### b) Examination fee

The examination fee should be remitted for each examination appeared for. A fee as stipulated by the University should also be remitted for the evaluation of the dissertation.

##### c) Log Book

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

#### 3.2. Schedule of Regular/Supplementary exams

Regular University Examination will be conducted at the end of each academic year and Supplementary examinations will be conducted once in a year after regular examination

### 3.3. Scheme of examination showing maximum marks and minimum marks

|  | Theory |                |         |                |         | Practical |                |         |                |         | Total       |
|--|--------|----------------|---------|----------------|---------|-----------|----------------|---------|----------------|---------|-------------|
|  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         |             |
|  |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| <b>1<sup>st</sup> year</b>                     |        |                |         |                |         |           |                |         |                |         |             |
| <b>Nursing Education</b>                       | 3      | 25             | 12.5    | 100            | 50      |           | 50             | 25      | 100            | 50      | 275         |
| <b>Advanced Nursing Practice</b>               | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| <b>Nursing Research &amp; Statistics</b>       | 3      | 25**           | 12.5    | 100*           | 50      |           |                |         |                |         | 125         |
| <b>Mental Health (Psychiatric) Nursing - 1</b> | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            |         | 100            |         | 325         |
|  |        |                |         |                |         |           |                |         |                |         | <b>850</b>  |
| <b>2<sup>nd</sup> year</b>                     |        |                |         |                |         |           |                |         |                |         |             |
|  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         | Total       |
|  |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| <b>Nursing Management</b>                      | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| <b>Dissertation Viva</b>                       |        |                |         |                |         |           | 100            | 50      | 100            | 50      | 200         |
| <b>Mental Health (Psychiatric) Nursing -11</b> | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            | 50      | 100            | 50      | 325         |
|  |        |                |         |                |         |           |                |         |                |         | <b>650</b>  |
| <b>Total of Ist &amp; IInd Year</b>            |        |                |         |                |         |           |                |         |                |         | <b>1500</b> |

\* Nursing Research (External) =75Marks and Statistics (External) =25 Marks

\*\*Nursing Research (Internal) =15 and Statistics (Internal) =1

1. There shall be one regular & one supplementary examination every year.
2. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
3. A candidate has to pass in theory and practical exam separately in each of the paper.
4. There is no provision for grace marks for pass in PG examination.

5. Maximum number of candidates for all practical examination should not exceed ten per day.
6. One internal and one external examiner should evaluate dissertation and jointly conduct viva-voce for each student.
7. For Dissertation internal examiner and external examiner should be a Nursing faculty / Nursing expert in the same clinical specialty holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

#### **3.4. Papers in each year**

As given under clause “Scheme of examination showing Minimum & Maximum Marks “

#### **3.5. Details of theory exams [include number of papers, Duration, Type of questions & number of questions and marks**

As given under clause “Scheme of examination showing Maximum & Minimum Marks and 2.27“

### 3.6. Model question paper for each subject with question paper pattern

#### Question Paper Pattern

|   |                                  |                  |
|---|----------------------------------|------------------|
| <b>I) All subjects<br/>with Maximum<br/>Marks:100</b> |                                  |                  |
| <b>Long Essay</b>                                     | <b>1x20 marks<br/>1x15 marks</b> | <b>35 marks</b>  |
| <b>Short Essay</b>                                    | <b>4x10 marks</b>                | <b>40marks</b>   |
| <b>Short Notes</b>                                    | <b>5x5 marks</b>                 | <b>25 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>100 marks</b> |
| <b>II) Nursing<br/>Research<br/>Max.marks:75</b>      |                                  |                  |
| <b>Long Essay</b>                                     | <b>2x15 marks</b>                | <b>30 marks</b>  |
| <b>Short Essay</b>                                    | <b>3x10 marks</b>                | <b>30 marks</b>  |
| <b>Short notes</b>                                    | <b>3x 5 marks</b>                | <b>15 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>75 marks</b>  |
| <b>III) Statistics : 25<br/>marks</b>                 |                                  |                  |
| <b>Statistical Calculations</b>                       | <b>1x10 marks</b>                | <b>10 marks</b>  |
| <b>Short notes</b>                                    | <b>3x5 marks</b>                 | <b>15 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>25 marks</b>  |

**I YEAR M.SC (NURSING) DEGREE EXAMINATION  
ADVANCED NURSING PRACTICE**

**Model question paper**

Time : Three hours Maximum marks : 100 marks

***Answer all questions***

- I a. Define the concept of health promotion  
b. Explain the major assumptions of Penders' Health promotion model.  
c. Describe the application of Health Promotion Model in the management of obesity among women in the reproductive age group.

*(2+8+10 = 20 marks)*

2. Mr. M is admitted in the surgical ward with hemorrhagic shock after a road traffic accident.

- a. Explain the pathophysiology of haemorrhagic shock  
b. List any 3 nursing diagnosis according to priority for this patient and prepare a care plan.

*(5+10=15marks)*

3. Describe the basic elements and explain the barriers of communication (10 marks )  
4. Describe the challenges faced by the Health care delivery system in Kerala (10 marks )  
5. Briefly explain the safe disposal of biomedical wastes (10 marks )  
6. Explain the principles and techniques of counseling (10 marks )

Write short notes on (5x 5 = 25 marks)

7. Anti retroviral therapy  
8. Use of computers in nursing practice  
9. Haemodialysis  
10. Metabolic acidosis  
11. Genetic counseling

QP Code:

Reg. No.:.....

**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION  
NURSING RESEARCH & STATISTICS  
MODEL QUESTION PAPER**

**Time: Three Hours. Maximum: 100 Marks**

**Answer Section A and B in separate answer books**

**SECTION A : NURSING RESEARCH**

Max. Marks : 75

1. Write a research proposal for a research problem 'quality of life of patients with AIDS'.  
15
  2. Describe observation as a method of data collection.  
15
  3. Explain the criteria for selection of a research problem.  
10
  4. Describe the methods of controlling extraneous variables.  
10
  5. Explain the different types of sampling.  
10
- Write Short notes on
6. Evidence based practice.
  7. Grounded theory.
  8. Purposes of literature review. (3x5=15)

**Section B: statistics**

9. Which is the appropriate statistical test to conclude the data given below; growth status and exposure to infection are associated. Conduct the statistical test and arrive your conclusion about data. P value at 5% level significance is 3.84

| <b>Growth status</b> | <b>infected</b> | <b>Non infected</b> | <b>Total</b> |
|----------------------|-----------------|---------------------|--------------|
| <b>good</b>          | 80              | 90                  | 170          |
| <b>poor</b>          | 240             | 110                 | 350          |
| <b>total</b>         | 320             | 300                 | 620          |

10

SHORT NOTES

10. Properties of normal distribution.

11. Describe different methods of dispersion with merits and demerits

12. Reliability

3x 5 =15

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**NURSING EDUCATION**

**Model question paper**

Time : 3 hrs

Max.marks:100

Answer All Questions

1. Explain the current trends in nursing education in India. (20)
2. Prepare the philosophy for a newly started college of nursing (15)
3. Plan a counselling session for nursing students. (10)
4. Describe the role of teachers in the development of pupil in nursing (10)
5. Describe the importance of non –projected aids in nursing education (10)
6. Describe the importance of questioning in teaching. (10)

WRITE SHORT NOTES

7. Aims of education.
8. Characteristics of an evaluation tool
9. Micro teaching
10. Objective structured practical examination
11. Formative and summative evaluation ( 5x5=25)



**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION  
CLINICAL SPECIALTY -1**

**MENTAL HEALTH (PSYCHIATRIC) NURSING-1**

Max. Marks :100 Time : 3 Hours

**Model Question paper**

**Answer all questions**

1.
    - a. Explain mental health services available in Kerala and India.
    - b. Discuss the scope, issues and challenges in Psychiatric Nursing.

(10+10=20 Marks)
  - 2.. Discuss the medical and nursing management of Mr. X with schizophrenia. (15)
  - 3 Explain the importance of therapeutic use of self and self awareness in psychiatric nursing practice. (10)
  4. Explain the principles of psychiatric nursing (10)
  5. Discuss the legal roles of a Psychiatric Nurse. (10)
  6. Describe the role of nurse while caring a patient with Alcohol Dependence syndrome (10)
- Write short notes on:
7. Transactional analysis.
  8. Critical path ways of care.
  9. Guidance and counselling.
  10. Clinical features of mania
  11. Phobia
- (5 x 5 =25 Marks)

QP Code:

Reg. No.:.....

Second Year M.Sc Nursing Degree Examinations

(Model Question Paper)

NURSING MANAGEMENT

Time: 3 hrs Max. Marks: 100

*Answer all questions*

Time: 3 hrs

Max. marks: 100

Answer all questions.

1. Explain the principles of management with suitable examples. (20)
  2. Prepare an evaluation tool for performance appraisal of staff nurses. (15)
  3. Explain the utilization of theories of management in nursing service with suitable examples. (10)
  4. Explain the role of nurse administrator in supervision. (10)
  5. Explain the challenges and current trends in nursing administration. (10)
  6. Describe the steps of material management. (10)
- Write short notes ( 5x5=25)
7. Collective bargaining
  8. Nurses role in occupational health and safety.
  9. Legal issues in nursing
  10. Quality circle
  11. Conflict management

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations**

**(Model Question Paper)**

**Clinical Speciality II - Mental Health (Psychiatric) Nursing**

**Time: 3 hrs Max. Marks: 100**

*Answer all questions*

1. Explain the process of crisis intervention. Prepare an algorithm for the disaster management at district level. (10+10=20)
2. Discuss the psychosocial problems of people living with HIV/AIDS and nursing management strategies. (15)
3. Discuss the nurses' role in rehabilitation of chronic mentally ill clients. (10)
4. Explain the nursing care of a child with ADHD (10)
5. Describe community mental health practices in Kerala (10)
6. Psychosocial and socio cultural aspects of ageing (10)

**Write Short notes:**

**(5x5=25)**

7. Elder abuse
8. District mental health programme
9. Antisocial personality disorder
10. Dissociative disorders
11. Grief

\*\*\*\*\*

### **3.7. Internal assessment component**

- a) There shall be a minimum of 3 periodic assessments, for theory and practical including viva separately, of which the final one will be University model examination and is mandatory.
- b) Average of the marks of the best two periodic assessments shall be taken as internal assessment mark of the candidate. Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.
- c) The class average of internal assessments mark of theory and practical should not exceed 75% of Maximum marks.
- d) The class average of internal assessment for an examination shall be calculated based on the total number of candidates in a particular batch appearing for that internal assessment examination.
- e) The candidate must secure 50% marks for internal assessment in theory and practical including viva separately in a particular subject in order to be eligible to appear in the university examination of the subject.
- f) In cases where the candidate is permitted to improve the internal assessment marks, the new marks will be taken as final.
- g) The internal marks shall be signed by the candidate before transmission to the University

### **3.8. Details of practical/clinical practicum exams.**

#### **Practicals**

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per specialty.
- The examination should be held in concerned clinical area for clinical specialties. Facility for observation of all candidates at a time in the same ward / clinical area by the examiners during practical examinations is mandatory.
- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.
- Follow the evaluation guidelines for the conduct of practical examinations, Refer 2.10.

### **3.9. Number of examiners needed (Internal & External) and their qualifications**

- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.

**Examiner – Nursing faculty teaching respective specialty area/subjects in M.Sc nursing programme with minimum 3 years post graduate teaching experience.**

The examiners should do evaluation of dissertation prior to viva.

### **3.10. Details of viva:**

**Duration:** Viva-Voce -minimum 30 minutes per student.

## **4. INTERNSHIP**

### **4.1. Eligibility for internship**

Not applicable.

### **4.2. Details of internship**

Not applicable.

### **4.3. Model of Internship Mark lists**

Not applicable.

### **4.4. Extension rules**

As given under clause “Leave, vacation /holidays permitted “

### **4.5. Details of training given**

Not applicable

## **5. ANNEXURES**

### **5.1. Check Lists for Monitoring: Log Book, Seminar Assessment etc.**

As given under “Content of each subject in each year “

### **5.2. Template for Dissertation**

## **GUIDELINES FOR WRITING DISSERTATION**

Title (Capital)

Emblem (University)

Students' name (Capital)

Name of the college

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE IN NURSING

KERALA UNIVERSITY OF HEALTH SCIENCES

Year

.....Title.....

By

Name of the Candidate

Dissertation submitted to the  
Kerala University of Health Sciences  
Thrissur

In partial fulfilment of the requirements for the degree of

Degree Name

in

Subject Name

Under the guidance of

Name of the Guide

Name of the Department

Name of the college

Place

Year

DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation entitled  
“.....Title.....” is a bonafide and genuine research work carried out by  
me under the guidance of Name & designation of the Guide.

Signature of the candidate

Date:

Place:



CERTIFICATE BY THE GUIDE

This is to certify that the dissertation entitled“.....  
Title.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Guide

Name and designation

Date:

Place:

ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled“.....Title  
.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Principal

Name and designation

Date:

Place:

(College seal)

COPY RIGHT

DECLARATION BY THE CANDIDATE

I hereby declare that the Kerala University of Health Sciences, Kerala shall have  
The rights to preserve, use and disseminate this dissertation in print or electronic  
Format for academic/ research purpose.

Signature of the candidate

Date:

Place:

Name

ACKNOWLEDGEMENT

Not lengthy, Avoid Superlatives

Signature of the candidate

Date:

Place:

Name

## ABSTRACT

(Includes problem and objectives, methodology, results, interpretation and conclusion

In a single paragraph limited to 250-300 words)

Keywords

(Max.10)

Keywords shall be chosen from Nursing Subject Headings

(Each key word should be separated by semicolon)

## TABLE OFCONTENTS

List of tables

List of figures /Graphics

| Chapters | Titles                                | PageNo. |
|----------|---------------------------------------|---------|
| 1.       | INTRODUCTION                          |         |
| 2.       | REVIEWOFLITERATURE                    |         |
| 3.       | METHODOLOGY                           |         |
| 4.       | ANALYSIS&INTERPRETATION               |         |
| 5.       | RESULTS                               |         |
| 6.       | DISCUSSION, SUMMARY AND<br>CONCLUSION |         |
|          | REFERENCES                            |         |
|          | APPENDICES                            |         |

LIST OF TABLES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF FIGURES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.





LIST OF APPENDICES (14size, Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
| A.     |       |         |
| B.     |       |         |
| C.     |       |         |
| D.     |       |         |



## CHAPTER 1

### INTRODUCTION (14size,Bold)

Sub headings (12size,bold)

Background of the problem

Need and significance of the study

Statement of the problem

Objectives

Operational definitions

Assumptions (if any)

Hypothesis (Write research hypothesis)

Conceptual/theoretical framework

CHAPTER 2 (14size, bold )  
REVIEW OF LITERATURE

Sub heading of the literature reviewed (12size, bold)



Summary (of reviewed literature at the end)

## CHAPTER 3 (14size,bold)

### METHODOLOGY

Research approach

Research design

Variables

Schematic representation of the study

Setting of the study

Population

Sample and sampling technique

Inclusion criteria

Exclusion criteria

Tool/Instruments

Development/selection of the tool

Description of the tool

Content validity

Reliability of the tool

Pilot study

Data collection process

Plan for data analysis

CHAPTER 4 (14size, bold)

ANALYSIS AND INTERPRETATION

Section title

(Section wise presentation of data)



CHAPTER 5 (14size,bold

RESULTS

Objectives

Hypotheses

Results



CHAPTER 6 (14size,bold)

DISCUSSION, SUMMARY AND CONCLUSION

Discussion

Summary

Conclusion

Nursing Implications

Limitations

Recommendations



## **Abstract**

Abstract provides a brief summary of the dissertation/thesis, summing up clearly the problem examined, the methods used and the main findings. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract word limit is between 250 and 300 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. Keywords (max. 10) should be given, chosen from nursing subject headings. Each word should be separated by semicolon.



## **Proforma for Submission of M. Sc Nursing Dissertation Proposal**

1. Name & Address of Student:
2. Email ID of the Student:
3. Registration Number:
4. Name & Address of Institution:
5. Title of the Dissertation:
6. Name of the Guide:
7. Address, phone number and E-mail ID of the Guide:
8. Educational Qualification of the Guide:
9. Experience of teacher in guiding postgraduate students. (in years):
10. Experience of teacher in guiding M.Phil/Ph.D students if any. (in years):
11. Synopsis of the study: Attached – Yes/No

Date:

Signature of the Guide

Enclosures:

- I.) Bio- Data of the Guide
- II.) proposal of the study (maximum 4-6 pages)

## Proposal Outline

Title

Background / Need and Significance of the problem.

Purpose of the study

Statement of the problem and Objectives of the study

Operational Definitions

Conceptual Framework

Assumptions/ Hypotheses

Research Methodology

- a. Research Approach
- b. Research Design
- c. Setting
- d. Population, Sample, Sampling Technique & sample size, inclusion & exclusion criteria
- e. Tools & Technique
- f. Pilot Study
- g. Plan for data collection
- h. Plan for data analysis

Work Plan

Budget

Ethical Considerations

Reference- Vancouver style

Tools /instrument

Appendices –

Consent (English)

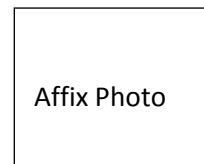
Tools/Instrument (English)

### Guidelines in writing synopsis

- ☐ The research protocol should be of about 1200 words (6 pages of A4 size) on the topic. The research protocol should be submitted with a covering letter signed by the candidate and guide.
- ☐ The work on and writing of protocol/ dissertation should be done under the Guide approved by the University.
- ☐ The guide must be an active P.G teacher and qualified as per INC and the University norms.
- ☐ The synopsis should be signed by the candidate and forwarded through the Guide, Departmental head and Principal of the Institution.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

**MEDICAL COLLEGE P.O., THRISSUR – 680 596**



**PROFORMA FOR RECOGNITION OF POST GRADUATE  
TEACHER [Read the instructions carefully before filling  
up the proforma]**

1. NAME:

(in block letters)

2. DATE OF BIRTH: AGE:

(Attested copy of SSLC marks card / proof of date of birth to be enclosed)

3. PRESENT DESIGNATION:

4. DEPARTMENT:

5. ADDRESS:

|   |   |
|---|---|
| <p><b>COLLEGE ADDRESS</b>  </p><br><br><br><p>Phone (o) :                      Email:<br/>Hospital:                              College Fax:</p> | <p><b>PRESENT      RESIDENTIAL</b></p> <p><b>ADDRESS</b></p><br><br><br><p>Phone ( R ):</p> |
|---|---|

6. QUALIFICATION:

(Attested Xerox copies of all the certificates to be enclosed)

| Sl No. | Name of the Degree and Specialization | Year of Passing | Name of the University and Place | Apex body recognition |
|--------|---------------------------------------|-----------------|----------------------------------|-----------------------|
| UG     |                                       |                 |                                  |                       |
| PG     |                                       |                 |                                  |                       |
| M.Phil |                                       |                 |                                  |                       |
| Ph.D.  |                                       |                 |                                  |                       |

7. Teaching Experience

| Designation | Name of the Institution | Duration of teaching |                  | Subject / 's taught |
|-------------|-------------------------|----------------------|------------------|---------------------|
|             |                         | UG<br>From -- To     | PG<br>From -- To |                     |
|             |                         |                      |                  |                     |
|             |                         |                      |                  |                     |
|             |                         |                      |                  |                     |

|                           |                 |                |             |
|---------------------------|-----------------|----------------|-------------|
|                           |                 |                |             |
|                           |                 |                |             |
|                           |                 |                |             |
|                           |                 |                |             |
| Total teaching experience |                 |                |             |
| Total teaching experience | Before PG _____ | After PG _____ | Total _____ |

**Note:**

1. Only full time teaching in a teaching institution affiliated to KUHS / other universities established by law in India is considered as teaching experience.
2. Attested copies of appointment order, relieving order, service certificate, promotion order & PG degree, Nursing Council registration certificate etc., to be enclosed to claim teaching experience.
3. Qualifications and eligibility for appointment and promotion shall be as per Govt. of Kerala and INC guidelines.
4. Application is to be submitted through proper channel.
5. The envelope should be super scribed as Proforma for Recognition as Post Graduate Teacher'.
8. Any other relevant information: (Attach a separate sheet)  
(Regarding additional qualifications, achievements, publications, awards etc..)

**Declaration by the Teacher**

I hereby declare that the above information provided by me is true and correct. I shall take the sole responsibility for any wrong information provided and liable for any action taken by the university.

Place :

Date :

**Signature of the Teacher**

**Endorsement by the Principal**

The information provided by the teacher is verified from the office records and found to be correct. He/She is eligible to be recognized as a PG teacher to guide the dissertation work of PG students as per the INC regulations.

Place :

Date :

**Signature of the Principal**

**INSTRUCTIONS:**

1. The Prescribed Performa must be duly filled by the applicant in his/her own handwriting and submitted to the university through the principal's office.

2. The Principal should verify all the informations provided especially the date of birth, qualification, experience, and service details before sending the proforma to the university.
3. Ensure that attested copies of all relevant documents are furnished along with the application.
4. The Principal will be held responsible for any false information provided.
5. Incomplete and incorrect applications and applications with false information will be rejected and they are liable for disciplinary action by the university.



**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES  
MEDICAL COLLEGE P.O., THRISSUR – 680 596  
POST GRADUATE DISSERTATION – PROFORMA TO BE SUBMITTED FOR  
CHANGE OF GUIDE**

**(Please Note: Change of guide is permitted only if the guide leaves  
the college, transferred to another college, retires or expires.)**

Date:

**A. Particulars of Candidate, and Existing Guide**

Candidate's Name & Address :

Name of the Institution :

Course of Study & Subject :

Date of Admission to Course :

Title of the Topic :

Name & Designation of Existing Guide :

Signature of the Candidate :

**B. PARTICULARS OF PROPOSED GUIDE**

Name & Designation of proposed Guide :

Has the proposed guide been recognized as PG teacher by KUHS: Yes / No

*If yes, please furnish the particulars of university letter & If No, Please send his/her  
proforma for recognition as PG teacher*

Signature of the proposed Guide:

Name & Designation of Co-Guide if present:

Signature of the Co-Guide:

**C: Endorsement for change of guide**

1. Remarks and Signature of the HOD :

2. Reason for change of guide:

Resigned / Retired/ any other

3. Remarks and Signature of the Principal:

## **Format for the submission of Dissertation Hard & Soft copy**

### **Instructions to candidates**

Although your dissertation may be prepared on a computer, consider the following requirements for meeting the standards.

### **Paper**

Use only one side of high-quality, plain white (unlined in any way) bond paper, minimum 20-lb weight, and 8 ½ x 11 inches in size. Erasable paper should not be used.

### **Type Size and Print**

Select fonts type Times New Roman and a size of 12 characters. The size of the titles should be 14 and Bold, the size of subtitles should be 12 and bold. Print should be letter quality or laser (not dot matrix) printing with dark black characters that are consistently clear and dense. Use the same type of print and print size throughout the document.

### **Pagination**

Number all of the pages of your document, including not only the principal text, but also all plates, tables, diagrams, maps, and so on. Roman numerals are used on the preliminary pages (pages up to the first page of text) and Arabic numerals are used on the text pages. The numbers themselves can be placed anywhere on the page, however they should be consistent.

### **Spacing**

Use double spacing except for long quotations and footnotes which are single-spaced.

### **Margins**

To allow for binding, the left-hand margin must be 1.5 inches. Other margins should be 1.0". Diagrams, or photographs in any form should be a standard page size, or if larger, folded so that a free left-hand margin of 1.5 inch remains and the folded sheet is not larger than the standard page.

### **Photographs**

Professional quality black-and-white photographs are necessary for clear reproduction.

Colors are allowed, but you should be certain the colored figure will copy clearly and will not be confusing when printed in black and white.

### **File Fomat**

Dissertation format should be in .Doc (Ms Word Document) or PDF (Portable Document Format), Image files in JPG or TIFF format and Audio Visual in AVI (Audio Video Interleave), GIF, MPEG (moving picture expert) files format.

### **Labeling on CD**

CD-ROM Labeling should be standard and should contain title, name of the candidate, degree name, subject name, and guide name, name of the department, college, place and year.

### **References**

Vancouver style format.

### **5.3. Template for Mark List showing Maximum & Minimum**



**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg

No. ....

Name of the college .....

Name of course : M.Sc Nursing -Mental Health (Psychiatric) Nursing

Examination : First Year M.Sc Nursing Regular Examination

Date of publication

.....

Month & Year of Examination:

| Sl. No               | Subjects                                      | Theory |      |          | Practical |     |          | Total |       |          | Result |
|----------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                      |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                    | Nursing Education                             | 125    | 62.5 |          | 150       | 75  |          | 275   | 137.5 |          |        |
| 2                    | Advanced Nursing Practice                     | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 3                    | Nursing Research & Statistics                 | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 4                    | Clinical Speciality - I Mental Health Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Grand Total          |   |        |      |          |           |     |          | 850   | 425   |          |        |
| Grand Total in Words |   |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination

**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg

No. ....

Name of the college .....

Name of course : M.Sc Nursing -Mental Health (Psychiatric) Nursing

Examination : Second Year M.Sc Nursing Regular Examination

Date of publication

.....

Month & Year of Examination:

| Sl. No                             | Subjects  | Theory |      |          | Practical |     |          | Total |       |          | Result |
|------------------------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                                    |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                                  | Nursing Management  | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 2                                  | Dissertation & Viva Voce                                      |        |      |          | 200       | 100 |          | 200   | 100   |          |        |
| 3                                  | *Clinical Speciality – II Mental Health (Psychiatric) Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Total Marks Awarded in Second Year |   |        |      |          |           |     |          | 650   | 325   |          |        |
| Grand Total in Words               |   |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination

# Syllabus

for Courses affiliated to the

**Kerala University of Health Sciences**

Thrissur 680596



**MASTER OF SCIENCE IN NURSING**

**M.Sc Child Health (Paediatric) Nursing**

**Course Code 273**

**(2016-17 admission onwards)**

**2016**

## 2. COURSE CONTENT

### 2.1 Title of course:

MASTER OF SCIENCE IN NURSING – Child Health (Paediatric ) Nursing

### 2.2 Aim & Objectives of the Course

#### Aim

Aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as Clinical Nurse Specialists, Nurse Practitioners, Consultants, Educators, Researchers and Administrators in a wide variety of professional settings.

#### OBJECTIVES

On completion of the 2 year M.Sc Nursing programme, the graduates will be able to:-

1. Apply the concepts, theories and principles of nursing science.
2. Demonstrate competencies in nursing practice.
3. Practice as Clinical Nurse Specialist.
4. Establish collaborative relationship with the members of other disciplines.
5. Assume leadership in various care settings.
6. Participate in health planning, implementation and evaluation at different levels of health care system.
7. Function as effective nurse educators and nurse managers.
8. Conduct independent nursing research and utilize the research findings in nursing practice and education.
9. Critically evaluate various educational programmes in nursing.
10. Demonstrate interest and positive attitude in continuing education for personal and professional growth.
11. Demonstrate advanced skills and competence in the nursing management of children with medical and surgical conditions in various settings.
12. Incorporate evidence based nursing practice and identify the areas of research

in the field of child health nursing.

13. Describe the recent advancements in the field of child health nursing.

14. Explain the legal and ethical issues pertaining to child health nursing.

15. Function as child health nurse specialist and practitioner.

### 2.3 Medium of instruction:

Medium of instruction shall be English

### 2.4 Course outline

| <b>1 year</b>                   | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
|---------------------------------|---------------------|------------------------|
| Nursing Education               | 150                 | 150                    |
| Advanced Nursing Practice       | 150                 | 500                    |
| Nursing Research and Statistics | 150                 | 100                    |
| Child Health (Paediatric)       |                     |                        |
| Nursing-I                       | 150                 | 900                    |
| <b>Total</b>                    | <b>600</b>          | <b>1650</b>            |
| <b>II Year</b>                  | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
| Nursing Management              | 150                 | 200                    |
| Nursing Research (Dissertation) | -                   | 300                    |
| Child Health (Paediatric)       |                     |                        |
| Nursing -II                     | 150                 | 1450                   |
| <b>Total</b>                    | <b>300</b>          | <b>1950</b>            |
| <b>Grand Total</b>              | <b>900</b>          | <b>3600</b>            |

### 2.5 Duration

**Duration of the course is for 2 years.**

Weeks/year : 52 weeks

Leave : 3 weeks (20 days)

Preparation and Exam : 2 weeks

Total weeks available : 47 weeks

Total hours/week : 48 hours

48 hoursX47weeks : 2256 hour/year

## 2.6 Syllabus

As given under “Content of each subject in each year”. The concept of Health Care Counselling shall be incorporated in all relevant areas.

## 2.7 Total number of hours

As given under “Content of each subject in each year”

## 2.8 Branches if any with definition

Not Applicable

## 2.9 Teaching learning methods

As given in “Content of each subject in each year”

## 2.10 Content of each subject in each year

### FIRST YEAR M.Sc NURSING

### NURSING EDUCATION

Placement: 1st Year

#### Hours of Instruction

Theory 150 Hours  
Nursing Faculty-115  
External Faculty- 35  
Practical 150 Hours  
Total: 300 Hours

## Course Description

This course is designed to assist students to develop a broad understanding of fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

## Objectives

At the end of the course, students will be able to :

1. Explain the aims of education, philosophies, trends in education and its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and

future trends.

6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing
9. Demonstrate skill in guidance and counselling.
10. Describe the problems and issues related to the implementation of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education program Identify research priorities in nursing education.
12. Discuss various models of collaboration in nursing education and services.
13. Explain the concept, principles, steps, tools and techniques of Evaluation.
14. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

| Unit | Theory Hours | Content  |
|------|--------------|--|
| I    | 10           | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education :Definition, aims, concepts, philosophies, Formulation of philosophy &amp; their implications on education (Review)</li> <li><input type="checkbox"/> Impact of Social, economical, political &amp; technological changes on education.</li> <li><input type="checkbox"/> Professional education</li> <li><input type="checkbox"/> Current trends and issues in education</li> <li><input type="checkbox"/> Educational reforms and National Educational Policy, various educational commissions-reports</li> </ul> <p><b>Nursing education-</b> Definition, aims, philosophy<br/>Trends in development of nursing education in India -ANM, GNM, Basic B.Sc. Nursing, Post Basic B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D in Nursing, Post basic diploma programs, Nurse practitioner programs.</p> |
| II   | 20           | <p><b>Curriculum Development</b><br/>Definition, curriculum determinants, process and steps of curriculum</p>  |

|  |  |  |
|--|--|--|
|  |  | <p>development, Types and framework.</p> <ul style="list-style-type: none"><li>□ Educational Objectives - types, domains, levels, elements and writing of educational objectives,</li><li>□ selection of learning experiences</li><li>□ Organization of learning experiences; master plan, course plan, unit plan, Lesson Plan.</li><li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li><li>□ Evaluation of educational programs in nursing- course and program.</li><li>□ Equivalency of courses : Transcript , credit system.</li></ul> |
|--|--|--|





|                   |                                    |   |
|-------------------|------------------------------------|---|
| <p><b>III</b></p> | <p><b>20</b><br/><b>*EF 10</b></p> | <p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, principles ,theories of teaching and learning, relationship between teaching and learning</li> <li>□ Competency based education, outcome based education (OBE)</li> <li>□ Instructional strategies – Lecture, Discussion, Demonstration, Simulation, Laboratory Method, Seminar, Panel, Symposium, Problem solving, Workshop, Project, role- play (sociodrama) (Review) Microteaching.</li> <li>Innovative Strategies</li> <li>Problem Based Learning (PBL), programmed instruction, Self Directed learning(SDL), Computer Assisted Instruction(CAI), Computer Assisted Learning (CAL), Clinical teaching methods. brain storming, integrated teaching, team teaching</li> <li>Class room management and transactional analysis</li> <li>□ Teacher - Roles &amp; responsibilities, functions characteristics, competencies, qualities.</li> <li>□ Preparation of professional teacher</li> <li>□ Organizing professional aspects of teacher preparation programs.</li> <li>□ Critical analysis of various programs of teacher education in India</li> </ul> |
|-------------------|------------------------------------|---|

|                  |                                     |   |
|------------------|-------------------------------------|---|
| <p><b>IV</b></p> | <p><b>40</b></p> <p><b>EF20</b></p> | <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement, Principles of evaluation(review) characteristics-objectivity, validity, reliability, usability</li> </ul> <p>Formative and summative evaluation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal assessment, external examination. criterion and norm referenced evaluation,</li> <li><input type="checkbox"/> Evaluation strategies-meaning, characteristics.</li> <li><input type="checkbox"/> Construction of test, administration of test , scoring, grading Vs marks.</li> <li><input type="checkbox"/> Item analysis</li> </ul> <p><b>Non-standardized tests :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay, short answer questions and multiple choice questions, True &amp; False, Completion.Tools of Evaluation-Rating scales, checklist,Objective Structured Clinical Examination (OSCE) , Objective Structured Practical Examination (OSPE),Viva Examination</li> <li><input type="checkbox"/> Differential scales, and Summated scales, Sociometry, Anecdotal record, Attitude scale, critical incident technique.</li> <li><input type="checkbox"/> Question bank-preparation, validation, moderation by panel.</li> </ul> <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests of intelligence attitude, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> <li><input type="checkbox"/> Teacher Evaluation-Strategies</li> </ul> |
|------------------|-------------------------------------|---|

|     |          |   |
|-----|----------|---|
| V   | 15       | <p><b>Instructional Media &amp; Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in the selection and use of media in education</li> <li><input type="checkbox"/> Developing learning resource material using different Media.</li> <li><input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.</li> <li><input type="checkbox"/> Teacher’s role in procuring and managing</li> <li><input type="checkbox"/> instructional Aids – Projected and non-projected aids, multi media, video-tele conferencing etc</li> </ul> |
| VI  | 10       | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts – Definition, importance, need, scope, principles of learning, assessments of learning needs, priorities, resources.</li> <li><input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs.</li> <li><input type="checkbox"/> Research in continuing education.</li> <li><input type="checkbox"/> Distance education in nursing</li> </ul>  |
| VII | 5<br>EF5 | <p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling (Review).</li> <li><input type="checkbox"/> Trends and issues in Guidance and counseling.</li> <li><input type="checkbox"/> Guidance and counseling services: diagnostic and remedial.</li> </ul>   |

|             |           |  |
|-------------|-----------|--|
|             |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordination and organization of services.</li> <li><input type="checkbox"/> Techniques of counseling : Interview, case work, Characteristics of counselor, problems in counseling.</li> </ul> <p>Professional preparation and training for counseling</p>   |
| <b>VIII</b> | <b>25</b> | <p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</li> <li><input type="checkbox"/></li> </ul> <p>Role of curriculum coordinator – planning , implementation &amp; Evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation of educational programs in nursing- course &amp; Program</li> <li><input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together</li> <li><input type="checkbox"/> Concept of faculty supervisor (dual) position.</li> <li><input type="checkbox"/> Curriculum research in nursing.</li> </ul> <p>Different models of collaboration between education and service</p> |

|           |          |   |
|-----------|----------|---|
| <b>IX</b> | <b>5</b> | <p><b>Quality in Nursing Education</b></p> <p>Development and maintenance of standards and accreditation in nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> |
|-----------|----------|---|

## \* External Faculty (EF)

### Activities

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10  
(Like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
  - Observe and practice application of various non-standardized tests, (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

## Methods of evaluation

- Tests
- Presentation
- Project work

### Assignments –Theory

Lesson plan-2,courseplan -1,unit plan 2,rotation plan-2(master plan,clinical rotation)

Evaluation tool-construction,administration and evaluation(Essay,objectivetype,ratingscale,checklist)

Construction of an achievement test

### Practical

Practice teaching using different strategies (lecture cum discussion-5,demonstration-2,seminar-1,clinicalteaching -2,symposium/role play/panel discussion)

### Internal Assessment (Theory)

|                      | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignments          | 25%              |
| Seminar/presentation | 25%              |
| Total                | <b>100%</b>      |

### Practical – Internal assessment

|   |      |
|---|------|
| Preparation of Learning resource material & | 25%  |
| Construction of tests/rotation plan.        |      |
| Practice Teaching                           | 50%  |
| Conduct Workshop /Short Term Course         | 25%  |
| Total                                       | 100% |

## REFERENCE \* .

- ② S.K.Kochhar, Guidance and Counseling in Colleges and Universities, Revised Edition, Sterling Publishers, New Delhi.
- ② Bipin Asthana R.N.Agawal, Measurement and Evaluation in Psychology and Education, Latest Edition, Vinod Pustak Mahal, Agra.
- ② Malla Reddy Mamidi, S. Rvisankar Curriculum Development and educational Technology, Latest Edition, Sterling Publishers, New Delhi.
- ② JagannathMohanthly, Indian Education in the emerging Society, Latest Edition, Sterling Publishers, New Delhi.
- ② K.K. Bhatia, Measurement and Evaluation in Education, Latest edition, Prakash Brothers Ludhiana. Mc Graw Hill Co,New York.
- ② Billings D M, Halstead J A (2009) Teaching in Nurisng, A guide for faculty, USA, Saunders ELSEVIER.
- ② Mayor B A &Wittman R A (2008) Nursing Education, Foundations for Practice Excellence, New Delhi, Jay Pee.
- ② Aggarwal J C (1996) Essentials of Educational Technology-Innovations in Education, New Delhi, Vikas Publishing House.
- ② Quinn M Francis (1995) Principles & Practice of Nurse Education, London, Champann& Hall.
- ② Aggarwal J C (2001) Theory & Principles of Education New Delhi, Vikas Publishing house PVT Ltd.
- ② Bevis E O (1982) Curriculum Builders in Nursing, St. Louis, C. V Mosby Company.
- ② Aggarwal J C (2008) Development & Planning of Modern Education, New Delhi, Vikas Publishers PVT Ltd.
- ② Young. . E & Peterson B. L (2007) Teaching Nursing Developing a student centered environment New York, Lippincott.
- ② Singh T Etal (2009) Principles of Medical Education New Delhi, Jaypee.
- ② Clement, Textbook on Communication & Educational Technology.
- ② Iwasiv C L etal(2010), —Curriculum development in Nursing Education||, New Delhi, Bartlett Publishers.
- ② National and international journals in nursing education

## ADVANCED NURSING PRACTICE

Placement: 1st Year

### Hours of Instruction

Theory: 150 Hours

External Faculty:-30hrs

Nursing Faculty:-120hrs

Practical: 500 Hours

Total : 650 Hours

### Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

### Objectives:

At the end of the course the students will be able to:

1. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
2. Identify latest trends in nursing and the basis of advanced nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Perform health assessment and General physical examination
6. Provide holistic and comprehensive care following nursing process approach
7. Perform extended and expanded role of nurse.
8. Describe alternative modalities of nursing care.
9. Describe the concept of quality control in nursing.
10. Identify the scope of nursing research.
11. Use computer in patient care delivery system and nursing practice.
12. Appreciate importance of self development and professional advancement.



## COURSE CONTENT

| Unit | Hours | Content   |
|------|-------|---|
| I    | 8     | <p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> History and development of nursing profession, Perspectives</li> </ul> <p>of Nursing Profession-National, global</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of ethics, code of professional conduct, autonomy and Legal considerations</li> <li><input type="checkbox"/> Evidence Based Nursing Practice</li> <li><input type="checkbox"/> Progressive Patient Care</li> <li><input type="checkbox"/> Quality assurance in Nursing</li> <li><input type="checkbox"/> Futuristic nursing.</li> </ul>  |
| II   | 5     | <p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care environment, Health economics</li> </ul> <p>Health care policy -National, State</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy and politics in Nursing</li> <li><input type="checkbox"/> Health care delivery system- national, state, district and local level.</li> <li><input type="checkbox"/> Major stakeholders in the health care system-Government, NGOs etc</li> <li><input type="checkbox"/> Patterns of nursing care delivery in India.</li> <li><input type="checkbox"/> Health care delivery concerns</li> <li><input type="checkbox"/> National health and family welfare programs:(Review)</li> <li><input type="checkbox"/> Information, education and communication (IEC).</li> </ul> <p>Tele-medicine.</p> |
| 111  | 20    | <p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Values, Conceptual models, approaches.</b></li> <li><input type="checkbox"/> <b>Nursing theories:</b> Nightingale's, Hendersons's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Pender's Neuman's, Roy's, Watson , and their applications</li> </ul> <p>Health promotion and health belief models</p>   |

|             |                          |  |
|-------------|--------------------------|--|
|             |                          | <input type="checkbox"/> Evidence based practice model.  |
| <b>1V</b>   | <b>12</b><br><b>*EF8</b> | <b>Clinical Assessment-History taking and physical examination</b>   |
| <b>V</b>    | <b>6</b>                 | <b>Nursing process</b><br><br><b>Review:</b> Identification of health-illness problems, health behaviors, Methods of data collection, analysis and utilization of data relevant to nursing process. Formulation of nursing care plans, health goals, Implementation, modification and evaluation of care.  |
| <b>V1</b>   | <b>15</b><br><b>EF10</b> | <b>Genetics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Molecular basis of the gene and transmission of genetic information</li> <li><input type="checkbox"/> Recombination, Mutation, Pedigree analysis</li> <li><input type="checkbox"/> Mapping the Human genome – Genome project.</li> <li><input type="checkbox"/> Approaches to common genetic disorders-Monogenic and polygenic</li> <li><input type="checkbox"/> Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening,</li> <li><input type="checkbox"/> Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li><input type="checkbox"/> Genetic counseling.</li> <li><input type="checkbox"/> Practical application of genetics in nursing.</li> </ul> |
| <b>V11</b>  | <b>4</b><br><b>EF2</b>   | <b>Epidemiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review</b> :Epidemiological approach and methods</li> <li><input type="checkbox"/> Concepts of causation of diseases and their screening,</li> <li><input type="checkbox"/> Application of epidemiology in health care delivery</li> <li><input type="checkbox"/> Health surveillance and health informatics</li> <li><input type="checkbox"/> Role of nurse</li> </ul>   |
| <b>V111</b> | <b>30</b>                | <b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> Pathophysiology and Psychodynamics of disease causation<br/>Life processes from birth to old age,ageingprocess,geriatric considerations in nursing,</li> <li>Psychosocial dynamics in causation of disease, life style disease</li> <li><b>Common problems and management:</b></li> <li><input type="checkbox"/> Hospital acquired Infection, Pressure sore, Oxygen insufficiency</li> <li>Haemodynamic monitoring</li> <li>Fluid and electrolyte imbalance, Acid Base imbalance, Metabolic syndrome, Immune disorders, HIV/AIDS,Hemorrhage, shock,</li> </ul>   |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Altered body temperature, Unconsciousness, Insomnia, pain, Sensory deprivation, Immobility, Anaphylaxis, Septicaemia, Cardio pulmonary arrest. ARDS, respiratory failure and mechanical ventilation, Emerging communicable diseases and biomedical waste management.   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Human behavior, Personality trait, Communication and interpersonal relationships, Individual / group dynamics and organizational behavior, Basic human needs</li> <li><input type="checkbox"/> Human Sexuality and sexual health.</li> <li><input type="checkbox"/> Stress and adaptation, crisis and its intervention,</li> <li><input type="checkbox"/> Coping with loss, death and grieving,</li> <li><input type="checkbox"/> Principles and techniques of Counseling.</li> </ul>  |
| <b>X</b>  | <b>10</b>               | <p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Framework, scope and trends.</li> <li><input type="checkbox"/> Alternative modalities of care</li> <li><input type="checkbox"/> Alternative systems of health and complimentary therapies.</li> <li><input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li><input type="checkbox"/> Health promotion and primary health care.</li> <li><input type="checkbox"/> Independent practice issues, Independent nurse-midwifery practitioner.</li> <li><input type="checkbox"/> Collaboration issues and models-within and outside nursing.</li> </ul> <p>Models of Prevention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender sensitive issues and women empowerment.</li> </ul> <p>Disaster nursing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trans-cultural nursing.</li> </ul> |
| <b>XI</b> | <b>15</b>               | <p><b>Advanced nursing skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Indication and nursing implications:</li> <li><input type="checkbox"/> TPN, Hemodynamic monitoring, Endo-tracheal intubation, Tracheotomy, Mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, Chest physio therapy, Pleural and abdominal paracentesis, Triage, Pulse oxymetry, CPR, ACLS</li> </ul>  |

|                   |  |
|-------------------|--|
| <b>10<br/>EF5</b> | <p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li>☐ Use of computers in teaching, learning, research and nursing practice.</li> <li>☐ Windows, MS office: Word, Excel, Power Point</li> <li>☐ Internet-literature search,</li> <li>☐ Statistical packages</li> <li>☐ Hospital management information system: softwares</li> </ul> |
|-------------------|--|

Legend: \*EF-External Faculty

**Practical – 500 Hrs**

Clinical posting in the following areas:

| Sl. No | Dept/Unit                    | No. of Weeks |
|--------|------------------------------|--------------|
| 1.     | Medical and Surgical Wards   | 4            |
| 2.     | ICUs                         | 4            |
| 3.     | Community Health Centre/ PHC | 2            |
| 4.     | Casualty                     | 1            |
|        | <b>Total</b>                 | <b>11</b>    |

**Activities**

☐ Practice advance clinical procedures

- Prepare Care plan and care study based on nursing process and nursing theories 2 (Medial , Surgical)
- Care Analysis (Medial / Surgical)
- Presentation of comparative picture of theories -2
- Clinical presentations/Clinical teaching- 3

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion

- Debate
- Case Presentations
- Exposure to scientific conferences

**Methods of evaluation:**

Tests

- Presentation
- Seminar
- Written assignments

**Advance Nursing Procedures**

Definition, Indication and nursing implications:

- ☐ Cardio Pulmonary Resuscitation, Total Parental Nutrition, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, Lumbar Puncture, Blood Transfusion Pleural and abdominal paracentesis Operation Room techniques, Health assessment, Triage, Pulse oxymetry.

**Internal Assessment**

| Theory               | Weightage   |
|----------------------|-------------|
| Sessional exams (3)  | 50%         |
| Assignment           | 25%         |
| Seminar/presentation | 25%         |
|                      | <b>100%</b> |

**REFERENCE**

- Moyet Carpenito, Nursing Diagnosis. 'Lippincott. Latest edn .
- Tucker, Susan Martin et al. Patient Care Standards' Latest edn .Mosby.
- Guyton et al., Textbook of Medical Physiology|| Latest edn .Saunders.
- Gordin ,Janet W. Nursing Diagnosis|| Latest edn Jones and Bartlett Publishers.
- Anne M Barker, Advance Practice Nursing edited by AnneM Barker, Johns and Bertlett Publishers, New Delhi
- Lemone ,Lillis ,Taylor , Fundamentals of Nursing Latest edn .

- Wilson, Jennie Infection control in Clinical Practice .Latest ednBailliere Tindal.
- Ciliska ,Dicenso ,Guyatt .||Evidence –based Nursing|| Elsevier .
- Speakman, Alizabeth , Body fluids and electrolytes|| Latest edn .
- BerMn ,Snyder, Kozier, erb, Fundamentals of Nursing, Latest edn .
- Ann MarrinerTomey, Nursing Theorist and Their Work||, Latest edn, Mosby, Elsevier.
- Martha RailaAlligood, Ann MarrinerTomey, Nursing Theory Utilization & Application||, Elsevier.
- Dee Mc Gonigle, Kathleen Mastriau, Nursing Informatics & Foundations of Knowledge||, Jones & Bartlett Publishers New delhi.
- Catheleene Masters, Role development in Professional Nursing Practice||, Jones & Bartlett Publishers Boston.
- Janie B Butts Karen L Rich, Nursing ethics across the curriculum and into practice||.
- Lewis, Heitkemper, Dirksen O Brien Brcher, Medical Surgical Nursing, Latest edn, Mosby Publishers.
- ☐ G M Dhar, I Robbani, Foundations of Community Medicine, Latest edn||, Elsevier Publishers.
- ☐ National and international journals in nursing practice, advanced nursing and critical care

## NURSING RESEARCH AND STATISTICS

Placement: 1st Year

### Hours of Instruction

Theory : 150 Hours

Practical : 100 Hours

Total : 250 Hours

### **Part A: Nursing Research**

Theory: 100 Hours

Practical: 75 Hours

Total : 175 Hours

### **Course Description:**

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

### **General Objectives:**

At the end of the course, the students will be able to:

1. Recognize the significance of research in nursing and its importance in evidence- based nursing practice.
2. Identify the steps of quantitative and qualitative research.
3. Discuss the ethical aspects of research.
4. Review literature utilizing various resources.
5. Identify researchable problems in nursing.
6. Demonstrate skill in planning and conducting research studies.
7. Communicate research findings.
8. Utilize research findings.
9. Critically evaluate research reports and articles.
10. Write scientific paper for publications.

**COURSE CONTENT:**

| Unit | Theory hours | Content  | Practical hours | Content                      |
|------|--------------|--|-----------------|------------------------------|
| I    | 5            | <p><b>Introduction</b><br/> <b>Review:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and scientific method.</li> </ul> <p>Research –definition, characteristics, purposes, types of research, Basic research terms, Scope of nursing research, Overview of Research process, Significance of research in nursing, Historical Evolution of nursing research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Future trends in nursing research.</li> <li><input type="checkbox"/> Problems and challenges in nursing research, health and social research.</li> <li><input type="checkbox"/> Priorities for nursing research.</li> <li><input type="checkbox"/> Evidence based practice.</li> <li><input type="checkbox"/> Ethics in research</li> </ul> |                 |                              |
| II   | 5            | <p><b>Review of Literature</b></p> <ul style="list-style-type: none"> <li>• Review- <ul style="list-style-type: none"> <li>• Importance, purposes, sources, criteria for selection of resources</li> <li>• Guidelines for writing literature review.</li> </ul> </li> </ul>  | 5               | Literature search-web search |



|     |    |   |   |  |
|-----|----|---|---|--|
| III | 10 | <b>Research problem:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of research problem/ research question.</li> <li><input type="checkbox"/> Formulation of problem statement and research objectives</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Assumption and delimitations</li> <li><input type="checkbox"/> Identification of variables</li> <li><input type="checkbox"/> Hypothesis –definition, formulation and types.</li> </ul> | 5 | 1. Identification of research question.<br>2. Formulation of problem statement and research objectives |
| IV  | 5  | <b>Developing theoretical /conceptual framework.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Theories: Nature, characteristics, purpose and application in research</li> <li><input type="checkbox"/> Using, testing and developing conceptual framework, models and theories.</li> </ul>  | 5 | Developing theoretical /conceptual framework.  |
| V   | 15 | <b>Research Approach and designs</b><br>Qualitative and Quantitative, Mixed methods<br><b>Qualitative research approaches:</b><br>Grounded theory, phenomenology, ethnography, case study and historical research.<br><b>Quantitative:</b> Experimental and non experimental: types, characteristics, advantages and disadvantages.<br>Randomised control design, cohort study, clinical trials   |   |  |
| VI  | 8  | <b>Sampling</b><br>Population and sample.<br>Factors influencing sampling<br>Sampling techniques<br>Sample size<br>Probability and sampling error   |   |  |

|             |    |  |    |  |
|-------------|----|--|----|--|
| <b>VII</b>  | 20 | <p><b>a) Data collection methods and Tools:</b><br/>Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. Tools for data collection-types and characteristics</p> <p><b>b) Measurement and data quality</b><br/>Validity and reliability of tools,<br/>Characteristics of an instrument<br/>Steps in development of an instrument.<br/>Procedure for data collection</p> |    |  |
| <b>VIII</b> | 3  | <b>Critical analysis of research reports and articles</b>  | 15 | Critical analysis of research reports and Articles |
| <b>IX</b>   | 4  | <b>Developing and presenting a research proposal</b>   | 5  | Presenting a research proposal                     |
| <b>X</b>    | 5  | <b>Implementing research plan</b><br>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, Collection of data  | 40 | Pilot study  |
| <b>XI</b>   | 10 | <b>Analysis and interpretation of data</b><br><b>Plan for data analysis:</b> quantitative and qualitative<br>Preparing data for computer analysis and Presentation , Statistical analysis<br>Interpretation of data Conclusion and generalizations<br>Summary and discussion   |    |  |
| <b>XII</b>  | 10 | <b>Reporting and utilizing research findings:</b><br>Communication of research results; oral and written<br>Writing research report purposes, methods and style, Vancouver, American Psychological Association (APA),  |    |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Utilization of research findings.                             |  |  |
|  |  | Writing scientific articles for publication: purposes & style |  |  |

**Activities:**

- ☐ Annotated Bibliography of research reports and articles. -4
- ☐ Review of literature of selected topic and reporting
- ☐ Formulation of problem statement, objective and hypothesis
- ☐ Developing theoretical /conceptual framework.
- ☐ Preparation of a sample research tool.
- ☐ Analysis and interpretation of given data
- ☐ Developing and presenting research proposal
- ☐ Journal presentation-1
- ☐ Critical evaluation of selected research studies –dissertaton-1,journal article -1
- ☐ Writing a scientific paper

**Methods of Teaching:**

- ☐ Lecture-cum-discussion
- ☐ Seminar/Presentations
- ☐ Project
- ☐ Class room exercises
- ☐ Journal club

**Methods of Evaluation:**

- ☐ Quiz, Tests(Term)
- ☐ Assignments/Term paper
- ☐ Presentations
- ☐ Project work (Concerned specialty)

| <b>Internal Assessment Techniques</b> | <b>Weightage (15 marks)</b> |
|---------------------------------------|-----------------------------|
| Sessional exams (2)                   | 40%                         |
| Presentations/Seminar                 | 20%                         |
| Research critique & presentation      | 20%                         |
| Annotated bibliography ,assignments   | 20%                         |
| <b>Total</b>                          | <b>100%</b>                 |

## Part –B: Statistics (External Faculty)

### Hours of Instruction

Theory 50Hours

Practical 25 Hours

**Total 75 Hours**

### Course Description:

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing

### General Objectives:

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully
4. Use descriptive and inferential statistics to predict results
5. Draw conclusions of the study and predict statistical significance of the results
6. Describe vital health statistics and their use in health related research
7. Use statistical packages for data analysis.

### Course content

| Unit | Hours  |           | Content  |
|------|--------|-----------|--|
|      | Theory | Practical |  |
| I    | 7      |           | <b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Concepts, types, significance and scope of statistics, meaning of data</li> <li>□ Sample, parameter</li> <li>□ Type and levels of data and their Measurement                             <ul style="list-style-type: none"> <li>□ Organization and presentation of data-Tabulation of data</li> </ul> </li> <li>□ Frequency distribution</li> <li>□ Graphical and tabular presentations</li> </ul> |
| II   | 4      |           | <b>Measures of central tendency:</b><br><b>Mean, Median, Mode</b>  |

|      |   |    |   |
|------|---|----|---|
| III  | 4 |    | <b>Measures of variability:</b> □ Range, Percentiles, Average deviation, Quartile deviation, Standard deviation   |
| IV   | 3 |    | <b>Normal Distribution:</b> □ Probability, Characteristics and application of normal probability curve, Sampling error  |
| V    | 6 |    | <b>Measures of relationship:</b> □ Correlation-need and meaning □ Rank order correlation □ Scatter diagram method, product moment correlation, Simple linear regression analysis and prediction,  |
| VI   | 5 |    | <b>Designs and meaning:</b><br>□ review -Experimental designs<br>□ Comparison in pairs, randomized block design, Latin squares.   |
| VII  | 8 |    | <b>Significance of Statistic and Significance of difference between two</b><br><br><b>Statistics(Testing hypothesis)</b><br>□ Non parametric test-Chi-square test, Sign, median test, Mann Whitney test<br>□ Parametric test- $t'$ test, ANOVA, |
| VIII | 5 |    | <b>Use of statistical methods in psychology and education</b><br>□ Scaling-Z Score, Z Scaling<br>□ Standard Score and T Score<br>□ Reliability of test scores: test-retest method, parallel forms split half method                             |
| IX   | 4 | 5  | <b>Application of statistics in health:</b><br>Ratios, Rates, Trends<br>Vital health statistics –Birth and death rates<br>Measures related to fertility, morbidity and mortality  |
| X    | 4 | 20 | <b>Use of Computers for data analysis</b><br>Use of statistical package   |

**Activities:**

- Exercises on organization and tabulation of data
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
- Practice in using statistical package
- Computing
- Vital health statistics

**Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration-on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package

**Methods of Evaluation:**

- Test, Classroom statistical exercises

|                                |                    |
|--------------------------------|--------------------|
| Internal Assessment Techniques | weightage 10 marks |
| Sessional exams – (2)          | 100%               |

**References \*:**

- Burns.N. and Susan K Grove. Understanding Nursing Research building and evidence based practice., W B Saunders, St. Luis .
- Polit, D.F. and C T Beck. Nursing Research Generating and Assisting evidence for Nursing practice-Wolter Kluwer, New Delhi
- Wood, G.L. and Haber J. Nursing Research-methods and critical appraisal for evidence-based practice. Elsevier.
- C R Kothari. Research Methodology Methods and Techniques. New Age Publishers, New Delhi.
- Sunder Rao. P.S.S. Jesudian, G. and Richard, J. An introduction to Biostatistics a manual for students in health sciences.

- Rose A Utely. Theory and Research for Academy Nurse Educators Application to Practice, Jones and Bartlett Publishers. Boston
- Nola A. Schmidt, Janet M Brown. Evidence Based Practice for Nurses Appraisal and Application of Research, Jones and Bartlett Publishers, New Delhi.
- Marylynn J Wood, Jannet C Ross Kerr. Basic Steps in Planning Nursing Research from question to Proposal, Jones and Bartlett Publishers, New Delhi.
- Mahajan. Methods in Biostatistics. Jaypee Brothers
- National and international journals in nursing practice, nursing education, nursing research



## CHILD HEALTH (PAEDIATRIC) NURSING-I

**Placement :1st Year**

### **Hours of Instruction**

Theory 150 Hours

External Faculty- 40 Hours

Internal Faculty- 110 Hours

Practical-900Hours

Total : 1050 Hours

### **Course Description**

This course is designed to assist students in developing expertise and in depth understanding in the field of Child Health Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and child health nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Pediatric nursing.

### **Objectives**

At the end of the course the students will be able to:

1. Appreciate the history and developments in the field of child health and child health nursing as a specialty.
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Perform physical, developmental, and nutritional assessment of pediatric clients
4. Apply nursing process in providing nursing care to neonates & children
5. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
6. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
7. Describe various recent technologies and treatment modalities in the management of high risk children.
8. Incorporate evidence based nursing practice and identifies the areas of research in the field of pediatric/neonatal nursing



9. Recognize the role of pediatric nurse practitioner as a member of the pediatric and neonatal health team.

10. Teach pediatric nursing to undergraduate students & in-service nurses.

| Unit | Hours          | Content  |
|------|----------------|--|
| I    | 10             | <p><b>Introduction</b></p> <p>Review: -</p> <p>Historical development of Pediatrics and Pediatric Nursing in India;</p> <p>Current status of child health in India;</p> <p>Trends in Pediatrics and Pediatric Nursing, Principles of pediatric nursing</p> <p>Ethical and cultural issues in pediatric care</p> <p>Rights of children Nursing theories applicable to child health nursing : Orem's self care deficit, Kulebas theory of comfort , Neuman's system model, Kathryn E Barnard – child health assessment model</p> <p>National health policy for children, special laws and ordinances relating to children.</p> <p>National goals,</p> <p>Five year plans,</p> <p>National health programs related to child health ,National and International organizations related to child health,</p> |
| II   | 10<br><br>EF 5 | <p><b>Assessment of pediatric clients</b></p> <p>History taking</p> <p>Developmental assessment</p> <p>Physical assessment</p> <p>Nutritional assessment</p> <p>Family assessment ,Dehydration assessment ,Emergency assessment</p>  |

|     |            |   |
|-----|------------|---|
| III | 5          | <p><b>Hospitalized child</b></p> <p>Review:- Meaning of hospitalization to the child, preparation for hospitalization, effects of hospitalization on the child and family</p> <p>Stressors and reactions related to developmental stages, play activities for ill hospitalized child. Nursing care of hospitalized child and family.</p>  |
| IV  | 10<br>EF 5 | <p><b>Pre-natal Pediatrics</b></p> <p>Embryological and fetal development, Prenatal factors influencing growth and development of fetus,</p> <p>Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling, Legal and ethical aspects of genetic screening and counseling, role of nurse in genetic counseling, Importance of prenatal care and role of pediatric nurse.</p>  |
| V   | 10         | <p><b>Growth and Development of children</b></p> <p>Review: -Factors affecting growth and development</p> <p>Principles of growth and development,</p> <p>Concepts and theories of growth and development,</p> <p>Developmental tasks and special needs from infancy to adolescence, developmental milestones,</p> <p>Assessment of growth and development of pediatric clients, Play needs in different age group, Accidents in children</p> <p>Developmental Problems</p> |

|                    |                                     |  |
|--------------------|-------------------------------------|--|
| <p><b>VI</b></p>   | <p><b>10</b></p> <p><b>EF 5</b></p> | <p><b>Behavioral Pediatrics and Pediatric Nursing</b></p> <p>Parent child relationship,</p> <p>Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure to thrive, child abuse, battered child syndrome,</p> <p>Common behavioral problems and their management,</p> <p>Child guidance clinic.</p>  |
| <p><b>VII</b></p>  | <p><b>10</b></p> <p><b>EF 5</b></p> | <p><b>Preventive Pediatrics and Pediatric Nursing</b></p> <p>Concept, aims and scope of preventive pediatrics,</p> <p>Maternal health and its influence on child health, antenatal aspects of preventive pediatrics,</p> <p>Immunization, expanded program on immunization/ universal immunization program and cold chain,</p> <p>Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding, Complementary feeding.</p> <p>Health education, nutritional education for children and mother</p> <p>Nutritional programs</p> <p>Role of pediatric nurse in the hospital and community.</p> |
| <p><b>VIII</b></p> | <p><b>10</b></p> <p><b>EF 5</b></p> | <p><b>Developmental disturbances and implications for nursing</b></p> <p>Learning disabilities</p> <p>Habit disorders, speech disorders,</p> <p>Conduct disorders,</p>   |

|            |                           |  |
|------------|---------------------------|--|
|            |                           | Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia   |
| <b>IX</b>  | <b>10</b>                 | <p><b>Challenged child and implications for nursing</b></p> <p>Physically challenged, causes, features, early detection &amp; management</p> <p>Children with cerebral palsy</p> <p>Mentally challenged child.</p> <p>Training &amp; rehabilitation of challenged children</p>     |
| <b>X</b>   | <b>5</b>                  | <p><b>Crisis and nursing intervention</b></p> <p>Hospitalized child – Crisis Intervention</p> <p>Terminal illness &amp; death during childhood</p> <p>Nursing intervention-counseling , Adjustment reaction to school</p>  |
| <b>XI</b>  | <b>5</b><br><b>EF 5</b>   | <p><b>Drugs used in Pediatrics</b></p> <p>Criteria for dose calculation</p> <p>Administration of drugs, oxygen and blood</p> <p>Drug interactions</p> <p>Adverse effects and their management</p>  |
| <b>XII</b> | <b>35</b><br><b>EF 10</b> | <p><b>Neonatal Nursing</b></p> <p>New born baby: Concept, Goals, assessment, principles.</p> <p>- profile and characteristics of the new born,</p> <p>Nursing care of the new born at birth, care of the new born and family,</p> <p>Assessment of gestational age IUGR babies</p> |

|      |    |   |
|------|----|---|
|      |    | <p>High Risk Newborn: Identification, classification and nursing management.</p> <p>Nursing management of</p> <ul style="list-style-type: none"> <li>• Preterm, term neonate and growth retarded babies.</li> <li>• Post-mature infant, and baby of diabetic and substance use mothers.</li> <li>• Respiratory conditions, Asphyxia neonatorum, neonatal apnoea, meconium aspiration syndrome, pneumo thorax, pneumo mediastinum</li> <li>• Icterus neonatorum.</li> <li>• Birth injuries.</li> <li>• Hypoxic ischaemic encephelopathy</li> <li>• Congenital anomalies.</li> <li>• Neonatal seizures.</li> <li>• Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia, Neonatal Hypothyroidism</li> <li>• Neonatal heart diseases.</li> <li>• Neonatal hemolytic diseases</li> <li>• Neonatal infections, neonatal sepsis, ophthalmia, neonatorum, congenital syphilis, HIV/AIDS</li> <li>• Advanced neonatal procedures.</li> <li>• Calculation of fluid requirements.</li> <li>• Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</li> </ul> |
| XIII | 20 | <p><b>IMNCI</b></p> <p>(Integrated management of neonatal and childhood illnesses)</p> <p>Essential New born care, facility based new born care</p>   |

## EF 10: External Faculty

Practical Experience

Total = 900 Hours

1 Week = 48Hours

| Sl no | Dept / unit                | No of weeks |
|-------|----------------------------|-------------|
| 1.    | Pediatric Medical ward     | 5           |
| 2.    | Pediatric Surgery ward     | 2           |
| 3.    | Labor room/ Maternity ward | 1           |
| 4.    | NICU                       | 8           |
| 5.    | Community                  | 1           |
| 6.    | Paed OPD                   | 1           |
| 7.    | Child guidance clinic      | 1           |
|       | TOTAL                      | 19          |

Visit to Creche, Child guidance clinic, Anganwadi, Orphanage, Special schools for challenged children.

### Clinical Assignments

- Care study – 1 neonatal
- Care analysis - 1
- Clinical presentations - 5
- Growth & developmental assessment – 5
- Health education –individual teaching -5
- Nutritional assessment - 3
- Term paper – 1
  
- Project
  
- Drug file
- Project
- Maintain Log book

### Procedure to be performed/ assisted



- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, anthropometric assessment
- Admission & discharge of neonates
- Feeding – management of breast feeding, artificial feeding, expression of breast milk  
NG(Nasogastric) tube insertion, gavage feeding, TPN, Breast feeding counselling.
- Thermoregulation – Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control.
- Administration of drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, calculation of dosages neonatal formulation of drugs, use of tuberculin/insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfection & sterilization, fumigation
- Collection of specimens
- Setting, use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, Laminar flow
- Umbilical catheterization – arterial and venous
- Arterial BP monitoring
- Blood transfusion – exchange transfusion full and partial
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Assist in surgery

| Theory weightage    |             | Practical weightage         |            |
|---------------------|-------------|-----------------------------|------------|
| Sessional exams (3) | 50%         | Ongoing clinical evaluation | 40%        |
| Term paper -1       | 25%         | Clinical assignments        | 40%        |
| Seminars            | 25%         | Internal practical          | 20%        |
| <b>Total</b>        | <b>100%</b> | examination<br><b>Total</b> | <b>100</b> |

## REFERENCES

1. K.N.Agarwal. Paediatrics and Neonatology. CBS Publishers & distributors, New Delhi, Bangalore.
2. Nageswara Prasad Vunnava, Essentials of neonatal emergencies and clinical guidelines , CBS Publishers & distributors, New Delhi.
3. Hockenbery, Wilson, Winlestein&Kline(2004). Wong's Nursing Care of Infants and Children.7<sup>th</sup>edn.Elsevier.
4. Johnston, G.B (2000). The newborn Child. 9<sup>th</sup>edn. Churchill Livingstone
5. Marlow & Redding (2008). Textbook of Pediatric Nursing.6<sup>th</sup>edn. Saunders. Co.
6. Robertson D.M & South, M(2000). The newborn Child- 9<sup>th</sup>edn.ChurchillLivingstone
7. Meharban Singh, Care of New born. Sagar Publications, New Delhi
8. John P. Cloherty MDAnn R. Stark Manual of Neonatal Care .
9. Behrman, Kliegman&Arvin, Nelsons's Text book of Pediatrics ( Book I & II) ,W.B. saunders Company.
10. National and international journals in Paediatrics and Paediatric nursing.



## SECOND YEAR M.Sc NURSING NURSING MANAGEMENT

**Placement: II Year**

### **Hours of Instruction**

Theory :150 Hours

Nurse Specialist :105 Hours

External :45 Hours

Practical :200 Hours

**Total : 350 Hours**

### **Course Description**

This course is designed to assist students to develop a broad understanding of principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

### **Objectives**

At the end of the course, students will be able to:

1. Formulate the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration and nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Discuss the planning, supervision and management of nursing workforce for various health care settings.
7. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
8. Identify and analyze legal and ethical issues in nursing administration
9. Describe the process of quality assurance in nursing services.
10. Demonstrate leadership in nursing at various levels.
11. Organize staff development programme.

## COURSE CONTENT

| Unit | Theory         | Content   |
|------|----------------|---|
| I    | 10<br><br>*EF5 | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concepts of Management<br/>Philosophy, theories, elements, Principles, -(Review).</li> <li>Functions of administration<br/>Indian Constitution, Indian Administrative system health care delivery system:</li> <li style="padding-left: 20px;">National, State and Local</li> <li>Organisation and functions of nursing services and education at<br/>National, State, District and institutions: Hospital and Community</li> <li>Planning process: Five year plans, Various Committee Reports on health, State<br/>and National Health policies, national population policy, national policy on<br/>AYUSH and plans</li> </ul> |
| II   | 10             | <p><b>Nursing management</b></p> <ul style="list-style-type: none"> <li>Concept, types, principles and techniques</li> <li>Vision and Mission Statements</li> <li>Philosophy, aims and objective</li> <li>Current trends and issues in Nursing Administration</li> <li>Theories and models</li> <li>Application to nursing service and education</li> <li>Autonomy and accountability for nursing practice.</li> </ul>  |
| III  | 15<br><br>EF5  | <ul style="list-style-type: none"> <li>Planning and control</li> <li>Co-ordination and delegation</li> <li>Decision making – decentralization basic goals of decentralization.</li> <li>Strategic planning</li> <li>Operational plans</li> <li>Management plans</li> <li>Programme evaluation and review technique(PERT), Gantt chart,</li> <li>Management by objectives(MBO)</li> <li>Planning new venture</li> <li>Planning for change</li> </ul>   |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Innovations in nursing<br>Application to nursing service and education   |
| <b>IV</b> | <b>15</b><br><b>EF5</b> | <b>Organisation</b><br>Concept , principles, objectives, Types and theories, Minimum requirements for<br>organisation, Developing an organizational<br>Structure, levels, organizational Effectiveness and organizational, Climate,<br>Organising nursing services and patient care: Methods of patient assignment-<br>Advantages and disadvantages, primary nursing care,<br>Planning and Organising: hospital, unit and ancillary services(specifically<br>central<br>sterile supply department, laundry, kitchen, laboratory services, emergency etc)<br>Disaster management: plan, resources, drill, etc<br>Application to nursing service and education |
| <b>V</b>  | <b>15</b><br><b>EF5</b> | <b>Human Resource for health</b><br>Staffing<br><br>Philosophy<br>Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee,<br>Indian<br>nursing council (INC)<br><br>Estimation of nursing staff requirement- activity analysis<br><br>Various research studies<br><br>Recruitment: credentialing, selection, placement, promotion<br>Retention<br>Personnel policies<br>Termination<br>Staff development programme<br>Duties and responsibilities of various category of nursing personnel<br>Applications to nursing service and education  |

|           |                         |   |
|-----------|-------------------------|---|
| <b>VI</b> | <b>15</b><br><b>EF5</b> | <b>Directing</b><br>Roles and functions<br>Motivation: Intrinsic, extrinsic, Creating motivating climate, |
|-----------|-------------------------|---|

|             |                         |  |
|-------------|-------------------------|--|
|             |                         | <p>Motivational theories</p> <p>Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</p> <p>Delegation; common delegation errors</p> <p>Managing conflict: process, management, negotiation, consensus</p> <p>Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</p> <p>Occupational health and safety</p> <p>Application to nursing service and education</p>   |
| <b>VII</b>  | <b>10</b>               | <p><b>Material management</b></p> <p>Concepts, principles and procedures</p> <p>Planning and procurement procedures : Specifications</p> <p>ABC analysis,</p> <p>VED (very important and essential daily use) analysis</p> <p>Planning equipments and supplies for nursing care: unit and Hospital</p> <p>Inventory control , Condemnation</p> <p>Application to nursing service and education</p>   |
| <b>VIII</b> | <b>15</b><br><b>EF5</b> | <p><b>Controlling</b></p> <p>Quality assurance – Continuous Quality Improvement</p> <p>Standards, Models, Nursing audit</p> <p>Performance appraisal: Tools, confidential reports, formats, Management, interviews, Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education,</p> <p>Supervision and management: concepts and principles</p> <p>Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiryetc</p> <p>Self evaluation or peer evaluation, patient satisfaction, utilization review</p> |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Application to nursing service and education   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <b>Fiscal planning</b><br>Steps<br>Plan and non-plan, zero budgeting, mid-term appraisal, capital and Revenue<br>Budget estimate, revised estimate, performance budget<br>Audit<br>Cost effectiveness<br>Cost accounting<br>Critical pathways<br>Health care reforms<br>Health economics<br>Health insurance<br>Budgeting for various units and levels<br>Application to nursing service and education |
| <b>X</b>  | <b>10</b><br><b>EF5</b> | <b>Nursing informatics</b><br>Trends<br>General purpose<br>Use of computers in hospital and community<br>Patient record system<br>Nursing records and reports<br>Management information and evaluation system (MIES)<br>E- nursing, Telemedicine, telenursing<br>Electronic medical records  |
| <b>XI</b> | <b>10</b>               | <b>Leadership</b><br>Concepts, Types, Theories<br>Styles<br>Manager behavior   |

|            |                         |   |
|------------|-------------------------|---|
|            |                         | <p>Leader behavior , Assertiveness</p> <p>Effective leader: Characteristics, skills</p> <p>Group dynamics</p> <p>Power and politics , Visibility of nursing</p> <p>Lobbying</p> <p>Critical thinking and decision making</p>  |
|            |                         | <p>Stress management</p> <p>Applications to nursing service and education</p>   |
| <b>XII</b> | <b>10</b><br><b>EF5</b> | <p><b>Legal and ethical issues</b></p> <p><b>Laws and ethics</b></p> <p>Ethical committee</p> <p>Code of ethics and professional conduct</p> <p>Legal system: Types of law, tort law, and liabilities</p> <p>Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character</p> <p>Patient care issues, management issues, employment issues</p> <p>Medico legal issues</p> <p>Nursing regulatory mechanisms: licensure, renewal, accreditation</p> <p>Patients rights, Consumer protection act(CPA)</p> <p>Rights of special groups: children, women, HIV, handicap, ageing</p> <p>Professional responsibility and accountability</p> <p>Infection control</p> <p>Standard safety measures</p> |

**\*EF- External Faculty**

**PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for specialty units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel



8. Prepare a list of equipments and supplies for specialty units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the specialty units and develop plan of action by using problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurse's notes, official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Observation visit to a multispecialty teaching hospital and College and School of Nursing

#### **Methods of Teaching**

- Lecture cum discussion
- Seminar / Presentations
- Workshop

#### **Methods of evaluation**

- Tests
- Presentation
- Written assignments

| <b>Internal Assessment Techniques</b> | <b>Weightage (%)</b> |
|---------------------------------------|----------------------|
| Sessional exam (3)                    | 50                   |
| Assignments                           | 25                   |
| Seminar/presentations                 | 25                   |
| <hr/>                                 |                      |
| <b>Total</b>                          | <b>100%</b>          |

#### **Assignments**

#### **Theory**



Statement of Philosophy, mission, vision and objective of a hospital. Prepare Job Descriptions of Various Categories of Nursing Personnel. Prepare Budget estimate for Nursing Department. Compute Staffing Requirement of hospital (Yearly, Monthly, Weekly.) Performance Appraisal Format for Nursing Staff.

**Practical**

|                               |   |
|-------------------------------|---|
| Nursing Rounds                | 2 |
| Clinical Teaching of Students | 1 |
| Staff Development Programme   | 1 |
| Nursing Care Conference       | 1 |

**Clinical Posting**

Various Wards/ICUs of Hospital. - 4 Weeks  
Office of Nursing Superintendent / Nursing Officer- 1 week

**Reference \*:**

- BesseiL.Marquise Carol J.Huston ,Leadership and Management functions in Nursing-Theory & application ,2<sup>nd</sup> Edition, Lippincott, Philadelphia.
- Stephen P.Robbins and Mary Coultar, Management,5<sup>th</sup>Edition,Printice Hall ,Inc, New jersey.
- AnnMarriner-Tomey, Guide to Nursing Management, 4th Edition, Moseby Yearbook, Philadelphia.
- Kochuthresiamma,T(2001) Nursing Management and Administration, Medical works.
- Heinz Weihrich and Harold Koontz ,Management –A Global perspective,10<sup>th</sup> Edition, Mc Grawhill International Edition, Singapore.
- ElsVanOoijen,Clinical Supervision,2000,Churchill Livingston,London.
- Joseph L Massie,Essentials of Management,4<sup>th</sup>Edition,Printice Hall ,New Delhi.
- Sakti Gupta,SunilKant,Hospital and Health Care administration-Appraisal & Referral Treatise,1998,Jaypee Brothers,New Delhi.
- Roberta StrassleAbruzzese,Nursing Staff Development-Strategies for Success,2nd Edition, Mosby Publication,London.
- Karen.j.Kelly-Thomas,Clinical and Nursing staff Development-Current Competence,Future Focus, 2<sup>nd</sup> Edition, Lippincott,New York.



- Jennifer Mackenzie, Ward Management in Practice, 1998, Churchill Livingstone, London.
- Dharma Vira Aggarwala, Manpower- planning, Selection, Training and Development, Latest Edition, Deep Publication, New Delhi.
- Sayed Amin Tabish, Hospitals and Nursing Homes Planning Organizations and Management, 2005, Jaypee Brothers, New Delhi.
- G.N. Prabhakara, Policies and Programmes of Health in India, 2005, Jaypee Brothers, New Delhi.
- June Girvin, Leadership and Nursing, Latest Edition, Mc Millan Co, London.
- Huber D L (2006) Leadership & Nursing care Management Philadelphia, ELSEVIER.
- Yoder-wire P S (2007) Leading & Managers in Nursing St. Louis, Mosby.
- Partons Jones R A (2008) Nursing Leadership and management, New Delhi, Jaypee.
- Sakharkar B M (2009) Principles of Hospital Administration & Planning, New Delhi, Jaypee.
- Marquis B L & Huston C J (2009) Leadership roles & Management functions in Nursing, New Delhi, Lippincott.
- Finkler SA & Mc High (2008) Budgeting concepts for Nurse Managers, St. Louis, SAUNDERS.
- Prasad L M, Principles & Practice of Management, New Delhi, Sultan Chand & Sons Educational Publishers.
- Rouscll (2010), —Management and Leadership for Nurse Administrators||, New Delhi, Jones and Bartlett Publishers.
- Finkelman A, Kenner C (2010), Professional Nursing concepts-Competency for quality leadership, USA, Jones and Bartlett Publishers.
- Jogindra Vati. Principles and practice of Nursing management and administration for BSc and MSc students.
- National and international journals in nursing administration and management.

#### CLINICAL SPECIALTY –II

## PAEDIATRIC (CHILD HEALTH) NURSING - II

Placement: II Year

Hours of Instruction

Theory: 150 hrs

Practical: 1450 hrs

Total: 1600 hrs

### Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to develop advanced skills for nursing intervention in various pediatric medical and surgical conditions. It will enable the student to function as pediatric nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing.

### Objectives

At the end of the course the students will be able to:

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Recognize and manage emergencies in neonates.
6. Identify and utilize the recent technology and various treatment modalities in the management of high risk children
7. Prepare a design for layout and describe standards for management of pediatric units/hospitals
8. Identify areas of research in the field of pediatric nursing.

### Medical conditions

Faculty: Internal 75

External 25

## COURSE CONTENT

| Unit | Hours     | Content  | Hours     | Content   |
|------|-----------|--|-----------|---|
| I    | 5         | <b>Introduction</b><br>Current & Future role of pediatric nurse in various settings -Expanded and Extended   |           |   |
| 11   | 8<br>EF-2 | <b>Medical conditions</b><br>Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders<br><br><b>Child with respiratory disorders:</b><br><b>Upper respiratory tract:</b> choanal atresia, tonsillitis, epistaxis, aspiration.<br><b>Lower respiratory tract:</b> Broncheolitis, Bronchopneumonia, Asthma, croup, cystic fibrosis, Empyema, emphysema, pleuraleffusion, lung abscess | 5<br>EF-2 | <b>Surgical conditions</b><br>Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ disorders |
| III  | 6<br>EF-4 | <b>Child with gastro-intestinal disorders:</b><br>Diarrheal diseases, Protuberent abdomen, Abdominal pain, gastro-esophageal reflux<br><br>Hepatic disorders: Hepatitis, Indian childhood cirrhosis, Wilson's disease, Reyes syndrome, Celiac Disease  | 8<br>EF-4 | Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprung's disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, pyloric stenosis, gastrochisis,                              |

|             |                  |   |                  |   |
|-------------|------------------|---|------------------|---|
|             |                  | Malabsorption syndrome, Milk protein intolerance, Malnutrition; Deficiency disorders, inflammatory bowel diseases, worm infestations  |                  | exomphalus, anoctal malformation, omphalocele, diaphragmatic hernia   |
| <b>IV</b>   | <b>5</b><br>EF-2 | <b>Child with renal/ urinary tract disorders:</b><br>Nephrotic syndrome, Nephritis, urinary tract infections, Hydronephrosis, hemolytic-uremic syndrome, ARF<br><br>Fluid electrolyte imbalance in children | <b>4</b><br>EF-2 | Hypospadias, Epispadias, Undescended testes, Exstrophy bladder<br>Obstructive uropathy, Hydronephrosis,                       |
| <b>V</b>    | <b>5</b><br>EF-2 | <b>Child with cardio-vascular disorders:</b><br><b>Acquired:</b> Rheumatic fever, Rheumatic heart disease, CCF, Kawasaki's disease, Cardiomyopathy<br><b>Congenital:</b> Cyanotic and acyanotic             | <b>3</b><br>EF-2 | Surgical Management of Congenital heart diseases.   |
| <b>VI</b>   | <b>5</b>         | <b>Child with endocrine/metabolic disorders:</b><br>Diabetes insipidus, Diabetes Mellitus, hyper and hypo thyroidism, inborn errors of metabolism   |                  |   |
| <b>VII</b>  | <b>5</b><br>EF-2 | <b>Child with Neurological disorders:</b> seizure disorders, Epilepsy, Status epilepticus, Meningitis, encephalitis, Guillian-Barresyndrome, acute Flaccid paralysis  | <b>5</b><br>EF-2 | Neural tube defects-Spina bifida, Meningocele, Myelomeningocele, hydrocephalus  |
| <b>VIII</b> | <b>6</b><br>EF-2 | <b>Child with oncological disorders:</b> Leukemias, Lymphomas, Wilms' tumor, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors, brain tumors                                    | <b>4</b><br>EF-2 | Surgical management of Wilms' tumor, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone and brain tumors. |
| <b>IX</b>   | <b>5</b><br>EF-2 | <b>Child with blood disorders:</b> Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation  |                  |   |
| <b>X</b>    | <b>4</b>         | <b>Child with skin disorders:</b> Eczem, Ichthyosis, scabies, atopic dermatitis, staphylococcal scalded skin syndrome, vascular lesions, psoriasis  |                  |   |

|              |                   |  |                  |  |
|--------------|-------------------|--|------------------|--|
| <b>XI</b>    | <b>5</b><br>EF-2  | <b>Common Eye &amp; ENT disorders:</b> Nasal obstruction, Epistaxis, wax, otitis externa, otitis media, mastoiditis, childhood deafness, rhinitis, acute sinusitis, tonsillitis, adenoid hypertrophy, laryngeal stridor, congenital glaucoma, cataract, conjunctivitis, trachoma, retinoblastoma, Trauma, strabismus |                  |  |
| <b>XII</b>   | <b>6</b>          | <b>Common Communicable diseases:</b> TB, Polio, Diphtheria, pertussis, tetanus, chicken pox, measles, mumps, rubella, HIV/AIDS, H1N1, Chikungunya, leptospirosis, dengue, IMN  |                  |  |
| <b>XIII</b>  |                   | Osteogenesis imperfecta  | <b>4</b>         | <b>Anomalies of the skeletal system:</b> Talipes, Hip dislocation  |
| <b>XIV</b>   |                   |  | <b>6</b><br>EF-2 | <b>Nursing management of the child with traumatic injuries:</b><br><br>General principles of managing Pediatric trauma;<br><br>Head injury, abdominal injury, poisoning, foreign body obstruction, burns |
| <b>XV</b>    |                   |  | <b>2</b>         | <b>Bites &amp; Stings</b>  |
| <b>XVI</b>   |                   |  | <b>5</b><br>EF-4 | <b>Organ transplantation</b><br><br>Liver<br><br>Kidney  |
| <b>XVII</b>  |                   |  | <b>4</b>         | <b>Management of stomas, catheters and tubes</b><br><br>Management of wounds and drainages   |
| <b>XVIII</b> | <b>20</b><br>EF-7 | <b>Intensive care for pediatric clients</b><br><br>Resuscitation, and post resuscitation management  |                  |  |

|            |           |  |  |  |
|------------|-----------|--|--|--|
|            |           | Care of critically ill child – physical, physiological, psychological, Legal and ethical issues in pediatric intensive care<br>Intensive care procedures, central line, intra osseous, endotracheal intubation, mechanical ventilation, tracheostomy care, peritoneal dialysis, emergency medication.<br>Documentation- ICU flow sheet                                       |  |  |
| <b>X1X</b> | <b>10</b> | <b>Administration and management of pediatric care unit</b><br><br>Design & layout, Staffing, Equipment, supplies, Norms, policies and protocols<br><br>Practice standards for pediatric care unit<br><br>Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU<br>Documentation |  |  |
| <b>XX</b>  | <b>5</b>  | <b>Education and training in Pediatric care</b><br><br>Staff orientation, training and development,<br><br>In-service education program,<br><br>Clinical teaching programs.  |  |  |

**EF-External faculty**

**Practical**

**Total = 1450 Hours**

**1 Week = 48 Hours**



| Sl. No. | Dept/ Unit              | No. of Weeks |
|---------|-------------------------|--------------|
| 1.      | Pediatric Medicine ICU  | 4            |
| 2.      | Pediatric Surgical ICU  | 4            |
| 3.      | NICU                    | 4            |
| 4.      | Pediatric OT            | 2            |
| 5.      | Pediatric Medicine ward | 7            |
| 6.      | Pediatric Surgery ward  | 7            |
| 7.      | Emergency/ Casualty     | 2            |
|         | <b>Total</b>            | <b>30</b>    |

### Clinical Assignments

- Care analysis – 2 (medical -1,Surgical -1)
- Clinical profile- 2
- Clinical presentations – 5
- Clinical teaching -3
- Term paper – 1
- Drug file
- Maintain Log book

### Essential

#### I. Procedures to be observed:

- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

## II. Procedures to be Assisted

- Advanced neonatal life support
- Lumbar Puncture
- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation& therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line-arterial /Venous access
- Assist in surgery

## III. Procedures to be Performed:

- Airway Management
  - Application of Oro Pharyngeal Airway
  - Oxygen therapy
  - CPAP(Continuous Positive Airway Pressure)
  - Care of Tracheostomy
  - Endotracheal Intubation



- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time), assessment of jaundice, ECG
- Gastric Lavage , Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG(Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation, infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes,
- Monitoring fluid therapy, Blood administration
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation
- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

#### **IV. Other Procedures:**

## Internal Assessment

| Theory weightage       |             | Practical weightage  |             |
|------------------------|-------------|----------------------|-------------|
| Sessional exams -3     | 50%         | Ongoing assessment   | 40%         |
| Term paper - 1         | 25%         | Clinical assignments | 40%         |
| Seminars/Presentations | 25%         | Internal examination | 20%         |
| <b>Total</b>           | <b>100%</b> | <b>TOTAL</b>         | <b>100%</b> |

## REFERENCES

1. Avery, Fletcher and Mac Donald (1999). Neonatology- Pathophysiology, Management of New-born 5<sup>th</sup>edn. Lippincott Co.
2. Behrman, Kliegman & Jenson (2004) Nelson Textbook of Paediatrics 18<sup>th</sup>edn.
3. Edwards, Hertzberg, Haya & Youngblood (1999). Pediatric Rehabilitation Nursing, W.B Saunders Co
4. Ghai, Piyush and Paul (2006). Practical Paediatrics. 6<sup>th</sup>edn. CBS Publishers, New Delhi
5. Gupte, S. (2004). The Short Textbook of Paediatrics. 10<sup>th</sup>edn. Jaypee Brothers.
6. Hockenbery, Wilson, Winlestein & Kline (2004). Wong's Nursing Care of Infants and Children. 7<sup>th</sup>edn. Elsevier.
7. Johnston, G.B (2000). The newborn Child. 9<sup>th</sup>edn. Churchill Livingstone.
8. Joshi, N.C. (2007). Clinical Paediatrics. Elsevier Pvt. Ltd.
9. Kulkarni, M.L (2005). Clinical Methods in Paediatrics- Physical examination of children. Vol.1, 2, &3, Jaypee brothers.
10. Lissauer & Clayden (2007). Illustrated Textbook of Paediatrics. 3<sup>rd</sup>edn.
11. Marlow & Redding (2008). Textbook of Pediatric Nursing. 6<sup>th</sup>edn. Saunders. Co.
12. Robertson D.M & South, M (2000). The newborn Child- 9<sup>th</sup>edn. Churchill Livingstone.
13. Skale, N. (1999). Manual of Pediatric Nursing Procedures. J.B. Lippincott Co.
14. Williams, C & Asquith, J. (2000). Paediatric Intensive Care Nursing. 2<sup>nd</sup>Edn. Churchill livingstone
15. Wong, D.L (2005). Whaley & Wong's Essentials of Pediatric Nursing. 8<sup>th</sup>edn. Mosby
16. Williams, Bulstrode, O'Connell. Bailey and Love's Short text book of surgery. 25<sup>th</sup>edn.
17. Krishna M Goel, Devendra K Gupta (2012). Hutchison's Pediatrics. 2<sup>nd</sup>edn. Jaypee.
18. Pediatrics. Medknow publications, Mumbai. (2004)

19. Meharban Singh, Medical emergencies in children, Fifth edition, Sagar Publications, New Delhi.
20. Neill JA. Principles of Pediatric Surgery, Mosby, St. Louis
21. National and international journals in Paediatrics and Paediatric nursing.

**2.11 No: of hours per subject.**

As given under “Content of each subject in each year”

**2.12 Practical training.**

As given under “Content of each subject in each year “

**2.13 Records**

Proper records of practical work should be meticulously maintained and duly signed by the supervising teacher should be submitted at the time of University practical examinations.

**2.14 Dissertation: Guide/Co-Guide/ Change of Guide**

Dissertation

Every candidate pursuing M .Sc Nursing course is required to carry out work on a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a dissertation.

The dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of problem, formulation of hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.

Every candidate shall submit to the University in the prescribed format a synopsis containing particulars of proposed dissertation work after obtaining ethical clearance from the Institutional Ethical Committee comprising principal/ Senior Professor of College of Nursing, **within ninemonths from the date of commencement of the course on or before the dates notified by the University.** The synopsis shall be sent through the proper channel.

Such proposal will be reviewed and the dissertation topic will be registered by the university. No change in the dissertation topic or Guide shall be made without prior approval of the University.

### Tentative Schedule for dissertation

| S. No. | Activities                          | Scheduled Time                 |
|--------|-------------------------------------|--------------------------------|
| 1      | Submission of the research proposal | End of 9th month of 1st year   |
| 2      | Submission of dissertation Final    | End of 9th month of IIInd Year |

The dissertation should be written under the following headings:

1. INTRODUCTION
2. REVIEW OF LITERATURE
3. METHODOLOGY
4. ANALYSIS & INTERPRETATION
5. RESULTS
6. DISCUSSION, SUMMARY AND CONCLUSION

REFERENCES

APPENDICES

**Dissertation style:** Vancouver style format is used.

The written text of dissertation shall be not less than 75 pages and shall not exceed 100 pages excluding references, questionnaires, and other annexures. It should be neatly typed (font size 12-Times New Roman) in double line spacing on one side of the bond paper (A4 size, 8.27 x 11.69") and bound properly. Spiral binding should be avoided. The Guide and the Head of the Institution shall certify the dissertation. Checking of Plagiarism may be done as per university norms.

The scientific committee of the college should scrutinize and evaluate the thesis and make required corrections if necessary and accept with modification before submitting to the University.

Four copies of the dissertation prepared shall be submitted to the Principal of the institution for onward transmission to University on the 21<sup>st</sup> month of commencement of the course.

Hall ticket for the second year examination should be issued to the candidate.



only after the dissertation has been submitted to the University

**Guidelines for submission of dissertation is given in Annexure**

### **Research Guides**

#### ***a) Qualification of Guide***

**Main guide:** Nursing faculty / nursing expert in the field of study holding Ph.D. /M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

**Co-Guide:** A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the district)

#### ***b) Guide – Students Ratio***

Maximum of 1:5 (including as co-guide)

**Change of Guide** –In the event of a registered guide leaving the college for any reason or in the event of death of Guide, Guide may be changed with prior permission from the University.

#### ***c) Research Committee***

There should be a research committee/scientific review committee in each college comprising of minimum 5 Post Graduate Faculty representing all specialty chaired by the Principal, College of Nursing.

**2.15 Speciality training if any**

Nil

**2.16 Project work to be done if any**

Clinical Assignments as given in “Content of each subject in each year”

**2.17 Any other requirements [CNE, Paper Publishing etc.]**

As given under “Content of each subject in each year”

**2.18 Prescribed/recommended textbooks for each subject**

As given under “Content of each subject in each year”

**2.19 Reference books**

As given under “Content of each subject in each year”

**2.20 Journals**

As given under “Content of each subject in each year”

**2.21 Logbook**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination

### 3. EXAMINATIONS

#### 3.1. Eligibility to appear for exams [including Supplementary]

##### a). Attendance and Marks

Candidate should have 80% attendance for both theory and practical, with minimum 50% of internal marks in each subject both in theory & practical. However 100% of attendance should be completed for practical before the award of degree. **There is no provision for condonation of attendance for the PG candidates.**

##### b). Examination fee

The examination fee should be remitted for each examination appeared for. A fee as stipulated by the University should also be remitted for the evaluation of the dissertation.

##### c). Log Book

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

#### 3.2. Schedule of Regular/Supplementary exams

Regular University Examination will be conducted at the end of each academic year and Supplementary examinations will be conducted once in a year after regular examination.

#### 3.3. Scheme of examination showing maximum marks and minimum marks

|   | Theory |                |         |                |         | Practical |                |         |                |         | Total |
|---|--------|----------------|---------|----------------|---------|-----------|----------------|---------|----------------|---------|-------|
|   | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         |       |
|   |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |       |
| <b>1<sup>st</sup> year</b>                  |        |                |         |                |         |           |                |         |                |         |       |
| <b>Nursing Education</b>                    | 3      | 25             | 12.5    | 100            | 50      |           | 50             | 25      | 100            | 50      | 275   |
| <b>Advanced Nursing Practice</b>            | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125   |
| <b>Nursing Research &amp; Statistics</b>    | 3      | 25**           | 12.5    | 100*           | 50      |           |                |         |                |         | 125   |
| <b>Child Health (Paediatric) Nursing- 1</b> | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            |         | 100            |         | 325   |

| 2 <sup>nd</sup> year                             | Hours | Internal Marks |                 | External Marks |                 | Hours | Internal Marks  |             | External Marks |             | 850         |
|--|-------|----------------|-----------------|----------------|-----------------|-------|-----------------|-------------|----------------|-------------|-------------|
|  |       | Maxi<br>mum    | Mini<br>mu<br>m | Maxi<br>mum    | Min<br>imu<br>m |       | Max<br>imu<br>m | Mini<br>mum | Maxi<br>mum    | Mini<br>mum | Total       |
|  |       |                |                 |                |                 |       |                 |             |                |             |             |
| <b>Nursing Management</b>                        | 3     | 25             | 12.5            | 100            | 50              |       |                 |             |                |             | 125         |
| <b>Dissertation Viva</b>                         |       |                |                 |                |                 |       | 100             | 50          | 100            | 50          | 200         |
| <b>Child Health<br/>(Paediatric) Nursing -11</b> | 3     | 25             | 12.5            | 100            | 50              | 4 hrs | 100             | 50          | 100            | 50          | 325         |
|  |       |                |                 |                |                 |       |                 |             |                |             | <b>650</b>  |
| <b>Total of Ist &amp;<br/>IInd Year</b>          |       |                |                 |                |                 |       |                 |             |                |             | <b>1500</b> |

\* Nursing Research (External) =75Marks and Statistics (External) =25 Marks

\*\*Nursing Research (Internal) =15 and Statistics (Internal) =10

1. There shall be one regular & one supplementary examination every year.
2. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
3. A candidate has to pass in theory and practical exam separately in each of the paper.
4. There is no provision for grace marks for pass in PG examination.
5. Maximum number of candidates for all practical examination should not exceed ten per day.
6. One internal and one external examiner should evaluate dissertation and jointly conduct viva-voce for each student.
7. For Dissertation internal examiner and external examiner should be a Nursing faculty / Nursing expert in the same clinical specialty holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

### 3.4. Papers in each year

As given under clause "Content of each subject in each year "





**3.5. Details of theory exams [include number of papers, Duration, Type of questions & number of questions and marks**

As given under “Scheme of examination showing Maximum and Minimum Marks and 3.6. “

**3.6. Model question paper for each subject with question paper pattern**

**Question Paper Pattern**

|   |                                  |                  |
|---|----------------------------------|------------------|
| <b>I) All subjects<br/>with Maximum<br/>Marks:100</b> |                                  |                  |
| <b>Long Essay</b>                                     | <b>1x20 marks<br/>1x15 marks</b> | <b>35 marks</b>  |
| <b>Short Essay</b>                                    | <b>4x10 marks</b>                | <b>40marks</b>   |
| <b>Short Notes</b>                                    | <b>5x5 marks</b>                 | <b>25 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>100 marks</b> |
| <b>II) Nursing<br/>Research<br/>Max.marks:75</b>      |                                  |                  |
| <b>Long Essay</b>                                     | <b>2x15 marks</b>                | <b>30 marks</b>  |
| <b>Short Essay</b>                                    | <b>3x10 marks</b>                | <b>30 marks</b>  |
| <b>Short notes</b>                                    | <b>3x 5 marks</b>                | <b>15 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>75 marks</b>  |
| <b>III) Statistics : 25<br/>marks</b>                 |                                  |                  |
| <b>Statistical Calculations</b>                       | <b>1x10 marks</b>                | <b>10 marks</b>  |
| <b>Short notes</b>                                    | <b>3x5 marks</b>                 | <b>15 marks</b>  |
| <b>Total Marks</b>                                    |                                  | <b>25 marks</b>  |

QP Code:

Reg. No.:.....

**I YEAR M.SC (NURSING) DEGREE EXAMINATION**

**ADVANCED NURSING PRACTICE**

**Model question paper**

Time: Three hours Maximum marks: 100 marks

***Answer all questions***

- I a. Define the concept of health promotion
- b. Explain the major assumptions of Penders' Health promotion model.
- c. Describe the application of Health Promotion Model in the management of obesity among women in the reproductive age group.  
(2+8+10 = 20 marks)
  
2. Mr. M is admitted in the surgical ward with hemorrhagic shock after road traffic accident.
  - a. Explain the pathophysiology of haemorrhagic shock
  - b. List any 3 nursing diagnosis according to priority for this patient and prepare a care plan.  
(5+10=15marks)
  
3. Describe the basic elements and explain the barriers of communication (10 marks )
4. Describe the challenges faced by the Health care delivery system in Kerala (10 marks )
5. Briefly explain the safe disposal of biomedical wastes (10 marks )
6. Explain the principles and techniques of counseling (10 marks )
  
- Write short notes on ( 5x 5 = 25 marks)
7. Anti retroviral therapy
8. Use of computers in nursing practice
9. Haemodialysis
10. Metabolic acidosis
11. Genetic counseling

\*\*\*\*\*



QP Code:

Reg. No.:.....

**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION**

**NURSING RESEARCH & STATISTICS**

**MODEL QUESTION PAPER**

**Time: Three Hours. Maximum: 100 Marks**

**Answer Section A and B in separate answer books**

**SECTION A : NURSING RESEARCH**

Max. Marks : 75

1. Write a research proposal for a research problem 'quality of life of patients with AIDS' 15
2. Describe observation as a method of data collection. 15
3. Explain the criteria for selection of a research problem. 10
4. Describe the methods of controlling extraneous variables. 10
5. Explain the different types of sampling. 10

Write Short notes on

6. Evidence based practice.
7. Grounded theory.
8. Purposes of literature review. (3x5=15)

\*\*\*\*\*

**Section B: statistics**

9. Which is the appropriate statistical test to conclude in the data given below; growth status and exposure to infection are associated. Conduct the statistical test and arrive your conclusion about data. P value at 5% level significance is 3.84

| Growth status | infected | Non infected | Total |
|---------------|----------|--------------|-------|
| good          | 80       | 90           | 170   |
| poor          | 240      | 110          | 350   |
| total         | 320      | 300          | 620   |

10

SHORT NOTES

10. Properties of normal distribution.

11. Describe different methods of dispersion with merits and demerits

12. Reliability

3x 5 =15

\*\*\*\*\*

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**NURSING EDUCATION**

**Model question paper**

Time : 3 hrs

Max.marks:100

Answer All Questions

1. Explain the current trends in nursing education in India. (20)
2. Prepare the philosophy for a newly started college of nursing (15)
3. Plan a counselling session for nursing students. (10)
4. Describe the role of teachers in the development of pupil in nursing (10)
5. Describe the importance of non –projected aids in nursing education (10)
6. Describe the importance of questioning in education. (10)

WRITE SHORT NOTES

7. Aims of education.
8. Characteristics of an evaluation tool
9. Micro teaching
10. Objective structured practical examination
11. Formative and summative evaluation ( 5x5=25)

\*\*\*\*\*

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**Model question paper**

**CHILD HEALTH NURSING I**

**Time 3 hrs**

**Answer all questions**

**Max marks 100**

1. Discuss the indications and mechanism of action of exchange transfusion. Briefly explain the role on nurse to prevent complication (10+10)
2. Explain the concept and principles of integrated management of neonatal and child hood illness (15)
3. Describe the genetic pattern of common paediatric disorders (10)
4. Discuss the impact of maternal health on growth and development of Indian children (10)
5. Explain the learning disabilities and its management (10)
6. List the causes of cerebral palsy and describe the rehabilitation of a child with cerebral palsy (10)

**Write Short notes**

**(5X5=25marks)**

7. Cultural practices of nutritional assessment
8. Components of nutritional assessment
9. Behavioural problems of school children and their management
10. Concepts of preventive paediatrics
11. Essential care of a terminal ill child

\*\*\*\*\*



QP Code:

Reg. No.:.....

Second Year M.Sc Nursing Degree Examinations

(Model Question Paper)

NURSING MANAGEMENT

Time: 3 hrs Max. Marks: 100

*Answer all questions*

Time: 3 hrs

Max. marks: 100

Answer all questions.

1. Explain the principles of management with suitable examples. (20)
  2. Prepare an evaluation tool for performance appraisal of staff nurses. (15)
  3. Explain the utilization of theories of management in nursing service with suitable examples. (10)
  4. Explain the role of nurse administrator in supervision. (10)
  5. Explain the challenges and current trends in nursing administration. (10)
  6. Describe the steps of material management. (10)
- Write short notes (5x5=25)
7. Collective bargaining
  8. Nurses role in occupational health and safety.
  9. Legal issues in nursing
  10. Quality circle
  11. Conflict management

\*\*\*\*\*

**First Year MSc Nursing Degree Examinations**

Model question paper

**CHILD HEALTH NURSING II**

**Time 3 hrs**

**Answer all questions**

**Max marks 100**

1. Describe the signs and symptoms, pathophysiology and management of a child with bronchiolitis (4+6+10)
2. Explain in detail about the causes, signs and symptoms and pathophysiology of hydrocephalus (15)
3. Discuss the congenital cardiac defects with increased pulmonary flow under the following heading
  - Hemodynamic changes
  - Signs and symptoms (10)
4. Explain the immediate post operative management of a child with diaphragmatic hernia (10)
5. Discuss the ethical issues in child care (10)
6. Discuss the practice standards for paediatric care units (10)

**Write Short notes**

**(5X5=25 marks)**

7. Extended role of paediatric nurse
8. Nursing care of child with convulsions
9. Clinical features of rheumatic heart disease
10. Hirschsprungs' disease
11. Obstructive uropathy

\*\*\*\*\*



### **3.7. Internal assessment component**

- a) There shall be a minimum of 3 periodic assessments, for theory and practical including viva separately, of which the final one will be University model examination and is mandatory.
- b) Average of the marks of the best two periodic assessments shall be taken as internal assessment mark of the candidate. Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.
- c) The class average of internal assessments mark of theory and practical should not exceed 75% of Maximum marks.
- d) The class average of internal assessment for an examination shall be calculated based on the total number of candidates in a particular batch appearing for that internal assessment examination.
- e) The candidate must secure 50% marks for internal assessment in theory and practical including viva separately in a particular subject in order to be eligible to appear in the university examination of the subject.
- f) In cases where the candidate is permitted to improve the internal assessment marks, the new marks will be taken as final.
- g) The internal marks shall be signed by the candidate before transmission to the University

### **3.8. Details of practical/clinical practicum exams to include Duration, Marks, Types of cases/ question**

#### **Practicals**

- hours of practical examination per student.
- Maximum number of 10 students per day per specialty.
- The examination should be held in concerned clinical area for clinical specialties. Facility for observation of all candidates at a time in the same ward / clinical area by the examiners during practical examinations is mandatory.
- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.
- Follow the evaluation guidelines for the conduct of practical examinations Refer 2.10

### **3.9. Number of examiners needed (Internal & External) and their qualifications**

- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.

Examiner – Nursing faculty teaching respective specialty area/subjects in M.Sc nursing programme with minimum 3 years post graduate teaching experience.

The examiners should do evaluation of dissertation prior to viva.

### **3.10. Details of viva:**

**Duration:** Viva-Voce -minimum 30 minutes per student.

## **4. INTERNSHIP**

### **4.1. Eligibility for internship**

Not applicable.

### **4.2. Details of internship**

Not applicable.

### **4.3. Model of Internship Mark lists**

Not applicable.

### **4.4. Extension rules**

As given under clause “ Leave , Vacation / Holidays permitted.

### **4.5. Details of training given**

Not applicable.

## **5. ANNEXURES**

### **5.1 Check Lists for Monitoring: Log Book, Seminar Assessment etc.**

As given under clause “Content of each subject in each year”

### **5.2. Template for Dissertation**

## GUIDELINES FOR WRITING DISSERTATION

Title (Capital)

Emblem (University)

Students' name (Capital)

Name of the college

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE IN NURSING

KERALA UNIVERSITY OF HEALTH SCIENCES

Year

.....Title.....

By

Name of the Candidate

Dissertation submitted to the  
Kerala University of Health Sciences

Thrissur

In partial fulfilment of the requirements for the degree of

Degree Name

in

Subject Name

Under the guidance of

Name of the Guide

Name of the Department

Name of the college

Place

Year



DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation entitled  
“.....Title.....” is a bonafide and genuine research work carried out by  
me under the guidance of Name & designation of the Guide.

Signature of the candidate

Date:

Place:

CERTIFICATE BY THE GUIDE

This is to certify that the dissertation entitled“.....  
Title.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Guide

Name and designation

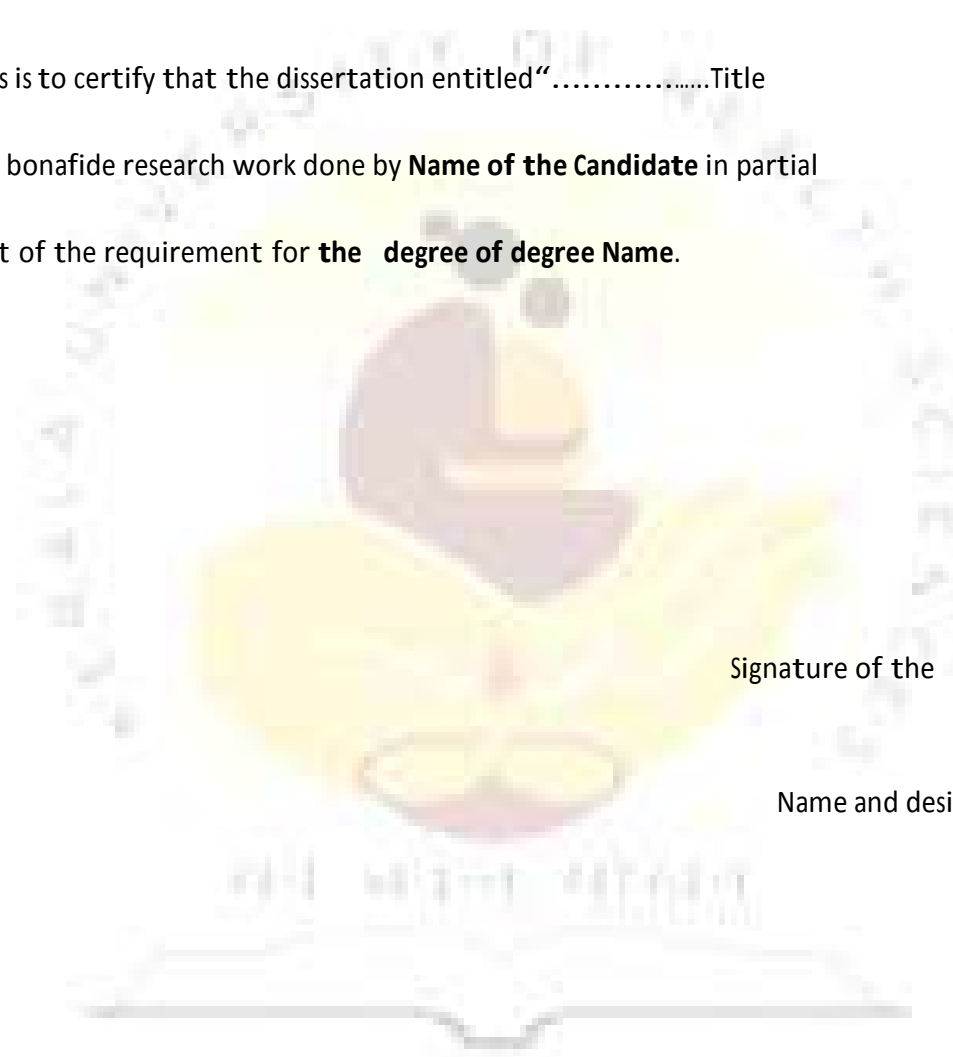
Date:

Place:



ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled“.....Title  
.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**



Signature of the Principal

Name and designation

Date:

Place:

(College seal)

COPY RIGHT

DECLARATION BY THE CANDIDATE

I hereby declare that the Kerala University of Health Sciences, Kerala shall have  
The rights to preserve, use and disseminate this dissertation in print or electronic  
Format for academic/ research purpose.

Signature of the candidate

Date:

Place:

Name



ACKNOWLEDGEMENT

Not lengthy, Avoid Superlatives



Signature of the candidate

Date:

Place:

Name

## ABSTRACT

(Includes problem and objectives, methodology, results, interpretation and conclusion

In a single paragraph limited to 250-300 words)

Keywords

(Max.10)

Keywords shall be chosen from Nursing Subject Headings

(Each key word should be separated by semicolon)

## TABLE OF CONTENTS

List of tables

List of figures /Graphics

| Chapters | Titles                                | PageNo. |
|----------|---------------------------------------|---------|
| 1.       | INTRODUCTION                          |         |
| 2.       | REVIEW OF LITERATURE                  |         |
| 3.       | METHODOLOGY                           |         |
| 4.       | ANALYSIS & INTERPRETATION             |         |
| 5.       | RESULTS                               |         |
| 6.       | DISCUSSION, SUMMARY AND<br>CONCLUSION |         |
|          | REFERENCES                            |         |
|          | APPENDICES                            |         |

LIST OF TABLES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF FIGURES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF APPENDICES (14size, Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

A.

B.

C.

D.



## CHAPTER 1

### INTRODUCTION (14size,Bold)

Sub headings (12size,bold)

Background of the problem

Need and significance of the study

Statement of the problem

Objectives

Operational definitions

Assumptions (if any)

Hypothesis (Write research hypothesis)

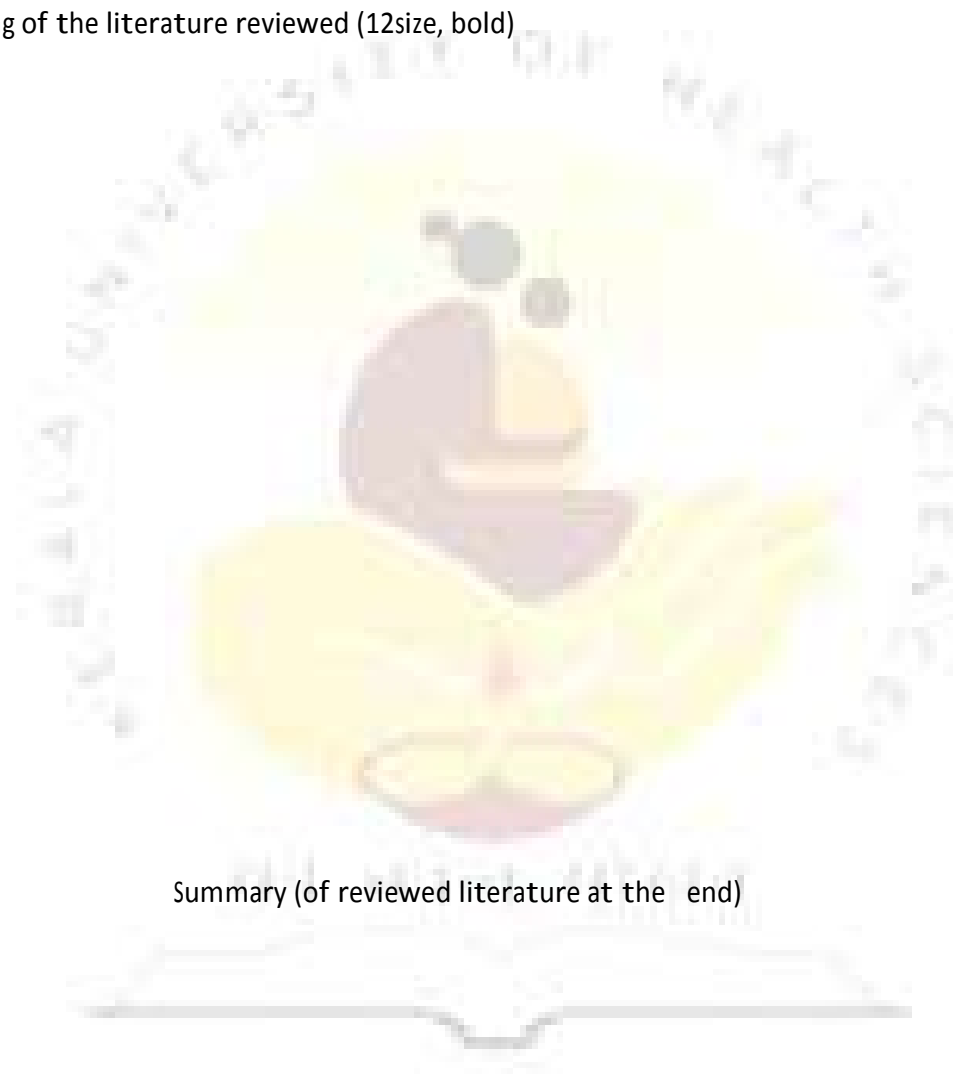
Conceptual/theoretical framework



CHAPTER 2 (14size, bold )

REVIEW OF LITERATURE

Sub heading of the literature reviewed (12size, bold)



Summary (of reviewed literature at the end)



## CHAPTER 3 (14size,bold)

### METHODOLOGY

Research approach

Research design

Variables

Schematic representation of the study

Setting of the study

Population

Sample and sampling technique

Inclusion criteria

Exclusion criteria

Tool/Instruments

Development/selection of the tool

Description of the tool

Content validity

Reliability of the tool

Pilot study

Data collection process

Plan for data analysis



CHAPTER 4 (14size, bold)

ANALYSIS AND INTERPRETATION

Section title

(Section wise presentation of data)



CHAPTER 5 (14size,bold

RESULTS

Objectives

Hypotheses

Results



CHAPTER 6 (14size,bold)

DISCUSSION, SUMMARY AND CONCLUSION

Discussion

Summary

Conclusion

Nursing Implications

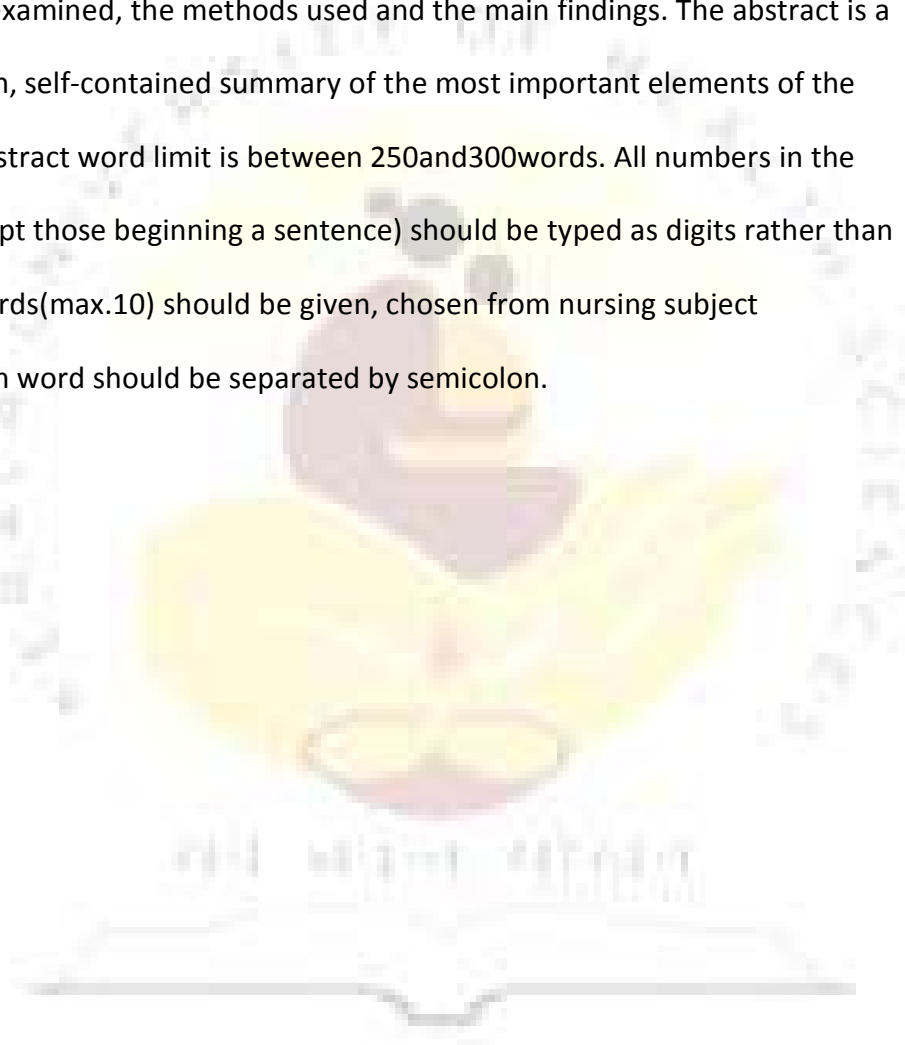
Limitations

Recommendations



## **Abstract**

Abstract provides a brief summary of the dissertation/thesis, summing up clearly the problem examined, the methods used and the main findings. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract word limit is between 250 and 300 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. Keywords (max. 10) should be given, chosen from nursing subject headings. Each word should be separated by semicolon.



## Proforma for Submission of M. Sc Nursing Dissertation Proposal

1. Name & Address of Student:
2. Email ID of the Student:
3. Registration Number:
4. Name & Address of Institution:
5. Title of the Dissertation:
6. Name of the Guide:
7. Address, phone number and E-mail ID of the Guide:
8. Educational Qualification of the Guide:
9. Experience of teacher in guiding postgraduate students. (in years):
10. Experience of teacher in guiding M.Phil/Ph.D students if any. (in years):
11. Synopsis of the study: Attached – Yes/No

Date:

Signature of the Guide

Enclosures:

- I.) Bio- Data of the Guide
- II.) proposal of the study (maximum 4-6 pages)

## Proposal Outline

Title

Background / Need and Significance of the problem.

Purpose of the study

Statement of the problem and Objectives of the study

Operational Definitions

Conceptual Framework

Assumptions/ Hypotheses

Research Methodology

- a. Research Approach
- b. Research Design
- c. Setting
- d. Population, Sample, Sampling Technique & sample size, inclusion & exclusion criteria
- e. Tools & Technique
- f. Pilot Study
- g. Plan for data collection
- h. Plan for data analysis

Work Plan

Budget

Ethical Considerations

Reference- Vancouver style

Tools /instrument

Appendices –

Consent (English)

Tools/Instrument (English)

### Guidelines in writing synopsis

- ☐ The research protocol should be of about 1200 words (6 pages of A4 size) on the topic. The research protocol should be submitted with a covering letter signed by the candidate and guide.
- ☐ The work on and writing of protocol/ dissertation should be done under the Guide approved by the University.
- ☐ The guide must be an active P.G teacher and qualified as per INC and the University norms.
- ☐ The synopsis should be signed by the candidate and forwarded through the Guide, Departmental head and Principal of the Institution.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**  
**MEDICAL COLLEGE P.O., THRISSUR – 680 596**

Affix Photo

**PROFORMA FOR RECOGNITION OF POST GRADUATE TEACHER**

**[Read the instructions carefully before filling up the proforma]**

1. NAME:  
(in block letters)
2. DATE OF BIRTH: AGE:  
(Attested copy of SSLC marks card / proof of date of birth to be enclosed)
3. PRESENT DESIGNATION:
4. DEPARTMENT:
5. ADDRESS:

|   |   |
|---|---|
| <p><b>COLLEGE ADDRESS</b></p><br><br><br><br><p>Phone (o) :                      Email:<br/>Hospital:                              College Fax:</p> | <p><b>PRESENT                      RESIDENTIAL</b></p> <p><b>ADDRESS</b></p><br><br><br><p>Phone ( R ):</p> |
|---|---|

6. QUALIFICATION:  
(Attested Xerox copies of all the certificates to be enclosed)

| SI No. | Name of the Degree and Specialization | Year of Passing | Name of the University and Place | Apex body recognition |
|--------|---------------------------------------|-----------------|----------------------------------|-----------------------|
| UG     |                                       |                 |                                  |                       |
| PG     |                                       |                 |                                  |                       |
| M.Phil |                                       |                 |                                  |                       |
| Ph.D.  |                                       |                 |                                  |                       |

**7. Teaching Experience**

| Designation | Name of the Institution | Duration of teaching |                  | Subject / 's taught |
|-------------|-------------------------|----------------------|------------------|---------------------|
|             |                         | UG<br>From -- To     | PG<br>From -- To |                     |
|             |                         |                      |                  |                     |





|                           |  |                 |                |             |
|---------------------------|--|-----------------|----------------|-------------|
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
|                           |  |                 |                |             |
| Total teaching experience |  |                 |                |             |
| Total teaching experience |  | Before PG _____ | After PG _____ | Total _____ |

**Note:**

1. Only full time teaching in a teaching institution affiliated to KUHS / other universities established by law in India is considered as teaching experience.
2. Attested copies of appointment order, relieving order, service certificate, promotion order & PG degree, Nursing Council registration certificate etc., to be enclosed to claim teaching experience.
3. Qualifications and eligibility for appointment and promotion shall be as per Govt. of Kerala and INC guidelines.
4. Application is to be submitted through proper channel.
5. The envelope should be super scribed as Proforma for Recognition as Post Graduate Teacher'.
8. Any other relevant information: (Attach a separate sheet)  
(Regarding additional qualifications, achievements, publications, awards etc.,)

**Declaration by the Teacher**

I hereby declare that the above information provided by me is true and correct. I shall take the sole responsibility for any wrong information provided and liable for any action taken by the university.

Place :

Date :

**Signature of the Teacher**

**Endorsement by the Principal**

The information provided by the teacher is verified from the office records and found to be correct. He/She is eligible to be recognized as a PG teacher to guide the dissertation work of PG students as per the INC regulations.

Place :

Date :

**Signature of the Principal**

**INSTRUCTIONS:**



1. The Prescribed Performa must be duly filled by the applicant in his/her own handwriting and submitted to the university through the principal's office.
2. The Principal should verify all the informations provided especially the date of birth, qualification, experience, and service details before sending the proforma to the university.
3. Ensure that attested copies of all relevant documents are furnished along with the application.
4. The Principal will be held responsible for any false information provided.
5. Incomplete and incorrect applications and applications with false information will be rejected and they are liable for disciplinary action by the university.



**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**  
**MEDICAL COLLEGE P.O., THRISSUR – 680 596**  
**POST GRADUATE DISSERTATION – PROFORMA TO BE SUBMITTED FOR**  
**CHANGE OF GUIDE**

**(Please Note: Change of guide is permitted only if the guide leaves the college, transferred to another college, retires or expires.)**

Date:

**A. Particulars of Candidate, and Existing Guide**

Candidate's Name & Address :

Name of the Institution :

Course of Study & Subject :

Date of Admission to Course :

Title of the Topic :

Name & Designation of Existing Guide :

Signature of the Candidate :

**B. PARTICULARS OF PROPOSED GUIDE**

Name & Designation of proposed Guide :

Has the proposed guide been recognized as PG teacher by KUHS: Yes / No

*If yes, please furnish the particulars of university letter & If No, Please send his/her proforma for recognition as PG teacher*

Signature of the proposed Guide:

Name & Designation of Co-Guide if present:

Signature of the Co-Guide:

**C: Endorsement for change of guide**

1. Remarks and Signature of the HOD :

2. Reason for change of guide:

Resigned / Retired/ any other

3. Remarks and Signature of the Principal:

## **Format for the submission of Dissertation Hard & Soft copy**

### **Instructions to candidates**

Although your dissertation may be prepared on a computer, consider the following requirements for meeting the standards.

### **Paper**

Use only one side of high-quality, plain white (unlined in any way) bond paper, minimum 20-lb weight, and 8 ½ x 11 inches in size. Erasable paper should not be used.

### **Type Size and Print**

Select fonts type Times New Roman and a size of 12 characters. The size of the titles should be 14 and Bold, the size of subtitles should be 12 and bold. Print should be letter quality or laser (not dot matrix) printing with dark black characters that are consistently clear and dense. Use the same type of print and print size throughout the document.

### **Pagination**

Number all of the pages of your document, including not only the principal text, but also all plates, tables, diagrams, maps, and so on. Roman numerals are used on the preliminary pages (pages up to the first page of text) and Arabic numerals are used on the text pages. The numbers themselves can be placed anywhere on the page, however they should be consistent.

### **Spacing**

Use double spacing except for long quotations and footnotes which are single-spaced.

### **Margins**

To allow for binding, the left-hand margin must be 1.5 inches. Other margins should be 1.0". Diagrams, or photographs in any form should be a standard page size, or if larger, folded so that a free left-hand margin of 1.5 inch remains and the folded sheet is not larger than the standard page.

## **Photographs**

Professional quality black-and-white photographs are necessary for clear reproduction. Colors are allowed, but you should be certain the colored figure will copy clearly and will not be confusing when printed in black and white.

## **File Fomat**

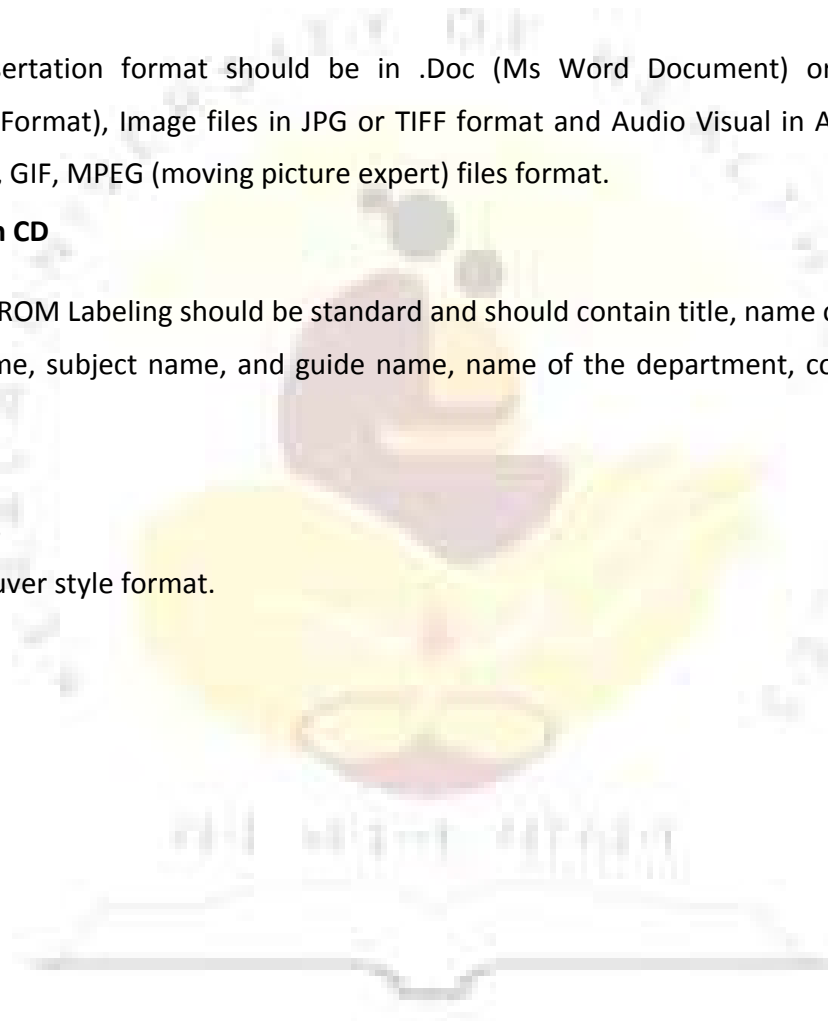
Dissertation format should be in .Doc (Ms Word Document) or PDF (Portable Document Format), Image files in JPG or TIFF format and Audio Visual in AVI (Audio Video Interleave), GIF, MPEG (moving picture expert) files format.

## **Labeling on CD**

CD-ROM Labeling should be standard and should contain title, name of the candidate, degree name, subject name, and guide name, name of the department, college, place and year.

## **References**

Vancouver style format.



**5.3. Template for Mark List showing Maximum & Minimum**

**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg No.

.....

Name of the college .....

Name of course: M.Sc Nursing -Child Health (Paediatric) Nursing

Examination : First Year M.Sc Nursing Regular Examination

Date of publication : .....

Month & Year of Examination:

| Sl. No               | Subjects                                     | Theory |      |          | Practical |     |          | Total |       |          | Result |
|----------------------|--|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                      |  | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                    | Nursing Education                            | 125    | 62.5 |          | 150       | 75  |          | 275   | 137.5 |          |        |
| 2                    | Advanced Nursing Practice                    | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 3                    | Nursing Research & Statistics                | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 4                    | Clinical Speciality - I Child Health Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Grand Total          |  |        |      |          |           |     |          | 850   | 425   |          |        |
| Grand Total in Words |  |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg No.

.....

Name of the college .....

Name of course : M.Sc Nursing -Child Health (Paediatric) Nursing

Examination :Second Year M.Sc Nursing Regular Examination

Date of publication :.....

Month & Year of Examination:

| Sl. No                             | Subjects   | Theory |      |          | Practical |     |          | Total |       |          | Result |
|------------------------------------|--|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                                    |  | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                                  | Nursing Management   | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 2                                  | Dissertation & Viva Voce                                       |        |      |          | 200       | 100 |          | 200   | 100   |          |        |
| 3                                  | *Clinical Speciality - II<br>Child Health (Paediatric) Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Total Marks Awarded in Second Year |  |        |      |          |           |     |          | 650   | 325   |          |        |
| Total in Words                     |  |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



# Syllabus

for Courses affiliated to the

**Kerala University of Health Sciences**

Thrissur 680596



**MASTER OF SCIENCE IN NURSING**

**M.Sc. Community Health Nursing**

**Course Code 274**

**(2016-17 admission onwards)**

**2016**



## 2. COURSE CONTENT

### 2.1 Title of course:

MASTER OF SCIENCE IN NURSING – Community Health Nursing

### 2.2. Aim and Objectives of the Course

#### Aim

Aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as Clinical Nurse Specialists, Nurse Practitioners, Consultants, Educators, Researchers and Administrators in a wide variety of professional settings.

#### Objectives

On completion of the 2 year M.Sc Nursing programme, the graduates will be able to:-

1. Apply the concepts, theories and principles of nursing science.
2. Demonstrate competencies in nursing practice.
3. Practice as Clinical Nurse Specialist.
4. Establish collaborative relationship with the members of other disciplines.
5. Assume leadership in various care settings.
6. Participate in health planning, implementation and evaluation at different levels of health care system.
7. Function as effective nurse educators and nurse managers.
8. Conduct independent nursing research and utilize the research findings in nursing practice and education.
9. Critically evaluate various educational programmes in nursing.
10. Demonstrate interest and positive attitude in continuing education for personal and professional growth.
11. Incorporate evidence based nursing practice and identify the areas of research in the field of community health nursing.
12. Describe the recent advancements in the field of community health nursing.
13. Explain the legal and ethical issues pertaining to community health nursing.
14. Function as community health nurse specialist.

### 2.3. Medium of instruction:

Medium of instruction shall be English.

## 2.4. Course outline

| <b>1 year</b>                   | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
|---------------------------------|---------------------|------------------------|
| Nursing Education               | 150                 | 150                    |
| Advanced Nursing Practice       | 150                 | 500                    |
| Nursing Research and Statistics | 150                 | 100                    |
| Community Health Nursing-I      | 150                 | 900                    |
| <b>Total</b>                    | <b>600</b>          | <b>1650</b>            |
| <b>II Year</b>                  | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
| Nursing Management              | 150                 | 200                    |
| Nursing Research (Dissertation) | -                   | 300                    |
| Community Health Nursing -II    | 150                 | 1450                   |
| <b>Total</b>                    | <b>300</b>          | <b>1950</b>            |
| <b>Grand Total</b>              | <b>900</b>          | <b>3600</b>            |

## 2.5. Duration

**Duration of the course is for 2 years.**

Weeks/year : 52 weeks

Leave : 3 weeks (20 days)

Preparation and Exam : 2 weeks

Total weeks available : 47 weeks

Total hours/week : 48 hours

48 hoursX47weeks : 2256 hour/year

## 2.6. Syllabus

As given under "Content of each subject in each year"

The concept of Health Care Counselling shall be incorporated in all relevant areas

## 2.7. Total number of hours

As given under "Content of each subject in each year "

**2.8. Branches if any with definition**

Not Applicable

**2.9. Teaching learning methods**

As given under “Content of each subject in each year “

**2.10. Content of each subject in each year**

**FIRST YEAR M.Sc NURSING**

**NURSING EDUCATION**

**Placement: 1st Year**

**Hours of Instruction**

Theory 150 Hours  
Nursing Faculty-115  
External Faculty- 35  
Practical 150 Hours  
Total: 300 Hours

**Course Description**

This course is designed to assist students to develop a broad understanding of fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

**Objectives**

At the end of the course, students will be able to :

1. Explain the aims of education, philosophies, trends in education and its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.

8. Critically analyze the existing teacher preparation programs in nursing
9. Demonstrate skill in guidance and counselling.
10. Describe the problems and issues related to the implementation of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of Evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

| Unit | Theory Hours | Content  |
|------|--------------|--|
| I    | 10           | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Education :Definition, aims, concepts, philosophies, Formulation of philosophy &amp; their implications on education (Review)</li> <li><input type="checkbox"/> Impact of Social, economical, political &amp; technological changes on education.</li> <li><input type="checkbox"/> Professional education</li> <li><input type="checkbox"/> Current trends and issues in education</li> <li><input type="checkbox"/> Educational reforms and National Educational Policy, various educational commissions-reports</li> </ul> <p><b>Nursing education-</b> Definition, aims, philosophy<br/>Trends in development of nursing education in India -ANM, GNM, Basic B.Sc. Nursing, Post Basic B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D in Nursing, Post basic diploma programs, Nurse practitioner programs.</p> |
| II   | 20           | <p><b>Curriculum Development</b><br/>Definition, curriculum determinants, process and steps of curriculum development, Types and framework.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Educational Objectives - types, domains, levels, elements and writing of educational objectives,</li> <li><input type="checkbox"/> selection of learning experiences</li> <li><input type="checkbox"/> Organization of learning experiences; master plan, course plan, unit plan, Lesson Plan.</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Evaluation of educational programs in nursing-course and program. <ul style="list-style-type: none"> <li>□ Equivalency of courses : Transcript , credit system</li> </ul> </li> </ul> |
|--|--|

|            |                            |  |
|------------|----------------------------|--|
| <b>III</b> | <b>20</b><br><b>*EF 10</b> | <p style="text-align: center;"><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, principles ,theories of teaching and learning, relationship between teaching and learning</li> <li>□ Competency based education, outcome based education(OBE)</li> <li>□ Instructional strategies – Lecture, Discussion, Demonstration, Simulation, Laboratory Method, Seminar, Panel, Symposium, Problem solving, Workshop, Project, role- play (sociodrama) (Review) Microteaching.</li> </ul> <p style="text-align: center;">Innovative Strategies</p> <p style="text-align: center;">Problem Based Learning (PBL), programmed instruction, Self Directed learning(SDL), Computer Assisted Instruction(CAI), Computer Assisted Learning (CAL), Clinical teaching methods. brain storming, integrated teaching, team teaching</p> <p style="text-align: center;">Class room management and transactional analysis</p> <ul style="list-style-type: none"> <li>□ Teacher - Roles &amp; responsibilities, functions characteristics, Competencies, qualities.</li> <li>□ Preparation of professional teacher</li> <li>□ Organizing professional aspects of teacher preparation programs. India</li> </ul> |
|------------|----------------------------|--|

|                  |                                     |   |
|------------------|-------------------------------------|---|
| <p><b>IV</b></p> | <p><b>40</b></p> <p><b>EF20</b></p> | <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement, Principles of evaluation(review) characteristics-objectivity, validity. reliability. usability</li> </ul> <p>Formative and summative evaluation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal assessment, external examination. criterion and norm referenced evaluation,</li> <li><input type="checkbox"/> Evaluation strategies-meaning, characteristics.</li> <li><input type="checkbox"/> Construction of test, administration of test , scoring, grading Vs marks.</li> <li><input type="checkbox"/> Item analysis</li> </ul> <p><b>Non-standardized tests :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay, short answer questions and multiple choice questions, True &amp; False, Completion.Tools of Evaluation-Rating scales, checklist,Objective Structured Clinical Examination (OSCE) , Objective Structured Practical Examination (OSPE),Viva Examination</li> <li><input type="checkbox"/> Differential scales, and Summated scales, Sociometry, Anecdotal record, Attitude scale, critical incident technique.</li> <li><input type="checkbox"/> Question bank-preparation, validation, moderation by panel.</li> </ul> <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests of intelligence attitude, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> <li><input type="checkbox"/> Teacher Evaluation-Strategies</li> </ul> |
|------------------|-------------------------------------|---|

|                   |                                |   |
|-------------------|--------------------------------|---|
| <p><b>V</b></p>   | <p><b>15</b></p>               | <p><b>Instructional Media &amp; Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in the selection and use of media in education</li> <li><input type="checkbox"/> Developing learning resource material using different Media.</li> <li><input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.</li> <li><input type="checkbox"/> Teacher’s role in procuring and managing</li> <li><input type="checkbox"/> instructional Aids – Projected and non-projected aids, multi media, video-tele conferencing etc</li> </ul>   |
| <p><b>VI</b></p>  | <p><b>10</b></p>               | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts – Definition, importance, need, scope, principles of Adult Learning, assessments of learning needs, priorities, resources.</li> <li><input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs.</li> <li><input type="checkbox"/> Research in continuing education.</li> <li><input type="checkbox"/> Distance education in nursing</li> </ul>  |
| <p><b>VII</b></p> | <p><b>5</b><br/><b>EF5</b></p> | <p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling (Review).</li> <li><input type="checkbox"/> Trends and issues in Guidance and counseling.</li> <li><input type="checkbox"/> Guidance and counseling services: diagnostic and remedial.</li> <li><input type="checkbox"/> Coordination and organization of services.</li> <li><input type="checkbox"/> Techniques of counseling : Interview, case work, Characteristics of counselor, problems in counseling.</li> </ul> <p>Professional preparation and training for counseling</p> |

|      |    |  |
|------|----|--|
| VIII | 25 | <p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</li> <li><input type="checkbox"/> Role of curriculum coordinator – planning , implementation &amp; Evaluation</li> <li><input type="checkbox"/> Evaluation of educational programs in nursing- course &amp; Program</li> <li><input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together</li> <li><input type="checkbox"/> Concept of faculty supervisor (dual) position.</li> <li><input type="checkbox"/> Curriculum research in nursing.</li> </ul> <p>Different models of collaboration between education and service</p> |
|------|----|--|

|    |   |   |
|----|---|---|
| IX | 5 | <p><b>Quality in Nursing Education</b></p> <p>Development and maintenance of standards and accreditation in nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> |
|----|---|---|



## \* External Faculty (EF)

### Activities

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10  
(Like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
  - Observe and practice application of various non-standardized tests, (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

## Methods of evaluation

- Tests
- Presentation
- Project work

### Assignments –Theory

Lesson plan-2,courseplan -1,unit plan 2,rotation plan-2(master plan,clinical rotation)

Evaluation tool-construction,administration and evaluation(Essay,objectivetype,ratingscale,checklist)

Construction of an achievement test

### Practical

Practice teaching using different strategies (lecture cum discussion-5,demonstration-2,seminar-1,clinicalteaching -2,symposium/role play/panel discussion)

### Internal Assessment (Theory)

|                      | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignments          | 25%              |
| Seminar/presentation | 25%              |
| Total                | <b>100%</b>      |

### Practical – Internal assessment

|   |      |
|---|------|
| Preparation of Learning resource material & | 25%  |
| Construction of tests/rotation plan.        |      |
| Practice Teaching                           | 50%  |
| Conduct Workshop /Short Term Course         | 25%  |
| Total                                       | 100% |

## REFERENCE \* .

- S.K.Kochhar, Guidance and Counseling in Colleges and Universities, Revised  
○ Edition, Sterling Publishers, New Delhi.
- Bipin Asthana R.N.Agawal, Measurement and Evaluation in Psychology and Education, Latest Edition, Vinod Pustak Mahal, Agra.
- Malla Reddy Mamidi, S. Rvisankar Curriculum Development and educational Technology, Latest Edition, Sterling Publishers, New Delhi.
- JagannathMohanthly, Indian Education in the emerging Society, Latest Edition, Sterling Publishers, New Delhi.
- K.K. Bhatia, Measurement and Evaluation in Education, Latest edition, Prakash Brothers Ludhiana. Mc Graw Hill Co,New York.
- Billings D M, Halstead J A (2009) Teaching in Nurisng, A guide for faculty, USA, Saunders ELSEVIER.
- Mayor B A &Wittman R A (2008) Nursing Education, Foundations for Practice Excellence, New Delhi, Jay Pee.
- Aggarwal J C (1996) Essentials of Educational Technology-Innovations in Education, New Delhi, Vikas Publishing House.
- Quinn M Francis (1995) Principles & Practice of Nurse Education, London, Champann& Hall.
- Aggarwal J C (2001) Theory & Principles of Education New Delhi, Vikas Publishing house PVT Ltd.
- Bevis E O (1982) Curriculum Builders in Nursing, St. Louis, C. V Mosby Company.
- Aggarwal J C (2008) Development & Planning of Modern Education, New Delhi, Vikas Publishers PVT Ltd.
- Young. . E & Peterson B. L (2007) Teaching Nursing Developing a student centered environment New York, Lippincott.
- Singh T Etal (2009) Principles of Medical Education New Delhi, Jaypee.
- Clement, Textbook on Communication & Educational Technology.
- Iwasiv C L etal(2010), —Curriculum development in Nursing Education||, New Delhi, Bartlett Publishers.
- National and international journals in nursing education

## ADVANCED NURSING PRACTICE

Placement: 1st Year

### Hours of Instruction

Theory: 150 Hours

External Faculty:-30hrs

Nursing Faculty:-120hrs

Practical: 500 Hours

Total : 650 Hours

### Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

### Objectives:

At the end of the course the students will be able to:

1. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
2. Identify latest trends in nursing and the basis of advanced nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Perform health assessment and General physical examination
6. Provide holistic and comprehensive care following nursing process approach
7. Perform extended and expanded role of nurse.
8. Describe alternative modalities of nursing care.
9. Describe the concept of quality control in nursing.
10. Identify the scope of nursing research.
11. Use computer in patient care delivery system and nursing practice.
12. Appreciate importance of self development and professional advancement.

## COURSE CONTENT

| Unit       | Hours     | Content   |
|------------|-----------|---|
| <b>I</b>   | <b>8</b>  | <p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> History and development of nursing profession, Perspectives</li> </ul> <p>of Nursing Profession-National, global</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of ethics, code of professional conduct, autonomy and Legal considerations</li> <li><input type="checkbox"/> Evidence Based Nursing Practice</li> <li><input type="checkbox"/> Progressive Patient Care</li> <li><input type="checkbox"/> Quality assurance in Nursing</li> <li><input type="checkbox"/> Futuristic nursing.</li> </ul>  |
| <b>II</b>  | <b>5</b>  | <p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care environment, Health economics</li> </ul> <p>Health care policy -National, State</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy and politics in Nursing</li> <li><input type="checkbox"/> Health care delivery system- national, state, district and local level.</li> <li><input type="checkbox"/> Major stakeholders in the health care system-Government, NGOs etc</li> <li><input type="checkbox"/> Patterns of nursing care delivery in India.</li> <li><input type="checkbox"/> Health care delivery concerns</li> <li><input type="checkbox"/> National health and family welfare programs:(Review)</li> <li><input type="checkbox"/> Information, education and communication (IEC).</li> </ul> <p>Tele-medicine.</p> |
| <b>111</b> | <b>20</b> | <p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Values, Conceptual models, approaches.</b></li> <li><input type="checkbox"/> <b>Nursing theories:</b> Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Pender's Neuman's, Roy's, Watson , and their applications</li> </ul> <p>Health promotion and health belief models.</p>   |

|             |                          |  |
|-------------|--------------------------|--|
|             |                          | <input type="checkbox"/> Evidence based practice model.  |
| <b>IV</b>   | <b>12</b><br><b>*EF8</b> | <b>Clinical Assessment-History taking and physical examination</b>   |
| <b>V</b>    | <b>6</b>                 | <b>Nursing process</b><br><b>Review:</b> Identification of health-illness problems, health behaviors, Methods of data collection, analysis and utilization of data relevant to nursing process. Formulation of nursing care plans, health goals, Implementation, modification and evaluation of care.  |
| <b>V1</b>   | <b>15</b><br><b>EF10</b> | <b>Genetics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Molecular basis of the gene and transmission of genetic information</li> <li><input type="checkbox"/> Recombination, Mutation, Pedigree analysis</li> <li><input type="checkbox"/> Mapping the Human genome – Genome project.</li> <li><input type="checkbox"/> Approaches to common genetic disorders-Monogenic and polygenic</li> <li><input type="checkbox"/> Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening,</li> <li><input type="checkbox"/> Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li><input type="checkbox"/> Genetic counseling.</li> <li><input type="checkbox"/> Practical application of genetics in nursing.</li> </ul> |
| <b>V11</b>  | <b>4</b><br><b>EF2</b>   | <b>Epidemiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review</b> :Epidemiological approach and methods</li> <li><input type="checkbox"/> Concepts of causation of diseases and their screening,</li> <li><input type="checkbox"/> Application of epidemiology in health care delivery</li> <li><input type="checkbox"/> Health surveillance and health informatics</li> <li><input type="checkbox"/> Role of nurse</li> </ul>   |
| <b>V111</b> | <b>30</b>                | <b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> Pathophysiology and Psychodynamics of disease causation Life processes from birth to old age,ageing process,geriatric considerations in nursing,</li> <li>Psychosocial dynamics in causation of disease, life style disease</li> <li><b>Common problems and management:</b></li> <li><input type="checkbox"/> Hospital acquired Infection, Pressure sore, Oxygen insufficiency</li> <li>Haemodynamic monitoring <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance, Acid Base imbalance,</li> <li>Metabolic syndrome, Immune disorders,</li> <li>HIV/AIDS,Hemorrhage, shock,</li> <li>Altered body temperature, Unconsciousness, Insomnia, pain,</li> </ul> </li> </ul>                  |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Sensory deprivation, Immobility, Anaphylaxis, Septicaemia, Cardio pulmonary arrest. ARDS, respiratory failure and mechanical ventilation, Emerging communicable diseases and biomedical waste management.  |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Human behavior, Personality trait, Communication and interpersonal relationships, Individual / group dynamics and organizational behavior, Basic human needs</li> <li><input type="checkbox"/> Human Sexuality and sexual health.</li> <li><input type="checkbox"/> Stress and adaptation, crisis and its intervention,</li> <li><input type="checkbox"/> Coping with loss, death and grieving,</li> <li><input type="checkbox"/> Principles and techniques of Counseling.</li> </ul>  |
| <b>X</b>  | <b>10</b>               | <p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Framework, scope and trends.</li> <li><input type="checkbox"/> Alternative modalities of care</li> <li><input type="checkbox"/> Alternative systems of health and complimentary therapies.</li> <li><input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li><input type="checkbox"/> Health promotion and primary health care.</li> <li><input type="checkbox"/> Independent practice issues, Independent nurse-midwifery practitioner.</li> <li><input type="checkbox"/> Collaboration issues and models-within and outside nursing.</li> </ul> <p>Models of Prevention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender sensitive issues and women empowerment.</li> </ul> <p>Disaster nursing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trans-cultural nursing.</li> </ul> |
| <b>XI</b> | <b>15</b>               | <p><b>Advanced nursing skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Indication and nursing implications:</li> <li><input type="checkbox"/> TPN, Hemodynamic monitoring, Endo-tracheal intubation, Tracheotomy, Mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, Chest physio therapy, Pleural and abdominal paracentesis, Triage, Pulse oxymetry, CPR, ACLS</li> </ul>  |

|                   |   |
|-------------------|---|
| <b>10<br/>EF5</b> | <p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice.</li> <li><input type="checkbox"/> Windows, MS office: Word, Excel, Power Point</li> <li><input type="checkbox"/> Internet-literature search,</li> <li><input type="checkbox"/> Statistical packages</li> <li><input type="checkbox"/> Hospital management information system: softwares</li> </ul> |
|-------------------|---|

Legend: \*EF-External Faculty

**Practical – 500 Hrs**

Clinical posting in the following areas:

| Sl. No | Dept/Unit                    | No. of Weeks |
|--------|------------------------------|--------------|
| 1.     | Medical and Surgical Wards   | 4            |
| 2.     | ICUs                         | 4            |
| 3.     | Community Health Centre/ PHC | 2            |
| 4.     | Casualty                     | 1            |
|        | <b>Total</b>                 | <b>11</b>    |

**Activities**

Practice advance clinical procedures

- Prepare Care study and care plan based on nursing process and nursing theories (Medial ,Surgical)
- Care Analysis (Medial/ Surgical)
- Presentation of comparative picture of theories -2
- Clinical presentations/Clinical teaching-3

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion



- Debate
- Case Presentations
- Exposure to scientific conferences

**Methods of evaluation:•**

Tests

- Presentation
- Seminar
- Written assignments

**Advance Nursing Procedures**

Definition, Indication and nursing implications:

- Cardio Pulmonary Resuscitation, Total Parental Nutrition, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, Lumbar Puncture, Blood Transfusion Pleural and abdominal parecentasis Operation Room techniques, Health assessment, Triage, Pulse oxymetry.

**Internal Assessment**

| Theory               | Weightage   |
|----------------------|-------------|
| Sessional exams (3)  | 50%         |
| Assignment           | 25%         |
| Seminar/presentation | 25%         |
|                      | <b>100%</b> |

**REFERENCE**

- Moyet Carpenito, Nursing Diagnosis. 'Lippincott. Latest edn .
- Tucker, Susan Martin et al. Patient Care Standards' Latest edn .Mosby.
- Guyton et al, Textbook of Medical Physiology|| Latest edn .Saunders.
- Gordin ,Janet W. Nursing Diagnosis|| Latest edn Jones and Bartlett Publishers.
- Anne M Barker, Advance Practice Nursing edited by AnneM Barker, Johns and Bertlett Publishers, New Delhi
- Lemone ,Lillis ,Taylor , Fundamentals of Nursing Latest edn .
- Wilson,Jennie Infection control in Clinical Practice .Latest ednBailliere Tindal.

- Ciliska ,Dicenso ,Guyatt .||Evidence –based Nursing|| Elsevier .
- Speakman,Alizabeth , Body fluids and electrolytes|| Latest edn .
- BerMn ,Snyder,Kozier,erb, Fundamentals of Nursing, Latest edn .
- Ann MarrinerTomey, Nursing Theorist and Their Work||, Latest edn, Mosby, Elsevier.
- Martha RailaAlligood, Ann MarrinerTomey, Nursing Theory Utilization & Application||, Elsevier.
- Dee Mc Gonigle, Kathleen Mastriau,Nursing Informatics & Foundations of Knowledge||, Jones & Bartlett Publishers New delhi.
- Catheleene Masters, Role development in Professional Nursing Practice||, Jones & Bartlett Publishers Boston.
- Janie B Butts Karen L Rich, Nursing ethics across the curriculum and into practice||.
- Lewis, Heitkemper, Dirksen O Brien Brcher, Medical Surgical Nursing,Latestedn, Mosby Publishers.
- G M Dhar, I Robbani, Foundations of Community Medicine, Latest edn||, Elsvier Publishers.
- National and international journals in nursing practice, advanced nursing and critical care

## NURSING RESEARCH AND STATISTICS

Placement: 1st Year

### Hours of Instruction

Theory : 150 Hours

Practical : 100 Hours

Total : 250 Hours

### ***Part A: Nursing Research***

Theory: 100 Hours

Practical: 75 Hours

Total : 175 Hours

### **Course Description:**

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

### **General Objectives:**

At the end of the course, the students will be able to:

1. Recognize the significance of research in nursing and its importance in evidence- based nursing practice.
2. Identify the steps of quantitative and qualitative research.
3. Discuss the ethical aspects of research.
4. Review literature utilizing various resources.
5. Identify researchable problems in nursing.
6. Demonstrate skill in planning and conducting research studies.
7. Communicate research findings.
8. Utilize research findings.
9. Critically evaluate research reports and articles.
10. Write scientific paper for publications.

**COURSE CONTENT:**

| Unit | Theory hours | Content  | Practical hours | Content                      |
|------|--------------|--|-----------------|------------------------------|
| I    | 5            | <p><b>Introduction</b><br/> <b>Review:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and scientific method.</li> </ul> <p>Research –definition, characteristics, purposes, types of research, Basic research terms, Scope of nursing research, Overview of Research process, Significance of research in nursing, Historical Evolution of nursing research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Future trends in nursing research.</li> <li><input type="checkbox"/> Problems and challenges in nursing research, health and social research.</li> <li><input type="checkbox"/> Priorities for nursing research.</li> <li><input type="checkbox"/> Evidence based practice.</li> <li><input type="checkbox"/> Ethics in research</li> </ul> |                 |                              |
| II   | 5            | <p><b>Review of Literature</b></p> <ul style="list-style-type: none"> <li>• Review- <ul style="list-style-type: none"> <li>• Importance, purposes, sources, criteria for selection of resources</li> <li>• Guidelines for writing literature review.</li> </ul> </li> </ul>  | 5               | Literature search-web search |

|     |    |  |   |   |
|-----|----|--|---|---|
| III | 10 | <p><b>Research problem:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of research problem/ research question.</li> <li><input type="checkbox"/> Formulation of problem statement and research objectives</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Assumption and delimitations</li> <li><input type="checkbox"/> Identification of variables</li> <li><input type="checkbox"/> Hypothesis –definition, formulation and types.</li> </ul> | 5 | <p>1. Identification of research question.</p> <p>2. Formulation of problem statement and research objectives</p> |
| IV  | 5  | <p><b>Developing theoretical /conceptual framework.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Theories: Nature, characteristics, purpose and application in research</li> <li><input type="checkbox"/> Using, testing and developing conceptual framework, models and theories.</li> </ul>  | 5 | <p>Developing theoretical /conceptual framework.</p>  |
| V   | 15 | <p><b>Research Approach and designs</b></p> <p>Qualitative and Quantitative, Mixed methods</p> <p><b>Qualitative research approaches:</b></p> <p>Grounded theory, phenomenology, ethnography, case study and historical research.</p> <p><b>Quantitative:</b> Experimental and non experimental: types, characteristics, advantages and disadvantages. Randomised control design, cohort study, clinical trials</p>  |   |   |
| VI  | 8  | <p><b>Sampling</b></p> <p>Population and sample.</p> <p>Factors influencing sampling</p> <p>Sampling techniques</p> <p>Sample size</p> <p>Probability and sampling error</p>   |   |   |

|             |           |   |           |  |
|-------------|-----------|---|-----------|--|
| <b>VII</b>  | <b>20</b> | <p><b>a) Data collection methods and Tools:</b><br/> Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. Tools for data collection-types and characteristics</p> <p><b>b) Measurement and data quality</b><br/> Validity and reliability of tools,<br/> Characteristics of an instrument<br/> Steps in development of an instrument.<br/> Procedure for data collection</p> |           |  |
| <b>VIII</b> | <b>3</b>  | <b>Critical analysis of research reports and articles</b>   | <b>15</b> | Critical analysis of research reports and Articles |
| <b>IX</b>   | <b>4</b>  | <b>Developing and presenting a research proposal</b>  | <b>5</b>  | Presenting a research proposal                     |
| <b>X</b>    | <b>5</b>  | <b>Implementing research plan</b><br>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, Collection of data   | <b>40</b> | Pilot study  |
| <b>XI</b>   | <b>10</b> | <b>Analysis and interpretation of data</b><br><b>Plan for data analysis:</b> quantitative and qualitative<br>Preparing data for computer analysis and Presentation , Statistical analysis<br>Interpretation of data Conclusion and generalizations<br>Summary and discussion  |           |  |
| <b>XII</b>  | <b>10</b> | <b>Reporting and utilizing research findings:</b><br>Communication of research results; oral and written<br>Writing research report purposes, methods and style, Vancouver, American Psychological Association (APA),   |           |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Utilization of research findings.<br>Writing scientific articles for publication:<br>purposes & style |  |  |
|--|--|---|--|--|

**Activities:**

- Annotated Bibliography of research reports and articles. -4
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical /conceptual framework.
- Preparation of a sample research tool.
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal presentation-1
- Critical evaluation of selected research studies –dissertaton-1,journal article -1
- Writing a scientific paper

**Methods of Teaching:**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

**Methods of Evaluation:**

- Quiz, Tests(Term)
- Assignments/Term paper
- Presentations
- Project work (Concerned specialty)

| <b>Internal Assessment Techniques</b> | <b>Weightage (15 marks)</b> |
|---------------------------------------|-----------------------------|
| essional exams (2)                    | 40%                         |
| Presentations/Seminar                 | 20%                         |
| Research critique & presentation      | 20%                         |
| Annotated bibliography ,assignments   | 20%                         |
| <b>Total</b>                          | <b>100%</b>                 |

## Part –B: Statistics (External Faculty)

### Hours of Instruction

Theory 50Hours

Practical 25 Hours

**Total 75 Hours**

### Course Description:

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing

### General Objectives:

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully
4. Use descriptive and inferential statistics to predict results
5. Draw conclusions of the study and predict statistical significance of the results
6. Describe vital health statistics and their use in health related research
7. Use statistical packages for data analysis.

### Course content

| Unit | Hours  |           | Content  |
|------|--------|-----------|--|
|      | Theory | Practical |  |
| I    | 7      |           | <b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Concepts, types, significance and scope of statistics, meaning of data</li> <li>□ Sample, parameter</li> <li>□ Type and levels of data and their Measurement                             <ul style="list-style-type: none"> <li>□ Organization and presentation of data-Tabulation of data</li> </ul> </li> <li>□ Frequency distribution</li> <li>□ Graphical and tabular presentations</li> </ul> |
| II   | 4      |           | <b>Measures of central tendency:<br/>Mean, Median, Mode</b>  |





|      |   |    |  |
|------|---|----|--|
| III  | 4 |    | <b>Measures of variability:</b> □ Range, Percentiles, Average deviation, Quartile deviation, Standard deviation  |
| IV   | 3 |    | <b>Normal Distribution:</b> □ Probability, Characteristics and application of normal probability curve, Sampling error   |
| V    | 6 |    | <b>Measures of relationship:</b> □ Correlation-need and meaning □ Rank order correlation □ Scatter diagram method, product moment correlation, Simple linear regression analysis and prediction,   |
| VI   | 5 |    | <b>Designs and meaning:</b><br><ul style="list-style-type: none"> <li>□ review -Experimental designs</li> <li>□ Comparison in pairs, randomized block design, Latin squares.</li> </ul>  |
| VII  | 8 |    | <b>Significance of Statistic and Significance of difference between t Statistics(Testing hypothesis)</b><br><ul style="list-style-type: none"> <li>□ Non parametric test-Chi-square test, Sign, median test, Mann Whitney test</li> <li>□ Parametric test- <u>t</u>' test, ANOVA,</li> </ul> |
| VIII | 5 |    | <b>Use of statistical methods in psychology and education</b><br><ul style="list-style-type: none"> <li>□ Scaling-Z Score, Z Scaling</li> <li>□ Standard Score and T Score</li> <li>□ Reliability of test scores: test-retest method, parallel forms split half method</li> </ul>            |
| IX   | 4 | 5  | <b>Application of statistics in health:</b><br>Ratios, Rates, Trends<br>Vital health statistics –Birth and death rates Measures related to fe and mortality  |
| X    | 4 | 20 | <b>Use of Computers for data analysis</b><br>Use of statistical package  |



**Activities:**

- Exercises on organization and tabulation of data
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
- Practice in using statistical package
- Computing
- Vital health statistics

**Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration-on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package

**Methods of Evaluation:**

- Test, Classroom statistical exercises

|                                |                   |
|--------------------------------|-------------------|
| Internal Assessment Techniques | Weightage10 marks |
| Sessional exams – (2)          | 100%              |

**References \*:**

- Burns.N. and Susan K Grove. Understanding Nursing Research building and evidence based practice., W B Saunders, St. Luis .
- Polit, D.F. and C T Beck. Nursing Research Generating and Assisting evidence for Nursing practice-Wolter Kluwer, New Delhi
- Wood, G.L. and Haber J. Nursing Research-methods and critical appraisal for evidence-based practice. Elsevier.
- C R Kothari. Research Methodology Methods and Techniques. New Age Publishers, New Delhi.
- Sunder Rao. P.S.S. Jesudian, G. and Richard, J. An introduction to



Biostatistics a manual for students in health sciences.

- Rose A Utely. Theory and Research for Academy Nurse Educators Application to Practice, Jones and Bartlett Publishers. Boston
- Nola A.Schmidt, Janet M Brown. Evidence Based Practice for Nurses Appraisal and Application of Research, Jones and Bartlett Publishers, New Delhi.'
- Marylynn J Wood, Jannet C Ross Kerr. Basic Steps in Planning Nursing Research from question to Proposal, Jones and Bartlett Publishers, New Delhi.
- Mahajan. Methods in Biostatistics. Jaypee Brothers
- National and international journals in nursing practice, nursing education, nursing research



**CLINICAL SPECIALTY – 1**  
**COMMUNITY HEALTH NURSING – 1**

**Placement–I Year**

**Hours of instruction**

Theory - 150 hours

External - 20 Hours

Internal -130Hours

Practical - 900 hours

Total - 1050 hours

**Course Description:**

This course is designed to assist students in developing expertise and indepth understanding in the field of community health. It will enable the students to acquire knowledge regarding concepts, principles, methods and approaches in community health nursing. It will help the students to learn about epidemiology, environmental health, population dynamics and family health care.

**Objectives:**

At the end of the course, the students will be able to:

1. Review the history and development in the field of community health and community health nursing
2. Analyze the role of individuals and families in promoting health of the community
3. Perform physical, developmental and nutritional assessment of individuals, families and groups
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the members of the community
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centred nursing approach while providing care to the community.
7. Apply concepts and principles of epidemiology in the practice of community health nursing



8. Recognize and participate in the management of emergencies, epidemics and disasters
9. Utilize the concept of demography and its application in public health
10. Appreciate legal and ethical issues pertaining to community health nursing care
11. Conduct need based community health projects
12. Participate in various national health and family welfare programmes at local, state and national level.
13. Participate effectively as a member of community health team
14. Coordinate and collaborate with various agencies operating in the community
15. Teach community health nursing to undergraduates, community health workers and nurses working in the hospital and community.

**COURSE CONTENT:**

| Unit | Hours | Content   |
|------|-------|---|
| I    | 10    | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of health care and health promotion               <ul style="list-style-type: none"> <li>• Primary health care</li> <li>• Health For All movement</li> <li>• Millennium Development Goals</li> <li>• Historical development of community health and community health nursing in the world and India</li> </ul> </li> <li><input type="checkbox"/> Current status, trends, challenges and scope of community health nursing</li> <li><input type="checkbox"/> Philosophy, aims, objectives, concepts, principles and functions of community health nursing</li> <li><input type="checkbox"/> Community health nursing theories and models</li> <li><input type="checkbox"/> Role of community health nurse at various settings</li> </ul> |
| II   | 10    | <p><b>Community health nursing process</b></p> <p>Community health Nursing Process</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community Identification-concept, definition ,purpose, methods</li> <li><input type="checkbox"/> Planning, implementation and evaluation of community health care               <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• community participation</li> </ul> </li> </ul>  |
| III  | 15    | <p><b>Family health care</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept of family, types</li> <li><input type="checkbox"/> Functions of family in health and disease</li> <li><input type="checkbox"/> Family developmental cycle</li> <li><input type="checkbox"/> Developmental tasks of the family</li> </ul>   |



|    |                       |   |
|----|-----------------------|---|
|    |                       | <ul style="list-style-type: none"> <li>▪ Family as a basic unit of health service</li> <li>▪ Theoretical framework for family health care</li> <li>▪ Tools for family assessment</li> </ul> <ul style="list-style-type: none"> <li>• Family budgeting</li> <li>• Family nursing process</li> <li>• Home visit</li> <li>• Standing orders</li> </ul>   |
| IV | 30<br>(Ext-20<br>Hrs) | <p><b>Epidemiology</b></p> <p>History, definition and aims of epidemiology</p> <p>Measurements in epidemiology</p> <p>Epidemiologic methods</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dynamics of disease transmission</li> </ul> <p>Levels of prevention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Epidemiology of communicable diseases</li> <li><input type="checkbox"/> Epidemiology of non communicable diseases</li> <li><input type="checkbox"/> Emerging and re-emerging disease epidemics</li> </ul> |
| V  | 10                    | <p><b>Community Nutrition</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Nutritional problems in community health</li> <li><input type="checkbox"/> Assessment of nutritional status</li> </ul> <p>Nutritional surveillance</p> <p>Meal planning for the family</p> <p>Community nutrition programmes</p>  |
| VI | 15                    | <p><b>Maternal and child health services</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maternal health care services</li> <li><input type="checkbox"/> Antenatal, intranatal, postnatal services</li> <li><input type="checkbox"/> Child health services</li> <li><input type="checkbox"/> Integrated Management of Neonatal and Childhood Illnesses (IMNCI)</li> </ul> <p>MCH Records-Registers, MCTS, Immunization records.</p>   |

|      |    |  |
|------|----|--|
| VII  | 15 | <p><b>Population Dynamics and Control</b><br/>Concept of demography</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demographic transition and theories of population growth</li> <li>National population policy</li> <li>National population programmes</li> </ul> <p>Population control</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Methods of family planning</li> <li><input type="checkbox"/> Research, census, National family health survey</li> </ul> <p>Vital statistics</p>  |
| VIII | 15 | <p><b>Health Education – Changing perspectives:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> IEC/BCC – definition, principles and strategies</li> <li><input type="checkbox"/> Communication in health education</li> <li><input type="checkbox"/> Use of Audio Visual aids in health education</li> <li><input type="checkbox"/> Role of mass media in health education</li> <li><input type="checkbox"/> <input type="checkbox"/> Information Technology in health care</li> <li><input type="checkbox"/> Tele medicine and Tele Nursing</li> <li><input type="checkbox"/> Health Counselling</li> </ul> <p>Health Management Information System (HMIS)</p> |
| IX   | 10 | <p><b>Legal and ethical aspects in community health:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Public health laws</li> <li><input type="checkbox"/> Ethical principles in community health nursing</li> <li><input type="checkbox"/> Legal issues in community health nursing</li> </ul>   |
| X    | 20 | <p><b>Environmental Health:</b></p> <p>Changes in ecosystem Global Warming, green house effect, deforestation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Impact of ecological changes on health</li> <li><input type="checkbox"/> Medical entomology</li> <li><input type="checkbox"/> Disaster preparedness and management</li> </ul>  |



### Practical Experience

Total = 900 Hours

1 week = 48 hours

| Sl. No | Dept/Unit   | No. of weeks    |
|--------|---|-----------------|
| 1      | Preventive clinic, Infectious disease unit,<br>Family planning unit, Paediatrics & Neonatology<br>Antenatal & Postnatal unit, Labour room | 6 weeks         |
| 2      | Primary health centre, Community health centre  | 6 weeks         |
| 3      | Urban health centre   | 2 weeks         |
| 4      | Selected community  | 5 weeks         |
|        | <b>Total</b>  | <b>19 weeks</b> |





### **Clinical Activities**

- Identification of community leaders and resource persons
- Identification of a selected community (Health Survey, identification of resources and health needs of the community)
  
- Plan and implement need based health programs for the family and community
- Health Counselling for individuals and families
- Health education- Planned and incidental with the use of IEC materials
- Organize special clinics
- Organize health project/exhibition
- Estimation of vital health statistics – exercise
- Conduct vector survey
  
- Health assessment – adults, elderly, antenatal & postnatal women, children
- Nutritional assessment, dietary planning, demonstration and education for various age groups
- Filling up of records, reports and registers maintained at sub centre/PHC/CHC
  
- Assist women in breast self examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Postnatal visits
- Perform Episiotomy and suturing
- Malarial slide preparation

### **Assisted activities**

- Prepare Pap smear
- Conduct insertion/removal of IUCD
- Assist laparoscopic sterilization, vasectomy
  
- Observation visits/field visits to ART centre, RNTCP unit
- Maintain log book for all practical activities



## Assignments

- Health Assessment of an Antenatal and post natal mother, Newborn-1, Infant-1, Preschool child-1 and School child-1
- Community health survey of a selected community
- Community health project/health exhibition-1
- Clinical teaching-2
- Planned health education-4
- Family care study-4

### Method of Evaluation

| <b>Theory</b>                  | <b>Weightage</b> |
|--------------------------------|------------------|
| Sessional examinations (3)     | 50 %             |
| Seminars                       | 25%              |
| Term paper -1                  | 25%              |
| <b>Total</b>                   | <b>100%</b>      |
| <b>Practical</b>               |                  |
| Ongoing clinical evaluation    | 40%              |
| Internal practical examination | 20%              |
| Clinical Assignments           | 40%              |
| <b>Total</b>                   | <b>100%</b>      |



## References \*:-

- Clemen Stone S, Eigsti D G, M C Guire S L. Comprehension Community Health Nuring. 4<sup>th</sup>edn. CVMosby Company. St Louis.
- Caludia M Smith, Frances A Maurer. Community Health Nursing, Theory and Practice. W B Saunders. Philadelphia 1996.
- Stanhope Marcia. Community and Public Health Nursing-Population centered health. CVMosby Company. St Louis..
- Rahim, A – Principles and practice of Community Medicine, Jaypee Brothers New Delhi,.
- Macewen-Community Based Nursing. 2009.Elsevier.
- Mary A Nies, Melame McEwen. Community/Public Health Nursing promoting the Health of Population. W B Saunders.
- Clark M, J. Nursing in the Community, Appleton and Lange, Connecticut.
- Clemen – Stone S, Eigsti D, G. McGuire S, L. Comprehensive Family and Community Health Nursing, Mosby, Latest Edn.
- Cookfair J, M. Nursing Process and Practice in the Community, Mosby, Latest Edn.
- Park.K . Park's Text Book of Preventive and Social Medicine. M/S BanarsidasBhanot Publishers, Jabalpur.
- Rahim A. Principles and practices of community medicine, Jaypee Brothers medical Publishers.
- Suryakantha.A.H. Community Medicine with recent advances ,Jaypee Brothers medical Publishers.
- Gulani K, K. Community Health Nursing:Principles and practices. Latest Edn.
- Loudan, N. Glasier A, Gebbie A Hand book of Family Planning Reproductive Health Care, Churchill Livingstone. Latest Edn
- Stanhope M. Lancaster J. Community Health Nursing, The C V Mosby Company D.C, Latest Edn.
- TNAI. A Community Health Nursing Manual, New Delhi.
- National and international journals in Public health, health and community health nursing.

**SECOND YEAR M.Sc NURSING  
NURSING MANAGEMENT**

**Placement: II Year**

**Hours of Instruction**

Theory :150 Hours  
Nurse Specialist :105 Hours

External :45 Hours

Practical :200 Hours

**Total : 350 Hours**

**Course Description**

This course is designed to assist students to develop a broad understanding of principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

**Objectives**

At the end of the course, students will be able to:

1. Formulate the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration and nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Discuss the planning, supervision and management of nursing workforce for various health care settings.
7. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
8. Identify and analyze legal and ethical issues in nursing administration
9. Describe the process of quality assurance in nursing services.
10. Demonstrate leadership in nursing at various levels.
11. Organize staff development programme.



## COURSE CONTENT

| Unit | Theory     | Content   |
|------|------------|---|
| I    | 10<br>*EF5 | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concepts of Management<br/>Philosophy, theories, elements, Principles, -(Review).</li> <li>Functions of administration<br/>Indian Constitution, Indian Administrative system health care delivery system: National, State and Local</li> </ul> <p>Organisation and functions of nursing services and education at<br/>National, State, District and institutions: Hospital and Community<br/>Planning process: Five year plans, Various Committee Reports on health, State<br/>and National Health policies, national population policy, national policy on AYUSH</p> |
| II   | 10         | <p><b>Nursing management</b></p> <p>Concept, types, principles and techniques<br/>Vision and Mission Statements<br/>Philosophy, aims and objective<br/>Current trends and issues in Nursing Administration<br/>Theories and models<br/>Application to nursing service and education<br/>Autonomy and accountability for nursing practice.</p>   |
| III  | 15<br>EF5  | <p>Planning and control<br/>Co-ordination and delegation<br/>Decision making – decentralization basic goals of decentralization.<br/>Strategic planning<br/>Operational plans<br/>Management plans<br/>Programme evaluation and review technique(PERT), Gantt chart,<br/>Management by objectives(MBO)<br/>Planning new venture<br/>Planning for change</p>   |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Innovations in nursing<br>Application to nursing service and education   |
| <b>IV</b> | <b>15</b><br><b>EF5</b> | <b>Organisation</b><br>Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational, Climate, Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) Disaster management: plan, resources, drill, etc<br>Application to nursing service and education |
| <b>V</b>  | <b>15</b><br><b>EF5</b> | <b>Human Resource for health</b><br>Staffing<br>Philosophy<br>Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC)<br>Estimation of nursing staff requirement- activity analysis<br>Various research studies<br>Recruitment: credentialing, selection, placement, promotion<br>Retention<br>Personnel policies<br>Termination<br>Staff development programme<br>Duties and responsibilities of various category of nursing personnel<br>Applications to nursing service and education  |

|                    |                                 |  |
|--------------------|---------------------------------|--|
| <p><b>VI</b></p>   | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Directing</b></p> <p>Roles and functions</p> <p>Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</p> <p>Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</p> <p>Delegation; common delegation errors</p> <p>Managing conflict: process, management, negotiation, consensus</p> <p>Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</p> <p>Occupational health and safety</p> <p>Application to nursing service and education</p>                             |
| <p><b>VII</b></p>  | <p><b>10</b></p>                | <p><b>Material management</b></p> <p>Concepts, principles and procedures</p> <p>Planning and procurement procedures : Specifications</p> <p>ABC analysis,</p> <p>VED (very important and essential daily use) analysis</p> <p>Planning equipments and supplies for nursing care: unit and Hospital</p> <p>Inventory control , Condemnation</p> <p>Application to nursing service and education</p>   |
| <p><b>VIII</b></p> | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Controlling</b></p> <p>Quality assurance – Continuous Quality Improvement</p> <p>Standards, Models, Nursing audit</p> <p>Performance appraisal: Tools, confidential reports, formats, Management, interviews, Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education,</p> <p>Supervision and management: concepts and principles</p> <p>Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiryetc</p> <p>Self evaluation or peer evaluation, patient satisfaction, utilization review</p> |



|    |           |   |
|----|-----------|---|
| IX | 15<br>EF5 | <p>Application to nursing service and education</p> <p><b>Fiscal planning</b></p> <p>Steps</p> <p>Plan and non-plan, zero budgeting, mid-term appraisal, capital and Revenue</p> <p>Budget estimate, revised estimate, performance budget</p> <p>Audit</p> <p>Cost effectiveness</p> <p>Cost accounting</p> <p>Critical pathways</p> <p>Health care reforms</p> <p>Health economics</p> <p>Health insurance</p> <p>Budgeting for various units and levels</p> <p>Application to nursing service and education</p> |
| X  | 10<br>EF5 | <p><b>Nursing informatics</b></p> <p>Trends</p> <p>General purpose</p> <p>Use of computers in hospital and community</p> <p>Patient record system</p> <p>Nursing records and reports</p> <p>Management information and evaluation system (MIES)</p> <p>E- nursing, Telemedicine, telenursing</p> <p>Electronic medical records</p>  |
| XI | 10        | <p><b>Leadership</b></p> <p>Concepts, Types, Theories</p> <p>Styles</p> <p>Manager behavior</p> <p>Leader behavior , Assertiveness</p> <p>Effective leader: Characteristics, skills</p> <p>Group dynamics</p> <p>Power and politics , Visibility of nursing</p> <p>Lobbying</p> <p>Critical thinking and decision making</p>  |





|            |                         |  |
|------------|-------------------------|--|
|            |                         | Stress management<br>Applications to nursing service and education   |
| <b>XII</b> | <b>10</b><br><b>EF5</b> | <b>Legal and ethical issues</b><br><b>Laws and ethics</b><br>Ethical committee<br>Code of ethics and professional conduct<br>Legal system: Types of law, tort law, and liabilities<br>Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character<br>Patient care issues, management issues, employment issues<br>Medico legal issues<br>Nursing regulatory mechanisms: licensure, renewal, accreditation<br>Patients rights, Consumer protection act(CPA)<br>Rights of special groups: children, women, HIV, handicap, ageing<br>Professional responsibility and accountability<br>Infection control<br>Standard safety measures |

**\*EF- External Faculty**

**PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for specialty units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for specialty units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal



13. Identify the problems of the specialty units and develop plan of action by using problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurse's notes, official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Observation visit to a multispecialty teaching hospital and College and School of Nursing

### **Methods of Teaching**

- Lecture cum discussion
- Seminar / Presentations
- Workshop

### **Methods of evaluation**

- Tests
- Presentation
- Written assignments

| <b>Internal Assessment Techniques</b> | <b>Weightage (%)</b> |
|---------------------------------------|----------------------|
|---------------------------------------|----------------------|

|                       |    |
|-----------------------|----|
| Sessional exam (3)    | 50 |
| Assignments           | 25 |
| Seminar/presentations | 25 |

---

|              |             |
|--------------|-------------|
| <b>Total</b> | <b>100%</b> |
|--------------|-------------|

### **Assignments**

#### ***Theory***

Statement of Philosophy, mission, vision and objective of a hospital. Prepare Job Descriptions of Various Categories of Nursing Personnel. Prepare Budget estimate for Nursing Department.

Compute Staffing Requirement of hospital (Yearly, Monthly, Weekly.)

Performance Appraisal Format for Nursing Staff.



### **Practical**

|                               |   |
|-------------------------------|---|
| Nursing Rounds                | 2 |
| Clinical Teaching of Students | 1 |
| Staff Development Programme   | 1 |
| Nursing Care Conference       | 1 |

### **Clinical Posting**

Various Wards/ICUs of Hospital. - 4 Weeks  
Office of Nursing Superintendent / Nursing Officer- 1 week

### **Reference \*:**

- Bessei L. Marquise Carol J. Huston, Leadership and Management functions in Nursing-Theory & application, 2<sup>nd</sup> Edition, Lippincott, Philadelphia.
- Stephen P. Robbins and Mary Coulter, Management, 5<sup>th</sup> Edition, Prentice Hall, Inc, New Jersey.
- Ann Marriner-Tomey, Guide to Nursing Management, 4th Edition, Mosby Yearbook, Philadelphia.
- Kochuthresiamma, T (2001) Nursing Management and Administration, Medical works.
- Heinz Wehrich and Harold Koontz, Management –A Global perspective, 10<sup>th</sup> Edition, Mc Grawhill International Edition, Singapore.
- Els Van Ooijen, Clinical Supervision, 2000, Churchill Livingstone, London.
- Joseph L Massie, Essentials of Management, 4<sup>th</sup> Edition, Prentice Hall, New Delhi.
- Sakti Gupta, Sunil Kant, Hospital and Health Care administration- Appraisal & Referral Treatise, 1998, Jaypee Brothers, New Delhi.
- Roberta Strassle Abruzzese, Nursing Staff Development-Strategies for Success, 2nd Edition, Mosby Publication, London.
- Karen J. Kelly-Thomas, Clinical and Nursing staff Development- Current Competence, Future Focus, 2<sup>nd</sup> Edition, Lippincott, New York.
- Jennifer Mackenzie, Ward Management in Practice, 1998,



Churchill Livingstone, London.

- Dharma Vira Aggarwala, Manpower- planning, Selection , Training and Development, Latest Edition, Deep Publication, New Delhi.
- Sayed Amin Tabish , Hospitals and Nursing Homes Planning Organizations and Management, 2005, Jaypee Brothers , New Delhi.
- G.N. Prabhakara, Policies and Programmes of Health in India, 2005, Jaypee Brothers , New Delhi.
- June Girvin, Leadership and Nursing , Latest Edition, Mc Millan Co, London.
- Huber D L (2006) Leadership & Nursing care Management Philadelphia, ELSEVIER.
- Yoder-wire P S (2007) Leading & Managers in Nursing St. Louis, Mosby.
- Partons Jones R A (2008) Nursing Leadership and management, New Delhi, Jaypee.
- Sakharkar B M (2009) Principles of Hospital Administration & Planning, New Delhi, Jaypee.
- Marquis B L & Huston C J (2009) Leadership roles & Management functions in Nursing, New Delhi, Lippincott.
- Finkler SA & Mc High (2008) Budgeting concepts for Nurse Managers, St. Louis, SAUNDERS.
- Prasad L M, Principles & Practice of Management, New Delhi, Sultan Chand & Sons Educational Publishers.
- RousclL (2010), —Management and Leadership for Nurse Administrators||, New Delhi, Jones and Bartlett Publishers.
- Finkelman A, Kenner C (2010), Professional Nursing concepts-Competency for quality leadership, USA, Jones and Bartlett Publishers.
- Jogindra Vati. Principles and practice of Nursing management and administration for BSc and MSc students.
- National and international journals in nursing management and administration.



**CLINICAL SPECIALTY – II**  
**COMMUNITY HEALTH NURSING - II**

|                             |              |
|-----------------------------|--------------|
| <b>Placement – II year</b>  |              |
| <b>Hours of Instruction</b> |              |
| Theory:                     | 150hours     |
| External:-                  | 20hours      |
| Internal:-                  | 130hours     |
| Practical                   | : 1450hours  |
| Total                       | : 1600 hours |

**Course Description**

This course is designed to facilitate students to gain in depth knowledge and develop skill in the administration and management of community health services. It will further enable students to develop leadership qualities and practice as a community health nurse specialist, educator, researcher and manager.

**Objectives:**

On completion of the course student will be able to:

1. Review the health planning in India
2. Explain the administration and organization of health system in India
3. Plan, organize, implement and evaluate community-oriented programs
4. Participate effectively as a team member in the health planning at local, regional, state and national level
5. Apply epidemiological concepts and principles in community health nursing practice
6. Demonstrate leadership qualities in the field of community health nursing
7. Supervise and guide the nursing personnel working in community health settings
8. Demonstrate competencies in guiding undergraduate students in community health nursing specialty
9. Conduct individual and group research projects in the field of community health nursing.
10. Demonstrate competency in providing independent family centered nursing care
11. Teach and supervise community health nurses and allied health workers



**COURSE CONTENT:**

| <b>Unit</b> | <b>Hours</b>                          | <b>Content</b>  |
|-------------|---------------------------------------|---|
| <b>I</b>    | <b>20</b><br><b>(EF</b><br><b>20)</b> | <b>Health Planning and Management:</b> <ul style="list-style-type: none"><li>• Planning, purpose, advantages of planning, planning cycle</li><li><input type="checkbox"/> Management – Types and methods</li><li><input type="checkbox"/> National development planning</li><li><input type="checkbox"/> Health planning in India</li><li><input type="checkbox"/> Health committees and recommendations</li><li><input type="checkbox"/> Planning commission</li><li><input type="checkbox"/> Five year plans</li><li><input type="checkbox"/> National Health Policies</li><li><input type="checkbox"/> Health system in India at centre, state, district and local level</li><li><input type="checkbox"/> Panchayati Raj and rural development</li><li><input type="checkbox"/> Health economics – definition, concepts, financing in health care Sector</li><li><input type="checkbox"/> Evaluation of health services in India</li></ul> |
| <b>II</b>   | <b>20</b>                             | <b>Health care delivery system in India:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Health care delivery system through Public sector, Private sector and Non Governmental agencies</li><li>• Indian Public Health Standard (IPHS) Guidelines for subcentre, PHC CHC, District hospital</li><li>• Referral system<ul style="list-style-type: none"><li><input type="checkbox"/> Critical review of functioning at different levels- Sub Centre, PHC, CHC, District and State level health system</li><li><input type="checkbox"/> Alternative systems of medicine</li><li><input type="checkbox"/> Public private partnership</li></ul></li><li><input type="checkbox"/> Challenges of health care delivery system</li></ul>  |



|     |    |   |
|-----|----|---|
| III | 25 | <p><b>National Health Programmes and Health Services in India.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objectives, Organization/manpower/resources. Activities, Goals</li> <li><input type="checkbox"/> Review and critique of national health programs and services –</li> </ul>   |
|     |    | <ul style="list-style-type: none"> <li>responsibilities of community health nurse</li> <li>◦ National vector borne diseases control program</li> <li>◦ National filariasis control program</li> <li>◦ National leprosy eradication program</li> <li>◦ Revised national TB control program</li> <li>◦ National program for control of blindness</li> <li>◦ National iodine deficiency disorders control program</li> <li>◦ National mental health program</li> <li>◦ National AIDS control program</li> <li>◦ National STD control program</li> <li>◦ National cancer control control program</li> <li>◦ Reproductive Child Health Program</li> <li>◦ Non-communicable disease control programs</li> <li>◦ National Health Mission – NRHM &amp; NUHM</li> <li>◦ Integrated disease surveillance program</li> <li>◦ National family welfare program</li> <li>◦ National Anaemia Control Programme</li> <li>◦ School health services</li> <li>◦ Adolescent health</li> </ul> |
| IV  | 15 | <p><b>Occupational Health:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction: Trends, issues, definition, aims, objectives, workplace safety</li> <li><input type="checkbox"/> Ergonomics and solutions</li> <li><input type="checkbox"/> Occupational environment – physical, social</li> <li><input type="checkbox"/> Occupational hazards for different categories of workers – physical, chemical, biological, mechanical, accidents.</li> <li><input type="checkbox"/> Occupational diseases and disorders</li> <li><input type="checkbox"/> Measures for health promotion of workers; prevention and control of occupational diseases, disability limitation and rehabilitation</li> <li><input type="checkbox"/> Women and occupational health</li> </ul>   |



|           |           |  |
|-----------|-----------|--|
|           |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Health education and counselling</li> <li><input type="checkbox"/> Violence at workplace</li> <li><input type="checkbox"/> Child labour</li> <li><input type="checkbox"/> Disaster preparedness in occupational setting</li> <li><input type="checkbox"/> Legal issues: legislation, labour unions, ILO and WHO recommendations, Factories Act, ESI Act</li> <li><input type="checkbox"/> Occupational health team</li> <li><input type="checkbox"/> Role of community health nurse</li> </ul>   |
| <b>V</b>  | <b>10</b> | <p><b>Community Geriatrics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, trends, problems and issues</li> <li><input type="checkbox"/> Aging process and changes</li> <li><input type="checkbox"/> Theories of aging</li> <li><input type="checkbox"/> Health problems and needs</li> <li><input type="checkbox"/> Psycho-physiological stressors and disorders</li> <li><input type="checkbox"/> Myths and facts of aging</li> <li><input type="checkbox"/> Health assessment</li> <li><input type="checkbox"/> Home for aged – various agencies</li> <li><input type="checkbox"/> Rehabilitation of elderly</li> <li><input type="checkbox"/> Care of elderly</li> <li><input type="checkbox"/> Elderly abuse</li> <li><input type="checkbox"/> Training and supervision of care givers</li> <li><input type="checkbox"/> National policy for older persons</li> <li><input type="checkbox"/> Government welfare measures and programmes for elderly</li> <li><input type="checkbox"/> Role of NGOs in the rehabilitation of older persons</li> <li><input type="checkbox"/> Roles and responsibilities of geriatric nurse in the community</li> </ul> |
| <b>VI</b> | <b>10</b> | <p><b>Community Mental Health</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Magnitude, trends and issues</li> <li><input type="checkbox"/> National mental health program– community mental health program</li> <li><input type="checkbox"/> The changing focus of care</li> <li><input type="checkbox"/> The public health model</li> <li><input type="checkbox"/> Case management – collaborative care</li> <li><input type="checkbox"/> Crisis intervention</li> <li><input type="checkbox"/> Welfare agencies for mentally challenged</li> </ul>   |



|             |           |   |
|-------------|-----------|---|
|             |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Community based Mental health Agencies and Services</li> <li><input type="checkbox"/> Human rights of mentally ill</li> <li><input type="checkbox"/> Role of a Community health Nurse in Mental health programs</li> </ul>  |
| <b>VII</b>  | <b>10</b> | <p><b>Community Rehabilitation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction: Concepts, principles, trends, issues</li> <li><input type="checkbox"/> Rehabilitation team</li> <li><input type="checkbox"/> Models, methods</li> <li><input type="checkbox"/> Community based rehabilitation</li> <li><input type="checkbox"/> Ethical issues</li> <li><input type="checkbox"/> Rehabilitation council of India</li> <li><input type="checkbox"/> Disability and rehabilitation – use of various prosthetic devices</li> <li><input type="checkbox"/> Psychosocial rehabilitation</li> <li><input type="checkbox"/> Rehabilitation of chronic diseases</li> <li><input type="checkbox"/> Restorative rehabilitation</li> <li><input type="checkbox"/> Vocational rehabilitation</li> <li><input type="checkbox"/> Role of voluntary organizations</li> <li><input type="checkbox"/> Guidance and counselling</li> <li><input type="checkbox"/> Welfare measures</li> <li><input type="checkbox"/> Role and responsibilities of community health nurse</li> </ul> |
| <b>VIII</b> | <b>20</b> | <p><b>Community Health Nursing Administration and management:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organization of community health nursing practice at various levels</li> <li><input type="checkbox"/> Physical facilities of sub centre, Primary health centre and Community health centre.</li> <li><input type="checkbox"/> Staffing, supervision and monitoring of health services at various levels</li> <li><input type="checkbox"/> Leadership and team approach <ul style="list-style-type: none"> <li><input type="checkbox"/> Material management</li> </ul> </li> </ul>   |

|           |           |   |
|-----------|-----------|---|
|           |           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Budgeting in health care setting</li> <li><input type="checkbox"/> Quality assurance in Community health nursing – standards, protocols, policies and strategies</li> <li><input type="checkbox"/> Documentation and reporting</li> <li><input type="checkbox"/> Job descriptions of various categories of health care personnel in community health care setting</li> <li><input type="checkbox"/> Training of various categories of health care workers-in service education ,preparation of manuals</li> </ul>   |
| <b>IX</b> | <b>15</b> | <p><b>International Health:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Global burden of disease</li> <li><input type="checkbox"/> Global health priorities and programmes</li> <li><input type="checkbox"/> International health regulations</li> <li><input type="checkbox"/> International quarantine</li> <li><input type="checkbox"/> Health tourism</li> <li><input type="checkbox"/> International co-operation and assistance</li> <li><input type="checkbox"/> International travel and trade</li> <li><input type="checkbox"/> Health and food legislation</li> <li><input type="checkbox"/> Migration</li> <li><input type="checkbox"/> International health agencies</li> <li><input type="checkbox"/> International health issues and problems</li> <li><input type="checkbox"/> International nursing practice standards</li> <li><input type="checkbox"/> International health vis-à-vis national health</li> <li><input type="checkbox"/> International health days and their significance</li> </ul> |
| <b>X</b>  | <b>5</b>  | <p><b>Community Oriented Research</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Need for research in community health nursing</li> <li><input type="checkbox"/> Critical review of epidemiological studies</li> </ul>   |

**PRACTICAL**

**Total = 1450 Hours**

**1 Week = 48 Hours**



| Sl. No       | Department/unit  | No. of weeks    |
|--------------|--|-----------------|
| 1            | Urban and rural community                                      | 8 weeks         |
| 2            | Sub centre   | 4 weeks         |
| 3            | PHC – Participation in all the relevant health programmes      | 8 weeks         |
| 4            | Administration of PHC, CHC and District Office                 | 4 weeks         |
| 5            | Psychiatric unit and community mental health centres           | 2 weeks         |
| 6            | Home for the aged and hospice                                  | 1 week          |
| 7            | Community rehabilitation centres and occupational health visit | 1 week          |
| 8            | Rural health training centre                                   | 2 weeks         |
| <b>Total</b> |  | <b>30 weeks</b> |

### Observation Visits

- MCH office and DPHN Office
- CHC /First Referral Unit (FRU)
- Anganwadi centre
- Child guidance clinic
- Institute for mentally challenged
- District TB centre
- Cancer centre
- Palliative care
- Home of old age
- De-addiction centre



- Selected occupational health centre
- ESI Health unit
- Municipality / Corporation office

**Assisted activities**

- Laparoscopic sterilization
- Vasectomy
- Monitoring of national health and family welfare programmes
- School health programmes

**Activities to be performed**

- Family health care
- Conduct various clinics
- School health assessment
- Health assessment of physically challenged, mentally challenged and older person
- Drug administration as per the Govt. protocols( MDA and Malarial drug administration)
- Treatment of minor ailments
- Investigating outbreak of epidemic
- Screening for leprosy, TB, Malaria and non-communicable diseases
- Counselling services to clients and family
- Report writing- Monthly report of sub-centre and PHC
- Refer the needy clients to the hospital
- Material management – requisition for indent, condemnation, inventory maintenance,
- Supervision of various categories of personnel
- Organize one in service education programme for JPHN/LHI/LHS /any other auxiliary workers
- Liaison with NGO's



## Assignments

- Health Assessment of Physically challenged-1, Mentally challenged-1, Older person-1
- Health education-4
- Clinical Teaching-2
- School health Project-1
- In-service training programme for health workers-1
- Family care study-3
- Care analysis-1
- Observation visit Reports

### Method of Evaluation

| <b>Theory</b>                  | <b>Weightage</b> |
|--------------------------------|------------------|
| Sessional examinations (3)     | 50 %             |
| Seminars                       | 25%              |
| Term paper-1                   | 25%              |
| <b>Total</b>                   | <b>100%</b>      |
| <b>Practical</b>               |                  |
| Ongoing clinical evaluation    | 40%              |
| Internal practical examination | 20%              |
| Clinical Assignments           | 40%              |
| <b>Total</b>                   | <b>100%</b>      |

### References \*:

- Clark M, J. 'Nursing in the Community', Appleton and Lange, Connecticut,
- Clemen – Stone S, Eigsti D, G. McGuire S, L. Comprehensive Family and Community Health Nursing, Mosby. St. Louis.
- Cookfair J, M. Nursing Process and Practice in the Community, Mosby, St. Louis
- Dharr G, M. Robbani I, Foundations of Community Medicine Elsevier, Latest Edn.
- Gulani K, K. Community Health Nursing: Principles and practices. Delhi.



- Kerr J, Community Health Promotion Tindall.
- Loudan, N. Glasier A, Gebbie A Hand book of Family Planning Reproductive Health Care, Churchill Livingstone.
- Park, K. Park's Text book of Preventive and Social Medicine, M/S BanarsidasBhanot Publishers, Jabalpr.
- Allender J, A. Spardley B, W. Community Health Nursing, Lippincott, Philadelphia.
- Stanhope M. Lancaster J. Community Health Nursing, C V Mosby Company, St. Louis
- TNAI. A Community Health Nursing Manual ,Delhi
- Clemen Stone S, Eigsti D G, M C Guire S L. Comprehensive Community Health Nurisng.. Mosby.
- Stanhope Marcia. Community and Public Health Nursing-Population centered health. Mosby Publication, S Louis.
- Allender, Spardely, Barbara Watton. Community Health Nursing concepts and Practice. Mosby. St. Louis.
- Laundry K.S.A Janes. S. community Health Nursing caring for public's Health
- National and international journals in Public health, Health and community health nursing..

**2.11. No: of hours per subject**

Given under 2.10

**2.12. Practical training**

Given under 2.10

**2.13. Records**

Proper records of practical work should be meticulously maintained and duly signed by the supervising teacher should be submitted at the time of University practical examination

**2.14. Dissertation:**

Every candidate pursuing M .Sc Nursing course is required to carry out work on



a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a dissertation.

The dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of problem, formulation of hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.

Every candidate shall submit to the University in the prescribed format a synopsis containing particulars of proposed dissertation work after obtaining ethical clearance from the Institutional Ethical Committee comprising principal/ Senior Professor of College of Nursing, **within nine months from the date of commencement of the course on or before the dates notified by the University.**

The synopsis shall be sent through the proper channel.

Such proposal will be reviewed and the dissertation topic will be registered by the university. No change in the dissertation topic or Guide shall be made without prior approval of the University.

#### **Tentative Schedule for dissertation**

| <b>. No.</b> | <b>ctivities</b>                   | <b>cheduled Time</b>                                 |
|--------------|------------------------------------|--|
| 1            | ubmission of the research proposal | nd of 9 <sup>th</sup> month of 1 <sup>st</sup> year  |
| 2            | ubmission of dissertation Final    | nd of 9 <sup>th</sup> month of II <sup>nd</sup> Year |

The dissertation should be written under the following headings:

1. INTRODUCTION
2. REVIEW OF LITERATURE
3. METHODOLOGY
4. ANALYSIS & INTERPRETATION
5. RESULTS
6. DISCUSSION, SUMMARY AND CONCLUSION

REFERENCES



## APPENDICES

**Dissertation style:** Vancouver style format is used.

The written text of dissertation shall be not less than 75 pages and shall not exceed 100 pages excluding references, questionnaires, and other annexures. It should be neatly typed (font size 12-Times New Roman) in double line spacing on one side of the bond paper (A4 size, 8.27 x 11.69”) and bound properly. Spiral binding should be avoided. The Guide and the Head of the Institution shall certify the dissertation. Checking of Plagiarism may be done as per university norms.

The scientific committee of the college should scrutinize and evaluate the thesis and make required corrections if necessary and accept with modification before submitting to the University.

Four copies of the dissertation prepared shall be submitted to the Principal of the institution for onward transmission to University on the 21<sup>st</sup> month of commencement of the course

Hall ticket for the second year examination should be issued to the candidate only after the dissertation has been submitted to the University.

**Guidelines for submission of dissertation is given in Annexure**

### **Research Guides**

#### ***c) Qualification of Guide***

**Main guide:** Nursing faculty / nursing expert in the field of study holding Ph.D. /M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

**Co-Guide:** A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the district)

#### ***b) Guide – Students Ratio***

Maximum of 1:5 (including as co-guide)





**Change of Guide** –In the event of a registered guide leaving the college for any reason or in the event of death of Guide, Guide may be changed with prior permission from the University.

***c) Research Committee***

There should be a research committee/scientific review committee in each college comprising of minimum 5 Post Graduate Faculty representing all specialty chaired by the Principal, College of Nursing.

**2.15. Speciality training if any**

Nil

**2.16. Project work to be done if any**

Included in Clinical Assignments as given in “Content of each subject in each year “

**2.17. Any other requirements [CNE, Paper Publishing etc.]**

As given under “Content of each subject in each year “

**2.18. Prescribed/recommended textbooks for each subject**

As given under “Content of each subject in each year “

**2.19. Reference books**

As given under “Content of each subject in each year “

**2.20. Journals**

As given under “Content of each subject in each year “

**2.21. Logbook**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

### 3. EXAMINATIONS

#### 3.1. Eligibility to appear for exams [including Supplementary]

##### a). Attendance and Marks

Candidate should have 80% attendance for both theory and practical, with minimum 50% of internal marks in each subject both in theory & practical. However 100% of attendance should be completed for practical before the award of degree. **There is no provision for condonation of attendance for the PG candidates.**

##### b). Examination fee

The examination fee should be remitted for each examination appeared for. A fee as stipulated by the University should also be remitted for the evaluation of the dissertation.

##### c). Log Book

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

#### 3.2. Schedule of Regular/Supplementary exams

Regular University Examination will be conducted at the end of each academic year and Supplementary examinations will be conducted once in a year after regular examination.

#### 3.3. Scheme of examination showing maximum marks and minimum marks

| 1 <sup>st</sup> year                     | Theory |                |         |                |         | Practical |                |         |                |         | Total |
|--|--------|----------------|---------|----------------|---------|-----------|----------------|---------|----------------|---------|-------|
|  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         |       |
|  |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |       |
| <b>Nursing Education</b>                 | 3      | 25             | 12.5    | 100            | 50      |           | 50             | 25      | 100            | 50      | 275   |
| <b>Advanced Nursing Practice</b>         | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125   |
| <b>Nursing Research &amp; Statistics</b> | 3      | 25**           | 12.5    | 100*           | 50      |           |                |         |                |         | 125   |
| <b>Community Health Nursing - 1</b>      | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            | 50      | 100            | 50      | 325   |



| 2 <sup>nd</sup> year               | Hours | Internal Marks |                 | External Marks |                 | Hours | Internal Marks  |             | External Marks |             | 850         |
|------------------------------------|-------|----------------|-----------------|----------------|-----------------|-------|-----------------|-------------|----------------|-------------|-------------|
|                                    |       | Maxi<br>mum    | Mini<br>mu<br>m | Maxi<br>mum    | Min<br>imu<br>m |       | Max<br>imu<br>m | Mini<br>mum | Maxi<br>mum    | Mini<br>mum | Total       |
|                                    |       |                |                 |                |                 |       |                 |             |                |             |             |
| <b>Nursing Management</b>          | 3     | 25             | 12.5            | 100            | 50              |       |                 |             |                |             | 125         |
| <b>Dissertation Viva</b>           |       |                |                 |                |                 |       | 100             | 50          | 100            | 50          | 200         |
| <b>Community Health Nursing 11</b> | 3     | 25             | 12.5            | 100            | 50              | 4 hrs | 100             | 50          | 100            | 50          | 325         |
|                                    |       |                |                 |                |                 |       |                 |             |                |             | <b>650</b>  |
| <b>Total of Ist&amp; IInd Year</b> |       |                |                 |                |                 |       |                 |             |                |             | <b>1500</b> |

\* Nursing Research (External) =75Marksand Statistics (External) =25 Marks

\*\*Nursing Research (Internal) =15 and Statistics (Internal) =10

1. There shall be one regular & one supplementary examination every year.
2. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
3. A candidate has to pass in theory and practical exam separately in each of the paper.
4. There is no provision for grace marks for pass in PG examination.
5. Maximum number of candidates for all practical examination should not exceed ten per day.
6. One internal and one external examiner should evaluate dissertation and jointly conduct viva-voce for each student.
7. For Dissertation internal examiner and external examiner should be a Nursing faculty / Nursing expert in the same clinical specialty holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

### 3.4. Papers in each year

As given under” Scheme of examination showing Maximum and Minimum marks “

### 3.5. Details of theory exams [include number of papers, Duration, Type of questions & number of questions and marks



As given under” Scheme of examination showing Maximum and Minimum marks and 2.27 “

**3.6. Model question paper for each subject with question paper pattern**

**Question Paper Pattern**

|   |                                  |                  |
|---|----------------------------------|------------------|
| <b>I) All subjects with<br/>Maximum Marks:100</b> |                                  |                  |
| <b>Long Essay</b>                                 | <b>1x20 marks<br/>1x15 marks</b> | <b>35 marks</b>  |
| <b>Short Essay</b>                                | <b>4x10 marks</b>                | <b>40marks</b>   |
| <b>Short Notes</b>                                | <b>5x5 marks</b>                 | <b>25 marks</b>  |
| <b>Total Marks</b>                                |                                  | <b>100 marks</b> |
| <b>II) Nursing Research<br/>Max.marks:75</b>      |                                  |                  |
| <b>Long Essay</b>                                 | <b>2x15 marks</b>                | <b>30 marks</b>  |
| <b>Short Essay</b>                                | <b>3x10 marks</b>                | <b>30 marks</b>  |
| <b>Short notes</b>                                | <b>3x 5 marks</b>                | <b>15 marks</b>  |
| <b>Total Marks</b>                                |                                  | <b>75 marks</b>  |
| <b>III) Statistics : 25 marks</b>                 |                                  |                  |
| <b>Statistical Calculations</b>                   | <b>1x10 marks</b>                | <b>10 marks</b>  |
| <b>Short notes</b>                                | <b>3x5 marks</b>                 | <b>15 marks</b>  |
| <b>Total Marks</b>                                |                                  | <b>25 marks</b>  |



QP Code:

Reg. No.:.....

**I YEAR M.SC (NURSING) DEGREE EXAMINATION**

**ADVANCED NURSING PRACTICE**

**Model question paper**

Time : Three hours Maximum marks : 100 marks

***Answer all questions***

- I a. Define the concept of health promotion
- b. Explain the major assumptions of Penders' Health promotion model.
- c. Describe the application of Health Promotion Model in the management of obesity among women in the reproductive age group.

*(2+8+10 = 20 marks)*

2. Mr. M is admitted in the surgical ward with hemorrhagic shock after a road traffic accident.

- a. Explain the pathophysiology of haemorrhagic shock
- b. List any 3 nursing diagnosis according to priority for this patient and prepare a care plan.

*(5+10=15marks)*

3. Describe the basic elements and explain the barriers of communication (10 marks)

4. Describe the challenges faced by the Health care delivery system in Kerala (10 marks)

5. Briefly explain the safe disposal of biomedical wastes (10 marks)

6. Explain the principles and techniques of counseling (10 marks)

Write short notes on (5x 5 = 25 marks)

7. Anti retroviral therapy
8. Use of computers in nursing practice
9. Haemodialysis
10. Metabolic acidosis
11. Genetic counseling



QP Code:

Reg. No.:.....

**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION**

**NURSING RESEARCH & STATISTICS**

**MODEL QUESTION PAPER**

**Time: Three Hours. Maximum: 100 Marks**

**Answer Section A and B in separate answer books**

**SECTION A : NURSING RESEARCH**

**Max. Marks : 75**

1. Write a research proposal for a research problem 'quality of life of patients with AIDS'.  
15
2. Describe observation as a method of data collection. 15
3. Explain the criteria for selection of a research problem. 10
4. Describe the methods of controlling extraneous variables. 10
5. Explain the different types of sampling. 10

Write Short notes on

6. Evidence based practice.
7. Grounded theory.
8. Purposes of literature review. (3x5=15)



**Section B: statistics**

9. Which is the appropriate statistical test to conclude the data given below; growth status and exposure to infection are associated. Conduct the statistical test and arrive your conclusion about data. P value at 5% level significance is 3.84

| Growth status | infected | Non infected | Total |
|---------------|----------|--------------|-------|
| good          | 80       | 90           | 170   |
| poor          | 240      | 110          | 350   |
| total         | 320      | 300          | 620   |

10

**SHORT NOTES**

10. Properties of normal distribution.

11. Describe different methods of dispersion with merits and demerits

12. Reliability

3x 5 =15

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**NURSING EDUCATION**

**Model question paper**

Time : 3 hrs

Max.marks:100

Answer All Questions

1. Explain the current trends in nursing education in India. (20)
2. Prepare the philosophy for a newly started college of nursing (15)
3. Plan a counselling session for nursing students. (10)
4. Describe the role of teachers in the development of pupil in nursing (10)
5. Describe the importance of non –projected aids in nursing education (10)
6. Describe the importance of questioning in education. (10)

WRITE SHORT NOTES

7. Aims of education.
8. Characteristics of an evaluation tool
9. Micro teaching
10. Objective structural practical examination
11. Formative and summative evaluation ( 5x5=25)





QP Code:

Reg. No.:.....

**First Year MScNursing Degree Examination**

**Clinical Specialty -I**

**Community Health Nursing –I**

**Model Question Paper**

Time: 3 Hours

Answer all questions ,Maximum marks: 100

1. a. Describe the phases of family health nursing process with suitable examples

b. Discuss the challenges and scope of community health nursing

(10+10= 20)

2. a. Discuss the nutritional problems in India

b. Explain the role of Community Health Nurse in controlling these problems

(7+8= 15)

3. Explain the demographic trends in India

(10)

4. Analyse the contribution of National Family Welfare Programme in controlling population growth

(10)

5 Explain the reasons for high maternal mortality in India

(10)

6. Discuss the role of Community Health Nurse in reducing maternal mortality (10)

Write short notes on

(5x 5 =25)

7. Public health laws

8. Impact of ecological changes on health

9. Role of mass media in health education

10. Descriptive epidemiology

11. Family budgeting



QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations**

**(Model Question Paper)**

**NURSING MANAGEMENT**

**Time: 3 hrs Max. Marks: 100**

***Answer all questions***

Time: 3 hrs

Max. marks: 100

Answer all questions.

1. Explain the principles of management with suitable examples. (20)
  2. Prepare an evaluation tool for performance appraisal of staff nurses. (15)
  3. Explain the utilization of theories of management in nursing service with suitable examples. (10)
  4. Explain the role of nurse administrator in supervision. (10)
  5. Explain the challenges and current trends in nursing administration. (10)
  6. Describe the steps of material management. (10)
- Write short notes (5x5=25)
7. Collective bargaining
  8. Nurses role in occupational health and safety.
  9. Legal issues in nursing
  10. Quality circle
  11. Conflict management

\*\*\*\*\*



QP Code:

Reg. No.:.....

**Second Year M. Sc Nursing Degree Examinations  
(Model Question Paper)**

**Clinical Speciality II Community Health Nursing**

Time: 3 hrs

Max. Marks: 100

- Answer all questions

Essays:

1. Explain the health care delivery system in India. Discuss the methods of evaluation of health services

(10+10=20)

2. Explain the methods of community based rehabilitation. Discuss the trends and issues in community rehabilitation.

(7+8=15)

3. Describe the measures for health promotion of workers in industries

(10)

4. Discuss the nurses role in community mental health programme

(10)

5. Explain role of International Health Regulations in combating global health issues

(10)

6. Discuss the various types of records and reports maintained in community health nursing service

(10)

Short notes:

(5x5=25)

7. National Aids Control programme
8. Health tourism
9. Guidance and Counselling for the disabled
10. Performance appraisal
11. Millennium development goals



### **3.7. Internal assessment component**

- a) There shall be a minimum of 3 periodic assessments, for theory and practical including viva separately, of which the final one will be University model examination and is mandatory.
- b) Average of the marks of the best two periodic assessments shall be taken as internal assessment mark of the candidate. Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.
- c) The class average of internal assessments mark of theory and practical should not exceed 75% of Maximum marks.
- d) The class average of internal assessment for an examination shall be calculated based on the total number of candidates in a particular batch appearing for that internal assessment examination.
- e) The candidate must secure 50% marks for internal assessment in theory and practical including viva separately in a particular subject in order to be eligible to appear in the university examination of the subject.
- f) In cases where the candidate is permitted to improve the internal assessment marks, the new marks will be taken as final.
- g) The internal marks shall be signed by the candidate before transmission to the University

### **3.8. Details of practical/clinical practicum exams.**

#### **Practicals**

- ☐ 4 hours of practical examination per student.
- ☐ Maximum number of 10 students per day per specialty.
- ☐ The examination should be held in concerned clinical area for clinical specialties. Facility for observation of all candidates at a time in the same ward / clinical area by the examiners during practical examinations is mandatory.
- ☐ One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.
- ☐ Follow the evaluation guidelines for the conduct of practical examinations - Refer 2.10.



### **3.9. Number of examiners needed (Internal & External) and their qualifications**

- ☐ One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.

**Examiner** – Nursing faculty teaching respective specialty area/subjects in M.Sc Nursing programme with minimum 3 years post graduate teaching experience.

The examiners should do evaluation of dissertation prior to viva.

### **3.10. Details of viva:**

**Duration:** Viva-Voce -minimum 30 minutes per student.

## **4. INTERNSHIP**

### **4.1. Eligibility for internship**

Not applicable.

### **4.2. Details of internship training**

Not applicable.

### **4.3. Model of Internship Mark lists**

Not applicable.

### **4.4. Extension rules**

As given under “Leave , vacation /holidays permitted”

### **4.5. Details of Training given**

Not applicable.

## **5. Annexure**

### **5.1. Check Lists for Monitoring: Log Book, Seminar Assessment etc.**

As given under “Content of each subject in each year “

### **5.2. Template for Dissertation**



## **GUIDELINES FOR WRITING DISSERTATION**

Title (Capital)

Emblem (University)

Students' name (Capital)

Name of the college

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE IN NURSING

KERALA UNIVERSITY OF HEALTH SCIENCES

Year



.....Title.....

By

Name of the Candidate

Dissertation submitted to the  
Kerala University of Health Sciences

Thrissur

In partial fulfilment of the requirements for the degree of

Degree Name

in

Subject Name

Under the guidance of

Name of the Guide

Name of the Department

Name of the college

Place

Year



DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation entitled  
“.....Title.....” is a bonafide and genuine research work carried out by  
me under the guidance of Name & designation of the Guide.

Signature of the candidate

Date:

Place:





CERTIFICATE BY THE GUIDE

This is to certify that the dissertation entitled“.....  
Title.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Guide

Name and designation

Date:

Place:



ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled“.....Title  
.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**

Signature of the Principal

Name and designation

Date:

Place:

(College seal)



COPY RIGHT

DECLARATION BY THE CANDIDATE

I hereby declare that the Kerala University of Health Sciences, Kerala shall have  
The rights to preserve, use and disseminate this dissertation in print or electronic  
Format for academic/ research purpose.

Signature of the candidate

Date:

Place:

Name



ACKNOWLEDGEMENT

Not lengthy, Avoid Superlatives

Signature of the candidate

Date:

Place:

Name



## ABSTRACT

(Includes problem and objectives, methodology, results, interpretation and conclusion

In a single paragraph limited to 250-300 words)

Keywords

(Max.10)

Keywords shall be chosen from Nursing Subject Headings

(Each key word should be separated by semicolon)



## TABLE OF CONTENTS

List of tables

List of figures /Graphics

| Chapters | Titles                                | PageNo. |
|----------|---------------------------------------|---------|
| 1.       | INTRODUCTION                          |         |
| 2.       | REVIEW OF LITERATURE                  |         |
| 3.       | METHODOLOGY                           |         |
| 4.       | ANALYSIS & INTERPRETATION             |         |
| 5.       | RESULTS                               |         |
| 6.       | DISCUSSION, SUMMARY AND<br>CONCLUSION |         |
|          | REFERENCES                            |         |
|          | APPENDICES                            |         |



LIST OF TABLES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.

LIST OF FIGURES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.





LIST OF APPENDICES (14size, Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
| A.     |       |         |
| B.     |       |         |
| C.     |       |         |
| D.     |       |         |



## CHAPTER 1

### INTRODUCTION (14size,Bold)

Sub headings (12size,bold)

Background of the problem

Need and significance of the study

Statement of the problem

Objectives

Operational definitions

Assumptions (if any)

Hypothesis (Write research hypothesis)

Conceptual/theoretical framework



CHAPTER 2 (14size, bold )

REVIEW OF LITERATURE

Sub heading of the literature reviewed (12size, bold)



Summary (of reviewed literature at the end)

## CHAPTER 3 (14size,bold)

### METHODOLOGY

Research approach

Research design

Variables

Schematic representation of the study

Setting of the study

Population

Sample and sampling technique

Inclusion criteria

Exclusion criteria

Tool/Instruments

Development/selection of the tool

Description of the tool

Content validity

Reliability of the tool

Pilot study

Data collection process

Plan for data analysis



CHAPTER 4 (14size, bold)

ANALYSIS AND INTERPRETATION

Section title

(Section wise presentation of data)



CHAPTER 5 (14size, bold)

RESULTS

Objectives

Hypotheses

Results



CHAPTER 6 (14size,bold)

DISCUSSION, SUMMARY AND CONCLUSION

Discussion

Summary

Conclusion

Nursing Implications

Limitations

Recommendations



## **Abstract**

Abstract provides a brief summary of the dissertation/thesis, summing up clearly the problem examined, the methods used and the main findings. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract word limit is between 250 and 300 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. Keywords (max. 10) should be given, chosen from nursing subject headings. Each word should be separated by semicolon.



## Proforma for Submission of M. Sc Nursing Dissertation Proposal

1. Name & Address of Student:
2. Email ID of the Student:
3. Registration Number:
4. Name & Address of Institution:
5. Title of the Dissertation:
6. Name of the Guide:
7. Address, phone number and E-mail ID of the Guide:
8. Educational Qualification of the Guide:
9. Experience of teacher in guiding postgraduate students. (in years):
10. Experience of teacher in guiding M.Phil/Ph.D students if any. (in years):
11. Synopsis of the study: Attached – Yes/No

Date:

Signature of the Guide

Enclosures:

- I.) Bio- Data of the Guide
- II.) proposal of the study (maximum 4-6 pages)



## Proposal Outline

Title

Background / Need and Significance of the problem.

Purpose of the study

Statement of the problem and Objectives of the study

Operational Definitions

Conceptual Framework

Assumptions/ Hypotheses

Research Methodology

- a. Research Approach
- b. Research Design
- c. Setting
- d. Population, Sample, Sampling Technique & sample size, inclusion & exclusion criteria
- e. Tools & Technique
- f. Pilot Study
- g. Plan for data collection
- h. Plan for data analysis

Work Plan

Budget

Ethical Considerations

Reference- Vancouver style

Tools /instrument

Appendices –

Consent (English)

Tools/Instrument (English)

### Guidelines in writing synopsis

- ☐ The research protocol should be of about 1200 words (6 pages of A4 size) on the topic. The research protocol should be submitted with a covering letter signed by the candidate and guide.
- ☐ The work on and writing of protocol/ dissertation should be done under the Guide approved by the University.
- ☐ The guide must be an active P.G teacher and qualified as per INC and the University norms.
- ☐ The synopsis should be signed by the candidate and forwarded through the Guide, Departmental head and Principal of the Institution.



**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**  
**MEDICAL COLLEGE P.O., THRISSUR – 680 596**



**PROFORMA FOR RECOGNITION OF POST GRADUATE TEACHER**  
**[Read the instructions carefully before filling up the proforma]**

1. NAME:  
(in block letters)
2. DATE OF BIRTH: AGE:  
(Attested copy of SSLC marks card / proof of date of birth to be enclosed)
3. PRESENT DESIGNATION:
4. DEPARTMENT:
6. ADDRESS:

|  |   |                |                    |                |  |              |  |
|--|---|----------------|--------------------|----------------|--|--------------|--|
| <p><b>COLLEGE ADDRESS</b>  </p><br><br><p>Phone (o) :                      Email:<br/> Hospital:                              College Fax:</p> | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>PRESENT</b></td> <td style="width: 50%;"><b>RESIDENTIAL</b></td> </tr> <tr> <td colspan="2"><b>ADDRESS</b></td> </tr> <tr> <td colspan="2">Phone ( R ):</td> </tr> </table> | <b>PRESENT</b> | <b>RESIDENTIAL</b> | <b>ADDRESS</b> |  | Phone ( R ): |  |
| <b>PRESENT</b>   | <b>RESIDENTIAL</b>  |                |                    |                |  |              |  |
| <b>ADDRESS</b>   |   |                |                    |                |  |              |  |
| Phone ( R ):   |   |                |                    |                |  |              |  |

6. QUALIFICATION:  
(Attested Xerox copies of all the certificates to be enclosed)

| SI No. | Name of the Degree and Specialization | Year of Passing | Name of the University and Place | Apex body recognition |
|--------|---------------------------------------|-----------------|----------------------------------|-----------------------|
| UG     |                                       |                 |                                  |                       |
| PG     |                                       |                 |                                  |                       |
| M.Phil |                                       |                 |                                  |                       |
| Ph.D.  |                                       |                 |                                  |                       |



## 7. Teaching Experience

| Designation               | Name of the Institution | Duration of teaching                       |                  | Subject / 's taught |
|---------------------------|-------------------------|--|------------------|---------------------|
|                           |                         | UG<br>From -- To                           | PG<br>From -- To |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
|                           |                         |  |                  |                     |
| Total teaching experience |                         |  |                  |                     |
| Total teaching experience |                         | Before PG _____ After PG _____ Total _____ |                  |                     |

### Note:

1. Only full time teaching in a teaching institution affiliated to KUHS / other universities established by law in India is considered as teaching experience.
2. Attested copies of appointment order, relieving order, service certificate, promotion order & PG degree, Nursing Council registration certificate etc., to be enclosed to claim teaching experience.
3. Qualifications and eligibility for appointment and promotion shall be as per Govt. of Kerala and INC guidelines.
4. Application is to be submitted through proper channel.
5. The envelope should be super scribed as Proforma for Recognition as Post Graduate Teacher'.
8. Any other relevant information: (Attach a separate sheet)

(Regarding additional qualifications, achievements, publications, awards etc.,)

### Declaration by the Teacher

I hereby declare that the above information provided by me is true and correct. I shall take the sole responsibility for any wrong information provided and liable for any action taken by the university.

Place :

Date :

**Signature of the Teacher**



### **Endorsement by the Principal**

The information provided by the teacher is verified from the office records and found to be correct. He/She is eligible to be recognized as a PG teacher to guide the dissertation work of PG students as per the INC regulations.

Place :

Date :

**Signature of the Principal**

#### **INSTRUCTIONS:**

1. The Prescribed Performa must be duly filled by the applicant in his/her own handwriting and submitted to the university through the principal's office.
2. The Principal should verify all the informations provided especially the date of birth, qualification, experience, and service details before sending the proforma to the university.
3. Ensure that attested copies of all relevant documents are furnished along with the application.
4. The Principal will be held responsible for any false information provided.
5. Incomplete and incorrect applications and applications with false information will be rejected and they are liable for disciplinary action by the university.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**  
**MEDICAL COLLEGE P.O., THRISSUR – 680 596**  
**POST GRADUATE DISSERTATION – PROFORMA TO BE SUBMITTED FOR**  
**CHANGE OF GUIDE**

**(Please Note: Change of guide is permitted only if the guide leaves the college, transferred to another college, retires or expires.)**

Date:

**A. Particulars of Candidate, and Existing Guide**

Candidate's Name & Address :

Name of the Institution :

Course of Study & Subject :

Date of Admission to Course :

Title of the Topic :

Name & Designation of Existing Guide :

Signature of the Candidate :

**B. PARTICULARS OF PROPOSED GUIDE**

Name & Designation of proposed Guide :

Has the proposed guide been recognized as PG teacher by KUHS: Yes / No

*If yes, please furnish the particulars of university letter & If No, Please send his/her proforma for recognition as PG teacher*

Signature of the proposed Guide:

Name & Designation of Co-Guide if present:

Signature of the Co-Guide:

**C: Endorsement for change of guide**

1. Remarks and Signature of the HOD :

2. Reason for change of guide:

Resigned / Retired/ any other

3. Remarks and Signature of the Principal:



## **Format for the submission of Dissertation Hard & Soft copy**

### **Instructions to candidates**

Although your dissertation may be prepared on a computer, consider the following requirements for meeting the standards.

### **Paper**

Use only one side of high-quality, plain white (unlined in any way) bond paper, minimum 20-lb weight, and 8 ½ x 11 inches in size. Erasable paper should not be used.

### **Type Size and Print**

Select fonts type Times New Roman and a size of 12 characters. The size of the titles should be 14 and Bold, the size of subtitles should be 12 and bold. Print should be letter quality or laser (not dot matrix) printing with dark black characters that are consistently clear and dense. Use the same type of print and print size throughout the document.

### **Pagination**

Number all of the pages of your document, including not only the principal text, but also all plates, tables, diagrams, maps, and so on. Roman numerals are used on the preliminary pages (pages up to the first page of text) and Arabic numerals are used on the text pages. The numbers themselves can be placed anywhere on the page, however they should be consistent.

### **Spacing**

Use double spacing except for long quotations and footnotes which are single-spaced.

### **Margins**

To allow for binding, the left-hand margin must be 1.5 inches. Other margins should be 1.0". Diagrams, or photographs in any form should be a standard page size, or if larger, folded so that a free left-hand margin of 1.5 inch remains and the folded sheet is not larger than the standard page.

### **Photographs**

Professional quality black-and-white photographs are necessary for clear reproduction. Colors are allowed, but you should be certain the colored figure will copy clearly and will not be confusing when printed in black and white.

### **File Fomat**

Dissertation format should be in .Doc (Ms Word Document) or PDF (Portable Document Format), Image files in JPG or TIFF format and Audio Visual in AVI (Audio Video Interleave), GIF,



MPEG (moving picture expert) files format.

### Labeling on CD

CD-ROM Labeling should be standard and should contain title, name of the candidate, degree name, subject name, and guide name, name of the department, college, place and year.

### References

Vancouver style format.

### 6.1. Template for Mark List showing Maximum & Minimum

#### KERALA UNIVERSITY OF HEALTH SCIENCES

THRISSUR – 680 596

#### STATEMENT OF MARKS

Name of the Candidate .....

Reg No.

.....

Name of the college .....

Name of course : M.Sc Nursing -Community Health Nursing

Examination : First Year M.Sc Nursing Regular Examination

Date of publication :.....

Month & Year of Examination:

| Sl. No               | Subjects  | Theory |      |          | Practical |     |          | Total |       |          | Result |
|----------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                      |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                    | Nursing Education                                   | 125    | 62.5 |          | 150       | 75  |          | 275   | 137.5 |          |        |
| 2                    | Advanced Nursing Practice                           | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 3                    | Nursing Research & Statistics                       | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 4                    | Clinical Speciality - I<br>Community Health Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Grand Total          |   |        |      |          |           |     |          | 850   | 425   |          |        |
| Grand Total in Words |   |        |      |          |           |     |          |       |       |          |        |





A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination

**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg No.

.....

Name of the college .....

Name of course : M.Sc Nursing -Community Health Nursing

Examination : Second Year M.Sc Nursing Regular Examination

Date of publication :.....

Month & Year of Examination:

| Sl. No                             | Subjects  | Theory |      |          | Practical |     |          | Total |       |          | Result |
|------------------------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                                    |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                                  | Nursing Management                                    | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 2                                  | Dissertation & Viva Voce                              |        |      |          | 200       | 100 |          | 200   | 100   |          |        |
| 3                                  | *Clinical Speciality - II<br>Community Health Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Total Marks Awarded in Second Year |   |        |      |          |           |     |          | 650   | 325   |          |        |
| Total in Words                     |   |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



# Syllabus

for Courses affiliated to the

Kerala University of Health Sciences

Thrissur 680596



**MASTER OF SCIENCE IN NURSING**

**M.Sc. Obstetric & Gynaecological Nursing**

**Course Code 275**

**(2016-17 admission onwards)**

**2016**

## 2. COURSE CONTENT

### 2.1 Title of course:

MASTER OF SCIENCE IN NURSING – Obstetric & Gynaecological Nursing

### 2.2 Aim and Objectives of the Course

#### Aim

Aim of the postgraduate programme in nursing is to prepare graduates to assume responsibilities as Clinical Nurse Specialists, Nurse Practitioners, Consultants, Educators, Researchers and Administrators in a wide variety of professional settings.

#### Objectives

On completion of the 2 year M.Sc Nursing programme, the graduates will be able to:-

1. Apply the concepts, theories and principles of nursing science.
2. Demonstrate competencies in nursing practice.
3. Practice as Clinical Nurse Specialist.
4. Establish collaborative relationship with the members of other disciplines.
5. Assume leadership in various care settings.
6. Participate in health planning, implementation and evaluation at different levels of health care system.
7. Function as effective nurse educators and nurse managers.
8. Conduct independent nursing research and utilize the research findings in nursing practice and education.
9. Critically evaluate various educational programmes in nursing.
10. Demonstrate interest and positive attitude in continuing education for personal and professional growth
11. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
12. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.

13. Describe the recent advancement in contraceptive technology and birth control measures.
14. Explain the legal and ethical issues pertaining to obstetric and gynaecological nursing.
15. Function as independent midwifery nurse practitioner

### 2.3 Medium of instruction:

Medium of instruction shall be English

### 2.4 Course outline

| <b>1 year</b>                   | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
|---------------------------------|---------------------|------------------------|
| Nursing Education               | 150                 | 150                    |
| Advanced Nursing Practice       | 150                 | 500                    |
| Nursing Research and Statistics | 150                 | 100                    |
| Obstetrics & Gynaecological     |                     |                        |
| Nursing-I                       | 150                 | 900                    |
| <b>Total</b>                    | <b>600</b>          | <b>1650</b>            |
| <b>II Year</b>                  | <b>Theory (hrs)</b> | <b>Practical (hrs)</b> |
| Nursing Management              | 150                 | 200                    |
| Nursing Research (Dissertation) | -                   | 300                    |
| Obstetric & Gynaecological      |                     |                        |
| Nursing -II                     | 150                 | 1450                   |
| <b>Total</b>                    | <b>300</b>          | <b>1950</b>            |
| <b>Grand Total</b>              | <b>900</b>          | <b>3600</b>            |

## 2.5 Duration

**Duration of the course is for 2 years.**

|                       |                     |
|-----------------------|---------------------|
| Weeks/year            | : 52 weeks          |
| Leave                 | : 3 weeks (20 days) |
| Preparation and Exam  | : 2 weeks           |
| Total weeks available | : 47 weeks          |
| Total hours/week      | : 48 hours          |
| 48 hoursX47weeks      | : 2256 hour/year    |

## 2.6 Syllabus

As given under “Content of each subject in each year”

The concept of Health Care Counselling shall be incorporated in all relevant areas.

## 2.7 Total number of hours

As given under “Content of each subject in each year”

## 2.8 Branches if any with definition

Not Applicable

## 2.9 Teaching learning methods

As given in “Content of each subject in each year”

## 2.10 Content of each subject in each year

**FIRST YEAR M.Sc NURSING**  
**NURSING EDUCATION**

**Placement: Ist Year**

**Hours of Instruction**

Theory 150 Hours  
Nursing Faculty-115  
External Faculty- 35  
Practical 150 Hours  
Total: 300 Hours

**Course Description**

This course is designed to assist students to develop a broad understanding of fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

**Objectives**

At the end of the course, students will be able to :

1. Explain the aims of education, philosophies, trends in education and its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing
9. Demonstrate skill in guidance and counselling.
10. Describe the problems and issues related to the implementation of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.

12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of Evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

| Unit | Theory Hours | Content   |
|------|--------------|---|
| I    | 10           | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Education :Definition, aims, concepts, philosophies, Formulation of philosophy &amp; their implications on education (Review)</li> <li>□ Impact of Social, economical, political &amp; technological changes on education.</li> <li>□ Professional education</li> <li>□ Current trends and issues in education</li> <li>□ Educational reforms and National Educational Policy, various educational commissions-reports</li> </ul> <p><b>Nursing education-</b> Definition, aims, philosophy<br/>Trends in development of nursing education in India -ANM, GNM, Basic B.Sc. Nursing, Post Basic B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D in Nursing, Post basic diploma programs, Nurse practitioner programs.</p> |
| II   | 20           | <p><b>Curriculum Development</b><br/>Definition, curriculum determinants, process and steps of curriculum development, Types and framework.</p> <ul style="list-style-type: none"> <li>□ Educational Objectives - types, domains, levels, elements and writing of educational objectives,</li> <li>□ selection of learning experiences</li> <li>□ Organization of learning experiences; master plan, course plan, unit plan, Lesson Plan.</li> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Evaluation of educational programs in nursing- course and program.</li> <li>□ Equivalency of courses : Transcript , credit system.</li> </ul>  |

|                   |                                    |   |
|-------------------|------------------------------------|---|
| <p><b>III</b></p> | <p><b>20</b><br/><b>*EF 10</b></p> | <p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, principles ,theories of teaching and learning, relationship between teaching and learning</li> <li>□ Competency based education, outcome based education(OBE)</li> <li>□ Instructional strategies – Lecture, Discussion, Demonstration, Simulation, Laboratory Method, Seminar, Panel, Symposium, Problem solving, Workshop, Project, role- play (sociodrama) (Review) Microteaching.</li> </ul> <p>Innovative Strategies</p> <p>Problem Based Learning (PBL), programmed instruction, Self Directed learning(SDL), Computer Assisted Instruction(CAI), Computer Assisted Learning (CAL), Clinical teaching methods. brain storming, integrated teaching, team teaching</p> <p>Class room management and transactional analysis</p> <ul style="list-style-type: none"> <li>□ Teacher - Roles &amp; responsibilities, functions characteristics, competencies, qualities.</li> <li>□ Preparation of professional teacher</li> <li>□ Organizing professional aspects of teacher preparation programs.</li> <li>□ Critical analysis of various programs of teacher education in India</li> </ul> |
|-------------------|------------------------------------|---|



|                  |                                     |   |
|------------------|-------------------------------------|---|
| <p><b>IV</b></p> | <p><b>40</b></p> <p><b>EF20</b></p> | <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement, Principles of evaluation(review) characteristics-objectivity, validity, reliability, usability</li> </ul> <p>Formative and summative evaluation.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Internal assessment, external examination. criterion and norm referenced evaluation,</li> <li><input type="checkbox"/> Evaluation strategies-meaning, characteristics.</li> <li><input type="checkbox"/> Construction of test, administration of test , scoring, grading Vs marks.</li> <li><input type="checkbox"/> Item analysis</li> </ul> <p><b>Non-standardized tests :</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay, short answer questions and multiple choice questions, True &amp; False, Completion.Tools of Evaluation-Rating scales, checklist,Objective Structured Clinical Examination (OSCE) , Objective Structured Practical Examination (OSPE),Viva Examination</li> <li><input type="checkbox"/> Differential scales, and Summated scales, Sociometry, Anecdotal record, Attitude scale, critical incident technique.</li> <li><input type="checkbox"/> Question bank-preparation, validation, moderation by panel.</li> </ul> <p><b>Standardized Tools</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tests of intelligence attitude, aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> <li><input type="checkbox"/> Teacher Evaluation-Strategies</li> </ul> |
|------------------|-------------------------------------|---|

|     |          |   |
|-----|----------|---|
| V   | 15       | <p><b>Instructional Media &amp; Methods</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Key concepts in the selection and use of media in education</li> <li><input type="checkbox"/> Developing learning resource material using different Media.</li> <li><input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.</li> <li><input type="checkbox"/> Teacher’s role in procuring and managing</li> <li><input type="checkbox"/> instructional Aids – Projected and non-projected aids, multi media, video-tele conferencing etc</li> </ul> |
| VI  | 10       | <p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concepts – Definition, importance, need, scope, principles of learning, assessments of learning needs, priorities, resources.</li> <li><input type="checkbox"/> Program planning, implementation and evaluation of continuing education programs.</li> <li><input type="checkbox"/> Research in continuing education.</li> <li><input type="checkbox"/> Distance education in nursing</li> </ul>  |
| VII | 5<br>EF5 | <p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling (Review).</li> <li><input type="checkbox"/> Trends and issues in Guidance and counseling.</li> <li><input type="checkbox"/> Guidance and counseling services: diagnostic and remedial.</li> </ul>   |
|     |          | <ul style="list-style-type: none"> <li><input type="checkbox"/> Coordination and organization of services.</li> <li><input type="checkbox"/> Techniques of counseling : Interview, case work, Characteristics of</li> </ul>   |

|             |           |  |
|-------------|-----------|--|
|             |           | <p>counselor, problems in counseling.</p> <p>Professional preparation and training for counseling</p>  |
| <b>VIII</b> | <b>25</b> | <p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel.</li> <li><input type="checkbox"/></li> </ul> <p>Role of curriculum coordinator – planning , implementation &amp; Evaluation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluation of educational programs in nursing- course &amp; Program</li> <li><input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together</li> <li><input type="checkbox"/> Concept of faculty supervisor (dual) position.</li> <li><input type="checkbox"/> Curriculum research in nursing.</li> </ul> <p>Different models of collaboration between education and service</p> |

|           |          |   |
|-----------|----------|---|
| <b>IX</b> | <b>5</b> | <p><b>Quality in Nursing Education</b></p> <p>Development and maintenance of standards and accreditation in nursing education programs. Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</p> |
|-----------|----------|---|

## \* External Faculty (EF)

### Activities

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10  
(Like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
  - Observe and practice application of various non-standardized tests, (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

## Methods of evaluation

- Tests
- Presentation
- Project work

### Assignments –Theory

Lesson plan-2,courseplan -1,unit plan 2,rotation plan-2(master plan,clinical rotation)

Evaluation tool-construction,administration and evaluation(Essay,objectivetype,ratingscale,checklist)

Construction of an achievement test

### Practical

Practice teaching using different strategies (lecture cum discussion-5,demonstration-2,seminar-1,clinicalteaching -2,symposium/role play/panel discussion)

### Internal Assessment (Theory)

|                      | <b>Weightage</b> |
|----------------------|------------------|
| Sessional exams (3)  | 50%              |
| Assignments          | 25%              |
| Seminar/presentation | 25%              |
| Total                | <b>100%</b>      |

### Practical – Internal assessment

|   |      |
|---|------|
| Preparation of Learning resource material & | 25%  |
| Construction of tests/rotation plan.        |      |
| Practice Teaching                           | 50%  |
| Conduct Workshop /Short Term Course         | 25%  |
| Total                                       | 100% |

## REFERENCE \* .

- S.K.Kochhar, Guidance and Counseling in Colleges and Universities, Revised Edition, Sterling Publishers, New Delhi.
- Bipin Asthana R.N.Agawal, Measurement and Evaluation in Psychology and Education, Latest Edition, Vinod Pustak Mahal, Agra.
- Malla Reddy Mamidi, S. Rvisankar Curriculum Development and educational Technology, Latest Edition, Sterling Publishers, New Delhi.
- JagannathMohanthly, Indian Education in the emerging Society, Latest Edition, Sterling Publishers, New Delhi.
- K.K. Bhatia, Measurement and Evaluation in Education, Latest edition, Prakash Brothers Ludhiana. Mc Graw Hill Co,New York.
- Billings D M, Halstead J A (2009) Teaching in Nurisng, A guide for faculty, USA, Saunders ELSEVIER.
- Mayor B A &Wittman R A (2008) Nursing Education, Foundations for Practice Excellence, New Delhi, Jay Pee.
- Aggarwal J C (1996) Essentials of Educational Technology-Innovations in Education, New Delhi, Vikas Publishing House.
- Quinn M Francis (1995) Principles & Practice of Nurse Education, London, Champann& Hall.
- Aggarwal J C (2001) Theory & Principles of Education New Delhi, Vikas Publishing house PVT Ltd.
- Bevis E O (1982) Curriculum Builders in Nursing, St. Louis, C. V Mosby Company.
- Aggarwal J C (2008) Development & Planning of Modern Education, New Delhi, Vikas Publishers PVT Ltd.
- Young. . E & Peterson B. L (2007) Teaching Nursing Developing a student centered environment New York, Lippincott.
- Singh T Etal (2009) Principles of Medical Education New Delhi, Jaypee.
- Clement, Textbook on Communication & Educational Technology.
- Iwasiv C L etal(2010), —Curriculum development in Nursing Educationll, New Delhi, Bartlett Publishers.
- National and international journals in nursing education

## ADVANCED NURSING PRACTICE

Placement: 1st Year

### **Hours of Instruction**

Theory: 150 Hours

External Faculty:-30hrs

Nursing Faculty:-120hrs

Practical: 500 Hours

Total : 650 Hours

### **Course Description**

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advanced nursing practice and critically analyze different theories of nursing and other disciplines.

### **Objectives:**

At the end of the course the students will be able to:

1. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
2. Identify latest trends in nursing and the basis of advanced nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Perform health assessment and General physical examination
6. Provide holistic and comprehensive care following nursing process approach
7. Perform extended and expanded role of nurse.
8. Describe alternative modalities of nursing care.
9. Describe the concept of quality control in nursing.
10. Identify the scope of nursing research.
11. Use computer in patient care delivery system and nursing practice.
12. Appreciate importance of self development and professional advancement.

## COURSE CONTENT

| Unit       | Hours     | Content   |
|------------|-----------|---|
| <b>I</b>   | <b>8</b>  | <p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> History and development of nursing profession, Perspectives</li> </ul> <p>of Nursing Profession-National, global</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code of ethics, code of professional conduct, autonomy and Legal considerations</li> <li><input type="checkbox"/> Evidence Based Nursing Practice</li> <li><input type="checkbox"/> Progressive Patient Care</li> <li><input type="checkbox"/> Futuristic nursing.</li> <li><input type="checkbox"/> Quality assurance in Nursing</li> </ul>  |
| <b>II</b>  | <b>5</b>  | <p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Health care environment, Health economics</li> </ul> <p>Health care policy -National, State</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Policy and politics in Nursing</li> <li><input type="checkbox"/> Health care delivery system- national, state, district and local level.</li> <li><input type="checkbox"/> Major stakeholders in the health care system-Government, NGOs etc</li> <li><input type="checkbox"/> Patterns of nursing care delivery in India.</li> <li><input type="checkbox"/> Health care delivery concerns</li> <li><input type="checkbox"/> National health and family welfare programs:(Review)</li> <li><input type="checkbox"/> Information, education and communication (IEC).</li> </ul> <p>Tele-medicine.</p> |
| <b>111</b> | <b>20</b> | <p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Values, Conceptual models, approaches.</b></li> <li><input type="checkbox"/> <b>Nursing theories:</b> Nightingale's, Hendersons's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Pender's Neuman's, Roy's, Watson , and their applications</li> </ul> <p>Health promotions and health belief models</p>  |



|             |                          |  |
|-------------|--------------------------|--|
|             |                          | <input type="checkbox"/> Evidence based practice model.  |
| <b>1V</b>   | <b>12</b><br><b>*EF8</b> | <b>Clinical Assessment-History taking and physical examination</b>   |
| <b>V</b>    | <b>6</b>                 | <b>Nursing process</b><br><br><b>Review:</b> Identification of health-illness problems, health behaviors, Methods of data collection, analysis and utilization of data relevant to nursing process. Formulation of nursing care plans, health goals, Implementation, modification and evaluation of care.  |
| <b>V1</b>   | <b>15</b><br><b>EF10</b> | <b>Genetics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Molecular basis of the gene and transmission of genetic information</li> <li><input type="checkbox"/> Recombination, Mutation, Pedigree analysis</li> <li><input type="checkbox"/> Mapping the Human genome – Genome project.</li> <li><input type="checkbox"/> Approaches to common genetic disorders-Monogenic and polygenic</li> <li><input type="checkbox"/> Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening,</li> <li><input type="checkbox"/> Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li><input type="checkbox"/> Genetic counseling.</li> <li><input type="checkbox"/> Practical application of genetics in nursing.</li> </ul> |
| <b>V11</b>  | <b>4</b><br><b>EF2</b>   | <b>Epidemiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review</b> :Epidemiological approach and methods</li> <li><input type="checkbox"/> Concepts of causation of diseases and their screening,</li> <li><input type="checkbox"/> Application of epidemiology in health care delivery</li> <li><input type="checkbox"/> Health surveillance and health informatics</li> <li><input type="checkbox"/> Role of nurse</li> </ul>   |
| <b>V111</b> | <b>30</b>                | <b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Review:</b> Pathophysiology and Psychodynamics of disease causation<br/>Life processes from birth to old age,ageingprocess,geriatric considerations in nursing,</li> <li>Psychosocial dynamics in causation of disease, life style disease</li> <li><b>Common problems and management:</b></li> <li><input type="checkbox"/> Hospital acquired Infection, Pressure sore, Oxygen insufficiency</li> <li>Haemodynamic monitoring</li> <li>Fluid and electrolyte imbalance, Acid Base imbalance, Metabolic syndrome, Immune disorders, HIV/AIDS,Hemorrhage, shock,</li> </ul>   |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Altered body temperature, Unconsciousness, Insomnia, pain, Sensory deprivation, Immobility, Anaphylaxis, Septicaemia, Cardio pulmonary arrest. ARDS, respiratory failure and mechanical ventilation, Emerging communicable diseases and biomedical waste management.   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review: Human behavior, Personality trait, Communication and interpersonal relationships, Individual / group dynamics and organizational behavior, Basic human needs</li> <li><input type="checkbox"/> Human Sexuality and sexual health.</li> <li><input type="checkbox"/> Stress and adaptation, crisis and its intervention,</li> <li><input type="checkbox"/> Coping with loss, death and grieving,</li> <li><input type="checkbox"/> Principles and techniques of Counseling.</li> </ul>  |
| <b>X</b>  | <b>10</b>               | <p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Framework, scope and trends.</li> <li><input type="checkbox"/> Alternative modalities of care</li> <li><input type="checkbox"/> Alternative systems of health and complimentary therapies.</li> <li><input type="checkbox"/> Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li><input type="checkbox"/> Health promotion and primary health care.</li> <li><input type="checkbox"/> Independent practice issues, Independent nurse-midwifery practitioner.</li> <li><input type="checkbox"/> Collaboration issues and models-within and outside nursing.</li> </ul> <p>Models of Prevention</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gender sensitive issues and women empowerment.</li> </ul> <p>Disaster nursing.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trans-cultural nursing.</li> </ul> |
| <b>XI</b> | <b>15</b>               | <p><b>Advanced nursing skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Definition, Indication and nursing implications:</li> <li><input type="checkbox"/> TPN, Hemodynamic monitoring, Endo-tracheal intubation, Tracheotomy, Mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, Chest physio therapy, Pleural and abdominal paracentesis, Triage, Pulse oxymetry, CPR, ACLS</li> </ul>  |

|                   |   |
|-------------------|---|
| <b>10<br/>EF5</b> | <p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of computers in teaching, learning, research and nursing practice.</li> <li><input type="checkbox"/> Windows, MS office: Word, Excel, Power Point</li> <li><input type="checkbox"/> Internet-literature search,</li> <li><input type="checkbox"/> Statistical packages</li> <li><input type="checkbox"/> Hospital management information system: softwares</li> </ul> |
|-------------------|---|

Legend: \*EF-External Faculty

**Practical – 500 Hrs**

Clinical posting in the following areas:

| Sl. No | Dept/Unit                    | No. of Weeks |
|--------|------------------------------|--------------|
| 1.     | Medical and Surgical Wards   | 4            |
| 2.     | ICUs                         | 4            |
| 3.     | Community Health Centre/ PHC | 2            |
| 4.     | Casualty                     | 1            |
|        | <b>Total</b>                 | <b>11</b>    |

**Activities**

- Practice advance clinical procedures
- Prepare Care study and care plan based on nursing process and nursing theories (Medial ,Surgical)
- Care Analysis (Medial/ Surgical)
- Presentation of comparative picture of theories -2
- Clinical presentations/Clinical teaching-3

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate

- Case Presentations
- Exposure to scientific conferences

**Methods of evaluation:**

Tests

- Presentation
- Seminar
- Written assignments

**Advance Nursing Procedures**

Definition, Indication and nursing implications:

- Cardio Pulmonary Resuscitation, Total Parental Nutrition, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, Lumbar Puncture, Blood Transfusion Pleural and abdominal paracentesis Operation Room techniques, Health assessment, Triage, Pulse oxymetry.

**Internal Assessment**

| Theory               | Weightage   |
|----------------------|-------------|
| Sessional exams (3)  | 50%         |
| Assignments          | 25%         |
| Seminar/presentation | 25%         |
|                      | <b>100%</b> |

**REFERENCE**

- Moyet Carpenito, Nursing Diagnosis. 'Lippincott. Latest edn .
- Tucker, Susan Martin et al. Patient Care Standards' Latest edn .Mosby.
- Guyton et al, Textbook of Medical Physiology|| Latest edn .Saunders.
- Gordin ,Janet W. Nursing Diagnosis|| Latest edn Jones and Bartlett Publishers.
- Anne M Barker, Advance Practice Nursing edited by AnneM Barker, Johns and Bertlett Publishers, New Delhi
- Lemone ,Lillis ,Taylor , Fundamentals of Nursing Latest edn .
- Wilson,Jennie Infection control in Clinical Practice .Latest ednBailliere Tindal.
- Ciliska ,Dicenso ,Guyatt .||Evidence –based Nursing|| Elsevier .
- Speakman,Alizabeth , Body fluids and electrolytes|| Latest edn .

- BerMn ,Snyder,Kozier,erb, Fundamentals of Nursing, Latest edn .
- Ann MarrinerTomey, Nursing Theorist and Their Workl, Latest edn, Mosby, Elsevier.
- Martha RailaAlligood, Ann MarrinerTomey, Nursing Theory Utilization & Applicationl, Elsevier.
- Dee Mc Gonigle, Kathleen Mastriau,Nursing Informatics & Foundations of Knowledge, Jones & Bartlett Publishers New delhi.
- Catheleene Masters, Role development in Professional Nursing Practicell, Jones & Bartlett Publishers Boston.
- Janie B Butts Karen L Rich, Nursing ethics across the curriculum and into practicell.
- Lewis, Heitkemper, Dirksen O Brien Brcher, Medical Surgical Nursing,Latestedn, Mosby Publishers.
- G M Dhar, I Robbani, Foundations of Community Medicine, Latest ednl, Elsvier Publishers.
- National and international journals in nursing practice, advanced nursing and critical care



## NURSING RESEARCH AND STATISTICS

Placement: 1st Year

### Hours of Instruction

Theory : 150 Hours

Practical : 100 Hours

Total : 250 Hours

### *Part A: Nursing Research*

Theory: 100 Hours

Practical: 75 Hours

Total : 175 Hours

### Course Description:

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

### General Objectives:

At the end of the course, the students will be able to:

1. Recognize the significance of research in nursing and its importance in evidence- based nursing practice.
2. Identify the steps of quantitative and qualitative research.
3. Discuss the ethical aspects of research.
4. Review literature utilizing various resources.
5. Identify researchable problems in nursing.
6. Demonstrate skill in planning and conducting research studies.
7. Communicate research findings.
8. Utilize research findings.
9. Critically evaluate research reports and articles.
10. Write scientific paper for publications.

**COURSE CONTENT:**

| Unit | Theory hours | Content  | Practical hours | Content                      |
|------|--------------|--|-----------------|------------------------------|
| I    | 5            | <p><b>Introduction</b></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Problem solving and scientific method.</li> </ul> <p>Research –definition, characteristics, purposes, types of research, Basic research terms, Scope of nursing research, Overview of Research process, Significance of research in nursing, Historical Evolution of nursing research.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Future trends in nursing research.</li> <li><input type="checkbox"/> Problems and challenges in nursing research, health and social research.</li> <li><input type="checkbox"/> Priorities for nursing research.</li> <li><input type="checkbox"/> Evidence based practice.</li> <li><input type="checkbox"/> Ethics in research</li> </ul> |                 |                              |
| II   | 5            | <p><b>Review of Literature</b></p> <ul style="list-style-type: none"> <li>• Review- <ul style="list-style-type: none"> <li>• Importance, purposes, sources, criteria for selection of resources</li> <li>• Guidelines for writing literature review.</li> </ul> </li> </ul>  | 5               | Literature search-web search |

|     |    |   |   |  |
|-----|----|---|---|--|
| III | 10 | <b>Research problem:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of research problem/ research question.</li> <li><input type="checkbox"/> Formulation of problem statement and research objectives</li> <li><input type="checkbox"/> Definition of terms</li> <li><input type="checkbox"/> Assumption and delimitations</li> <li><input type="checkbox"/> Identification of variables</li> <li><input type="checkbox"/> Hypothesis –definition, formulation and types.</li> </ul> | 5 | 1. Identification of research question.<br>2. Formulation of problem statement and research objectives |
| IV  | 5  | <b>Developing theoretical /conceptual framework.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Theories: Nature, characteristics, purpose and application in research</li> <li><input type="checkbox"/> Using, testing and developing conceptual framework, models and theories.</li> </ul>  | 5 | Developing theoretical /conceptual framework.  |
| V   | 15 | <b>Research Approach and designs</b><br>Qualitative and Quantitative, Mixed methods<br><b>Qualitative research approaches:</b><br>Grounded theory, phenomenology, ethnography, case study and historical research.<br><b>Quantitative:</b> Experimental and non experimental: types, characteristics, advantages and disadvantages.<br>Randomised control design, cohort study, clinical trials   |   |  |
| VI  | 8  | <b>Sampling</b><br>Population and sample.<br>Factors influencing sampling<br>Sampling techniques<br>Sample size<br>Probability and sampling error   |   |  |



|             |    |  |    |  |
|-------------|----|--|----|--|
| <b>VII</b>  | 20 | <p><b>a) Data collection methods and Tools:</b><br/>Concepts of data collection, Data sources, methods/techniques quantitative and qualitative. Tools for data collection-types and characteristics</p> <p><b>b) Measurement and data quality</b><br/>Validity and reliability of tools,<br/>Characteristics of an instrument<br/>Steps in development of an instrument.<br/>Procedure for data collection</p> |    |  |
| <b>VIII</b> | 3  | <b>Critical analysis of research reports and articles</b>  | 15 | Critical analysis of research reports and Articles |
| <b>IX</b>   | 4  | <b>Developing and presenting a research proposal</b>   | 5  | Presenting a research proposal                     |
| <b>X</b>    | 5  | <b>Implementing research plan</b><br>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, Collection of data  | 40 | Pilot study  |
| <b>XI</b>   | 10 | <b>Analysis and interpretation of data</b><br><b>Plan for data analysis:</b> quantitative and qualitative<br>Preparing data for computer analysis and Presentation , Statistical analysis<br>Interpretation of data Conclusion and generalizations<br>Summary and discussion   |    |  |
| <b>XII</b>  | 10 | <b>Reporting and utilizing research findings:</b><br>Communication of research results; oral and written<br>Writing research report purposes, methods and style, Vancouver, American Psychological Association (APA),  |    |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  |  | Utilization of research findings.                             |  |  |
|  |  | Writing scientific articles for publication: purposes & style |  |  |

**Activities:**

- Annotated Bibliography of research reports and articles. -4
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical /conceptual framework.
- Preparation of a sample research tool.
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal presentation-1
- Critical evaluation of selected research studies –dissertaton-1, journal article -1
- Writing a scientific paper

**Methods of Teaching:**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

**Methods of Evaluation:**

- Quiz, Tests(Term)
- Assignments/Term paper
- Presentations
- Project work (Concerned specialty)

| <b>Internal Assessment Techniques</b> | <b>Weightage (15 marks)</b> |
|---------------------------------------|-----------------------------|
| essional exams (2)                    | 40%                         |
| Presentations/Seminar                 | 20%                         |
| Research critique & presentation      | 20%                         |
| Annotated bibliography ,assignments   | 20%                         |
| <b>Total</b>                          | <b>100%</b>                 |

Part –B: Statistics (External Faculty)

**Hours of Instruction**

|              |                 |
|--------------|-----------------|
| Theory       | 50Hours         |
| Practical    | 25 Hours        |
| <b>Total</b> | <b>75 Hours</b> |

**Course Description:**

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing

**General Objectives:**

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully
4. Use descriptive and inferential statistics to predict results
5. Draw conclusions of the study and predict statistical significance of the results
6. Describe vital health statistics and their use in health related research
7. Use statistical packages for data analysis.
- 8.

**Course content**

| Unit | Hours  |           | Content  |
|------|--------|-----------|--|
|      | Theory | Practical |  |
| I    | 7      | I         | <b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Concepts, types, significance and scope of statistics, meaning of data</li> <li>□ Sample, parameter</li> <li>□ Type and levels of data and their Measurement                             <ul style="list-style-type: none"> <li>□ Organization and presentation of data-Tabulation of data</li> </ul> </li> <li>□ Frequency distribution</li> <li>□ Graphical and tabular presentations</li> </ul> |
| II   | 4      |           | <b>Measures of central tendency:<br/>Mean, Median, Mode</b>  |

|      |   |   |   |
|------|---|---|---|
| III  | 4 |   | <b>Measures of variability:</b> □ Range, Percentiles, Average deviation, Quartile deviation, Standard deviation   |
| IV   | 3 |   | <b>Normal Distribution:</b> □ Probability, Characteristics and application of normal probability curve, Sampling error  |
| V    | 6 |   | <b>Measures of relationship:</b> □ Correlation-need and meaning □ Rank order correlation □ Scatter diagram method, product moment correlation, Simple linear regression analysis and prediction,                                  |
| VI   | 5 |   | <b>Designs and meaning:</b><br>□ review -Experimental designs<br>□ Comparison in pairs, randomized block design, Latin squares.   |
| VII  | 8 |   | <b>Significance of Statistic and Significance of difference between two Statistics(Testing hypothesis)</b><br>□ Non parametric test-Chi-square test, Sign, median test, Mann Whitney test<br>□ Parametric test- $t'$ test, ANOVA, |
| VIII | 5 |   | <b>Use of statistical methods in psychology and education</b><br>□ Scaling-Z Score, Z Scaling<br>□ Standard Score and T Score<br>□ Reliability of test scores: test-retest method, parallel forms split half method               |
| IX   | 4 | 5 | <b>Application of statistics in health:</b><br>Ratios, Rates, Trends<br>Vital health statistics –Birth and death rates<br>Measures related to fertility, morbidity and mortality  |

|          |          |           |   |
|----------|----------|-----------|---|
| <b>X</b> | <b>4</b> | <b>20</b> | <b>Use of Computers for data analysis</b><br>Use of statistical package |
|----------|----------|-----------|---|

**Activities:**

- Exercises on organization and tabulation of data
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chi square, t-test, correlation)
- Practice in using statistical package
- Computing
- Vital health statistics

**Methods of Teaching:**

- Lecture-cum-discussion
- Demonstration-on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package

**Methods of Evaluation:**

- Test, Classroom statistical exercises

Internal Assessment Techniques                      weightage 10 marks

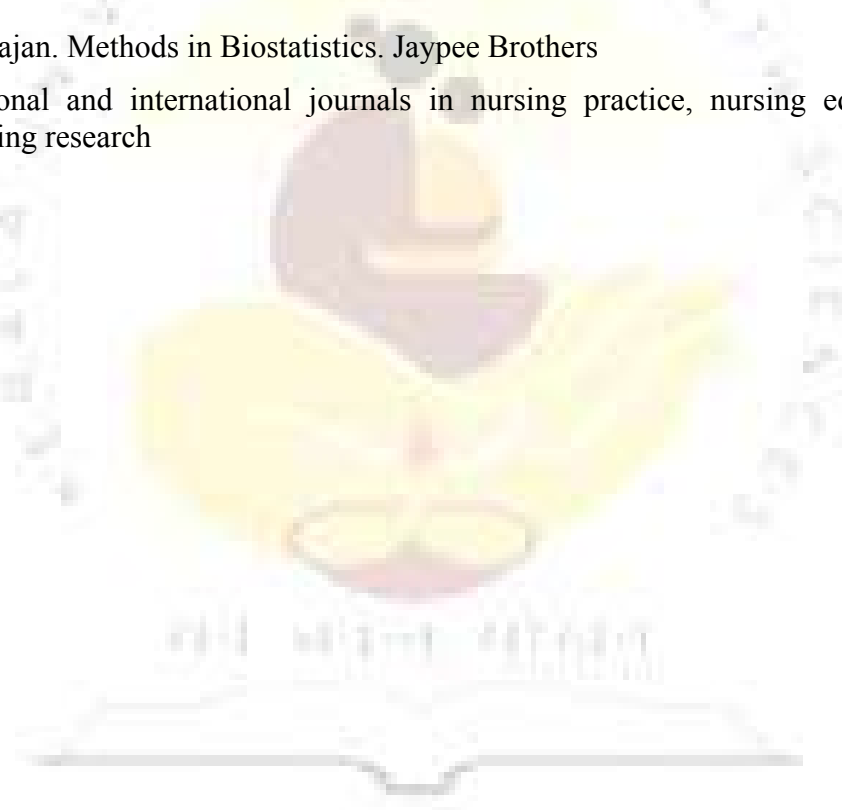
Sessional exams – (2)    100%

**References \*:**

- Burns.N. and Susan K Grove. Understanding Nursing Research building and evidence based practice., W B Saunders, St. Luis .
- Polit, D.F. and C T Beck. Nursing Research Generating and Assisting evidence for Nursing practice-Wolter Kluwer, New Delhi
- Wood, G.L. and Haber J. Nursing Research-methods and critical appraisal for

evidence-based practice. Elsevier.

- C R Kothari. Research Methodology Methods and Techniques. New Age Publishers, New Delhi.
- Sunder Rao. P.S.S. Jesudian, G. and Richard, J. An introduction to Biostatistics a manual for students in health sciences.
- Rose A Utely. Theory and Research for Academy Nurse Educators Application to Practice, Jones and Bartlett Publishers. Boston
- Nola A. Schmidt, Janet M Brown. Evidence Based Practice for Nurses Appraisal and Application of Research, Jones and Bartlett Publishers, New Delhi. ‘
- Marylynn J Wood, Jannet C Ross Kerr. Basic Steps in Planning Nursing Research from question to Proposal, Jones and Bartlett Publishers, New Delhi.
- Mahajan. Methods in Biostatistics. Jaypee Brothers
- National and international journals in nursing practice, nursing education, nursing research



## CLINICAL SPECIALTY - I

### OBSTETRIC AND GYNAECOLOGICAL NURSING- 1 Course No. 29

**Placement: 1<sup>st</sup> year**

#### Hours of Instruction

Theory: 150 hours  
Nursing Faculty– 120 hours  
**External Faculty-30 hours**

Practical: 900 hours  
Total: 1050 hours.

#### COURSE DESCRIPTION

This course is designed to assist students in developing expertise and in-depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing.

#### OBJECTIVES

At the end of the course the students will be able to:

1. Examine the trends in the field of midwifery, obstetrics and gynaecology as a specialty.
2. Describe the population dynamics and indicators of maternal and child health.
3. Describe current concepts in genetics and embryology.
4. Identify the role of women in the society
5. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
6. Provide comprehensive nursing care to women during reproductive period and newborns.
7. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynaecological nursing.
8. Identify and analyze the deviations from normal birth process and refer appropriately.
9. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
10. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation

11. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
12. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.
13. Describe the recent advancement in contraceptive technology and birth control measures.
14. Explain the legal and ethical issues pertaining to obstetric and gynaecological nursing.
15. Function as independent midwifery nurse practitioner

### Course Content

| Units | Hours | Content   |
|-------|-------|---|
| I     | 20    | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Historical and contemporary perspectives</li> <li>□ Issues of maternal and child health: Age, Gender, Sexuality, sexual health, Psycho- Socio cultural factors</li> <li>□ Status of women in Indian Society</li> <li>□ Role of the women in the family &amp; society</li> <li>□ Women empowerment</li> <li>□ Preventive obstetrics</li> <li>□ National health and family welfare programmes related to maternal and child health: health Care delivery system.</li> <li>□ National Health Mission-Reproductive child health.</li> <li>□ Theories, models and approaches applied to midwifery practice.</li> <li>□ Role and scope of midwifery practice: Independent Nurse midwifery practitioner..</li> <li>□ Legal and Ethical issues, code of ethics and standards of midwifery practice, standing orders</li> <li>□ Evidence based midwifery practice</li> <li>□ Research priorities in Obstetric and Gynaecological nursing.</li> <li>□ Complementary therapies in obstetric practice.</li> </ul> |



|                   |                                    |  |
|-------------------|------------------------------------|--|
| <p><b>II</b></p>  | <p><b>15</b><br/><b>(EF 5)</b></p> | <p><b>Human reproduction - Review:-</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anatomy and physiology of human reproductive system: male and female, Reproductive physiology.</li> <li><input type="checkbox"/> Pelvic floor and female pelvis</li> <li><input type="checkbox"/> Foetal skull</li> <li><input type="checkbox"/> Hormonal cycles, puberty, Menarche &amp; Menopause.</li> <li><input type="checkbox"/> Endocrinology in relation to reproduction.</li> <li><input type="checkbox"/> Embryology, placental and foetal development</li> <li><input type="checkbox"/> Genetics, teratology, prenatal diagnosis and counseling</li> <li><input type="checkbox"/> Preconception care, Preparing families for child bearing &amp; child rearing , planned parenthood.</li> </ul>   |
| <p><b>III</b></p> | <p><b>25</b><br/><b>EF6</b></p>    | <p><b>Pregnancy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maternal adaptation :- Physiological, Psychosocial</li> <li><input type="checkbox"/> Diagnosis of pregnancy</li> <li><input type="checkbox"/> Assessment - Maternal and fetal</li> <li><input type="checkbox"/> Maternal assessment: History taking, examination-general, physical and obstetrical.</li> <li><input type="checkbox"/> Identification of high risk,</li> <li><input type="checkbox"/> Foetal assessment – clinical parameters.</li> <li><input type="checkbox"/> Biochemical- Human oestriol, Maternal Serum Alfa Feto protein, Acetyl choline esterase (AchE), Triple Test, Aminocentesis, Cordocentesis. Chorionic villus sampling (CVS).</li> <li><input type="checkbox"/> Biophysical -Foetal movement count, Sonography, Cardio tocography, cardio tomography, Non-Stress Test (NST), Contraction stress test (CST), amnioscopy, foetoscopy.</li> <li><input type="checkbox"/> Radiological examination</li> <li><input type="checkbox"/> Interpretation of diagnostic tests and nursing implications</li> <li><input type="checkbox"/> Nursing management of the pregnant women, minor disorders of pregnancy and management, importance of institutional delivery, choice of birth setting,</li> </ul> |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | importance and mobilizing of transportation, role of nurse and crisis intervention, identification of high risk pregnancy and referral   |
| <b>IV</b> | <b>20</b><br><b>EF3</b> | <p><b>Normal Labour</b></p> <ul style="list-style-type: none"> <li>□ Essential factors of labour</li> <li>□ Stages and onset</li> </ul> <p>First stage: Physiology of normal labour</p> <ul style="list-style-type: none"> <li>□ Use of partograph: Principles, use and critical analysis, evidence based practice.</li> <li>□ Nursing management</li> </ul> <p>Second stage</p> <ul style="list-style-type: none"> <li>□ Physiology and intrapartum monitoring</li> <li>□ Nursing management</li> <li>□ Resuscitation, immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India)</li> </ul> <p>Third stage</p> <ul style="list-style-type: none"> <li>□ Physiology and nursing management</li> </ul> <p>Fourth stage</p> <ul style="list-style-type: none"> <li>□ Observation, critical analysis and nursing management.</li> <li>□ Psycho-prophylactic measures in labour</li> <li>□ Evidence based practice</li> </ul> |
| <b>V</b>  | <b>15</b><br><b>EF2</b> | <p><b>Normal puerperium</b></p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>□ Physiology of puerperium</li> <li>□ Physiology of lactation, exclusive breast feeding, Baby friendly hospital initiative (BFHI)</li> <li>□ Assessment of postnatal women.</li> <li>□ Minor discomforts and complications of puerperium</li> <li>□ Management of mothers during puerperium: Psychosocial adaptation</li> <li>□ Role of nurse midwifery practitioner</li> </ul>  |

|      |              |  |
|------|--------------|--|
| VI   | 15<br>(EF1)  | <b>Normal Newborn - Review</b> <ul style="list-style-type: none"> <li>□ Physiology and characteristics of normal newborn, Extra uterine adaptation</li> <li>□ Physical and behavioural assessment of newborn</li> <li>□ Essential newborn care</li> <li>□ Identification of high risk newborn&amp; referral.</li> <li>□ Parenting process</li> </ul>   |
| VII  | 15<br>(EF4)  | <b>Pharmaco-dynamics in obstetrics</b> <ul style="list-style-type: none"> <li>□ Drugs used in pregnancy, labour, post partum and newborn</li> <li>□ Calculation of drug dose and administration</li> <li>□ Anesthesia and analgesia in obstetrics</li> <li>□ Roles and responsibilities of midwifery nurse practitioner</li> <li>□ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</li> </ul> |
| VIII | 10<br>(EF 4) | Gynaecological assessment <ul style="list-style-type: none"> <li>• history</li> <li>• physical examination</li> <li>• investigations</li> <li>• Psychosocial factors of gynaecologic care.</li> </ul> <b>Abortion</b> <ul style="list-style-type: none"> <li>□ Types, causes</li> <li>□ Legislations, Clinical rights and professional responsibility</li> <li>□ Abortion procedures</li> <li>□ Nursing Management</li> </ul>  |
| IX   | 5<br>(EF 3)  | <b>Infertility</b> <ul style="list-style-type: none"> <li>□ Male and female infertility</li> <li>□ Primary and secondary causes</li> <li>□ Diagnostic procedures</li> <li>□ Counseling: ethical and legal aspects of assisted reproductive technology (ART)</li> <li>□ Recent advancement in infertility management</li> <li>□ Adoption procedures</li> <li>□ Role of nurse in infertility management</li> </ul>   |

|                         |  |
|-------------------------|--|
| <b>10</b><br><b>EF2</b> | <p><b>Family Welfare Services</b></p> <p>Review</p> <ul style="list-style-type: none"> <li>□ Population dynamics</li> <li>□ Demographic trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems.</li> <li>□ Recent advancement in contraceptive technology</li> <li>□ Role of Nurses in family welfare programmes in all settings.</li> <li>□ Family life education.</li> <li>□ Evidence based practice.</li> <li>□ Information, Education and Communication (IEC)</li> <li>□ Management information and evaluation system (MIES)<br/>Teaching and supervision of health team members</li> </ul> |
|-------------------------|--|

### Practical Experience

**Total = 900 Hours**

**1 week = 48 hours**

| Sl.No | Dept/ unit                          | Weeks     |
|-------|-------------------------------------|-----------|
| 1     | Antenatal wards, Infertility clinic | 5         |
| 2     | Labour Room                         | 5         |
| 3     | Postnatal Ward                      | 4         |
| 4     | Family welfare Clinics & OPDs       | 1         |
| 5     | PHC/Rural Maternity settings        | 2         |
| 6     | Maternity OT                        | 2         |
|       | <b>Total</b>                        | <b>19</b> |

### Procedures to be Observed

- Diagnostic investigations: amniocentesis, cordocentesis, chorionic villus sampling, ultrasonogram.

- Infertility management: assisted reproductive techniques, artificial insemination, invitro fertilization and related procedures.

#### **Procedures to be assisted**

- Medical termination of pregnancy
- Male and female sterilization
- Major and minor operations.

#### **Procedures to be performed**

- Antenatal assessment : 20
- Postnatal assessment : 20
- Assessment during labour
  - Use of partograph : 20
- Per vaginal examination : 20
- Conduct of normal delivery : 20
- Episiotomy and suturing : 10
- Insertion of intra uterine devices (Copper-T)

#### **Others**

- Identification of high risk women and referral
- Health education to women and their families
- Motivation of couples for Planned Parenthood.

#### **Observation visit**

Infertility centre, 24/7 FRUs

#### **Assignments**

- Nursing care study –2 (Antenatal-1, postnatal-1)  
Nursing care plan- Antenatal, Intranatal, postnatal and newborn
- Planned health education-2
- Clinical teaching-5-
- Case Presentation-2

Term paper -1

- Drug file
- Log book

**Internal practical examination is to be conducted in antenatal and postnatal area.**

**University practical examination is to be conducted either in antenatal or post natal area.**

### Evaluation Methods

- Assignments
- Theory & Practical Exam
- Ongoing evaluation

| Theory              | Weightage   | Practical           | Weightage   |
|---------------------|-------------|---------------------|-------------|
| Sessional exams (3) | 50%         | Ongoing evaluation  | 40%         |
| Term paper -1       | 25%         | Clinical assignment | 40%         |
| Seminars            | 25%         | Int. Practical exam | 20%         |
| <b>Total</b>        | <b>100%</b> | <b>Total</b>        | <b>100%</b> |

### References \*:-

- Lowdermilk, Perry, Bobak. Maternity Nursing. Mosby, Inc.
- Glenn.D.Posner, Jessica, Amanda D Jones, Griffith D Jones. Human labour and Birth. Mac Graw Hill Education. London
- Sharon, Emily & Trula Mayers. Foundations of Maternal & Newborn Nursing. W.B. Saunders, Philadelphia.
- Reeder, Martin, Koniak-Griffin. Maternity Nursing. Lippincott. Philadelphia.
- Helen Varney, Jan M Kriebs, Cardyc L Gesa, Midwifery. Jones & Bartlett publisher.
- Susan L Ward and Sheltar M Histely, Maternal –Child Nursing Care Optimizing outcomes for Mothers, Children and families-Jay Pee Brothers, New Delhi.
- Cunningham, Mac Donald, Gand, Leveno, Gilstrap, Hankins & Clark. William's Obstetrics. Prentice Hall International, U.S.A.
- Adele Pillitteri. Maternal & Child Health Nursing. Lippincott, Philadelphia.

- Ratnam, Bhasker Rao, Arulkumaran. Obstetrics & Gynaecology for Post graduates. Orient Longman Ltd, Chennai.
- Hacker, Moore. Essentials of Obstetrics & Gynaecology. Harcourt Brace & Company, Asia PTE Ltd.
- Inderbir, Singh. Human Embryology. Mac Millan India Ltd.
- Mandakini Parihar, Aswini Bhalerao Gandhi Contraception Past, Present and Future, F OGSJ JP 2006, New Delhi.
- Gita Ganguly Mukerjee, Nareure, Malhotra – Medicological Aspects in Obstetrics and Gynaecology-FOGSI, JP 2008, New Delhi.
- Pankaj Desai, Narend Mehare, Durushel, Principles and Practice of Obstetrics & Gynaecology for Post Graduates – 3<sup>rd</sup>ed, JP, New Delhi
- Women's Health and Guide to Health Promotion and disorders management, Lippincott, Philadelphia.
- Arias, Shrish N Dutta 2008, 3<sup>rd</sup>edn, Practical Guide to High risk Pregnancy Delivery, ELSEVIER.
- Illyesa T Foster and Jon Lesser. Professional Ethics in Midwifery Practice . 2010. Jones and Bartlett. New Delhi.
- Mukerjee Medicolegal Aspects in Obstetrics and Gynaecology
- Deka An Introduction to genetics & Fetal Medicine. Jaypee Brothers.
- Dutta. Drugs in Pregnancy –How Safe?. Jaypee Brothers.

**Note:** \* Latest Edition

- National and international journals in nursing practice, nursing education, nursing research. Midwifery, Maternal health.

## **SECOND YEAR M.Sc NURSING**

### **NURSING MANAGEMENT**

**Placement: II Year**

#### **Hours of Instruction**

Theory :150 Hours  
Nurse Specialist :105 Hours  
External :45 Hours  
Practical :200 Hours  
**Total : 350 Hours**

#### **Course Description**

This course is designed to assist students to develop a broad understanding of principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

#### **Objectives**

At the end of the course, students will be able to:

1. Formulate the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration and nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Discuss the planning, supervision and management of nursing workforce for various health care settings.
7. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
8. Identify and analyze legal and ethical issues in nursing administration
9. Describe the process of quality assurance in nursing services.
10. Demonstrate leadership in nursing at various levels.
11. Organize staff development programme.



## COURSE CONTENT

| Unit       | Theory                       | Content   |
|------------|------------------------------|---|
| <b>I</b>   | <b>10</b><br><br><b>*EF5</b> | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Concepts of Management</li> </ul> <p>Philosophy, theories, elements, Principles, -(Review).</p> <p>Functions of administration</p> <p>Indian Constitution, Indian Administrative system health care delivery system:</p> <p style="padding-left: 40px;">National, State and Local</p> <p>Organisation and functions of nursing services and education at</p> <p style="padding-left: 40px;">National, State, District and institutions: Hospital and Community</p> <p>Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH.</p> |
| II         | 10                           | <p><b>Nursing management</b></p> <p>Concept, types, principles and techniques</p> <p>Vision and Mission Statements</p> <p>Philosophy, aims and objective</p> <p>Current trends and issues in Nursing Administration</p> <p>Theories and models</p> <p>Application to nursing service and education</p> <p>Autonomy and accountability for nursing practice.</p>   |
| <b>III</b> | <b>15</b><br><br><b>EF5</b>  | <p>Planning and control</p> <p>Co-ordination and delegation</p> <p>Decision making – decentralization basic goals of decentralization.</p> <p>Strategic planning</p> <p>Operational plans</p> <p>Management plans</p> <p>Programme evaluation and review technique(PERT), Gantt chart,</p> <p>Management by objectives(MBO)</p> <p>Planning new venture</p> <p>Planning for change</p>  |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Innovations in nursing<br>Application to nursing service and education   |
| <b>IV</b> | <b>15</b><br><b>EF5</b> | <b>Organisation</b><br>Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational, Climate, Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc) Disaster management: plan, resources, drill, etc<br>Application to nursing service and education |
| <b>V</b>  | <b>15</b><br><b>EF5</b> | <b>Human Resource for health</b><br>Staffing<br>Philosophy<br>Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC)<br>Estimation of nursing staff requirement- activity analysis<br>Various research studies<br>Recruitment: credentialing, selection, placement, promotion<br>Retention<br>Personnel policies<br>Termination<br>Staff development programme<br>Duties and responsibilities of various category of nursing personnel<br>Applications to nursing service and education  |

|                    |                                 |  |
|--------------------|---------------------------------|--|
| <p><b>VI</b></p>   | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Directing</b></p> <p>Roles and functions</p> <p>Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</p> <p>Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</p> <p>Delegation; common delegation errors</p> <p>Managing conflict: process, management, negotiation, consensus</p> <p>Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</p> <p>Occupational health and safety</p> <p>Application to nursing service and education</p>                             |
| <p><b>VII</b></p>  | <p><b>10</b></p>                | <p><b>Material management</b></p> <p>Concepts, principles and procedures</p> <p>Planning and procurement procedures : Specifications</p> <p>ABC analysis,</p> <p>VED (very important and essential daily use) analysis</p> <p>Planning equipments and supplies for nursing care: unit and Hospital</p> <p>Inventory control , Condemnation</p> <p>Application to nursing service and education</p>   |
| <p><b>VIII</b></p> | <p><b>15</b><br/><b>EF5</b></p> | <p><b>Controlling</b></p> <p>Quality assurance – Continuous Quality Improvement</p> <p>Standards, Models, Nursing audit</p> <p>Performance appraisal: Tools, confidential reports, formats, Management, interviews, Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education,</p> <p>Supervision and management: concepts and principles</p> <p>Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedingsenquiryetc</p> <p>Self evaluation or peer evaluation, patient satisfaction, utilization review</p> |

|           |                         |  |
|-----------|-------------------------|--|
|           |                         | Application to nursing service and education   |
| <b>IX</b> | <b>15</b><br><b>EF5</b> | <b>Fiscal planning</b><br>Steps<br>Plan and non-plan, zero budgeting, mid-term appraisal, capital and Revenue<br>Budget estimate, revised estimate, performance budget<br>Audit<br>Cost effectiveness<br>Cost accounting<br>Critical pathways<br>Health care reforms<br>Health economics<br>Health insurance<br>Budgeting for various units and levels<br>Application to nursing service and education |
| <b>X</b>  | <b>10</b><br><b>EF5</b> | <b>Nursing informatics</b><br>Trends<br>General purpose<br>Use of computers in hospital and community<br>Patient record system<br>Nursing records and reports<br>Management information and evaluation system (MIES)<br>E- nursing, Telemedicine, telenursing<br>Electronic medical records  |
| <b>XI</b> | <b>10</b>               | <b>Leadership</b><br>Concepts, Types, Theories<br>Styles<br>Manager behavior<br>Leader behavior , Assertiveness<br>Effective leader: Characteristics, skills<br>Group dynamics<br>Power and politics , Visibility of nursing<br>Lobbying<br>Critical thinking and decision making  |

|            |                         |  |
|------------|-------------------------|--|
|            |                         | Stress management<br>Applications to nursing service and education   |
| <b>XII</b> | <b>10</b><br><b>EF5</b> | <b>Legal and ethical issues</b><br><b>Laws and ethics</b><br>Ethical committee<br>Code of ethics and professional conduct<br>Legal system: Types of law, tort law, and liabilities<br>Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character<br>Patient care issues, management issues, employment issues<br>Medico legal issues<br>Nursing regulatory mechanisms: licensure, renewal, accreditation<br>Patients rights, Consumer protection act(CPA)<br>Rights of special groups: children, women, HIV, handicap, ageing<br>Professional responsibility and accountability<br>Infection control<br>Standard safety measures |

**\*EF- External Faculty**

**PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for specialty units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for specialty units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal

13. Identify the problems of the specialty units and develop plan of action by using problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurse's notes, official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Observation visit to a multispecialty teaching hospital and College and School of Nursing

**Methods of Teaching**

- Lecture cum discussion
- Seminar / Presentations
- Workshop

**Methods of evaluation**

- Tests
- Presentation
- Written assignments

**Internal Assessment Techniques      Weightage (%)**

|                       |    |
|-----------------------|----|
| Sessional exam (3)    | 50 |
| Assignments           | 25 |
| Seminar/presentations | 25 |

-----

|              |             |
|--------------|-------------|
| <b>Total</b> | <b>100%</b> |
|--------------|-------------|

**Assignments**

***Theory***

Statement of Philosophy, mission, vision and objective of a hospital. Prepare Job Descriptions of Various Categories of Nursing Personnel. Prepare Budget estimate for Nursing Department.

Compute Staffing Requirement of hospital (Yearly, Monthly, Weekly.)

Performance Appraisal Format for Nursing Staff.

### ***Practical***

|                               |   |
|-------------------------------|---|
| Nursing Rounds                | 2 |
| Clinical Teaching of Students | 1 |
| Staff Development Programme   | 1 |
| Nursing Care Conference       | 1 |

### **Clinical Posting**

Various Wards/ICUs of Hospital. - 4 Weeks  
Office of Nursing Superintendent / Nursing Officer- 1 week

### **Reference \*:**

- BesseiL.Marquise Carol J.Huston ,Leadership and Management functions in Nursing-Theory & application ,2<sup>nd</sup> Edition, Lippincott, Philadelphia.
- Stephen P.Robbins and Mary Coulter, Management,5<sup>th</sup>Edition,Printice Hall ,Inc, New jersey.
- AnnMarriner-Tomey, Guide to Nursing Management, 4th Edition, Moseby Yearbook, Philadelphia.
- Kochuthresiamma,T(2001) Nursing Management and Administration, Medical works.
- Heinz Weihrich and Harold Koontz ,Management –A Global perspective,10<sup>th</sup> Edition, Mc Grawhill International Edition, Singapore.
- ElsVanOoijen,Clinical Supervision,2000,Churchill Livingston,London.
- Joseph L Massie,Essentials of Management,4<sup>th</sup>Edition,Printice Hall ,New Delhi.
- Sakti Gupta,SunilKant,Hospital and Health Care administration-Appraisal & Referral Treatise,1998,Jaypee Brothers,New Delhi.
- Roberta StrassleAbruzzese,Nursing Staff Development-Strategies for Success,2nd Edition, Mosby Publication,London.
- Karen.j.Kelly-Thomas,Clinical and Nursing staff Development-Current Competence,Future Focus, 2<sup>nd</sup> Edition, Lippincott,New York.
- Jennifer Mackenzie,Ward Management in Practice,1998, Churchill Livingston,London.
- Dharma ViraAggarwala, Manpower- planning, Selection ,Training and Development, Latest Edition, Deep Publication, New Delhi.
- Sayed Amin Tabish ,Hospitals and Nursing Homes Planning Organizations and Management,2005, Jaypee Brothers ,New Delhi.

- G.N.Prabhakara, Policies and Programmes of Health in India, 2005, Jaypee Brothers, New Delhi.
- June Girvin, Leadership and Nursing, Latest Edition, Mc Millan Co, London.
- Huber D L (2006) Leadership & Nursing care Management Philadelphia, ELSEVIER.
- Yoder-wire P S (2007) Leading & Managers in Nursing St. Louis, Mosby.
- Partons Jones R A (2008) Nursing Leadership and management, New Delhi, Jaypee.
- Sakharkar B M (2009) Principles of Hospital Administration & Planning, New Delhi, Jaypee.
- Marquis B L & Huston C J (2009) Leadership roles & Management functions in Nursing, New Delhi, Lippincott.
- Finkler SA & Mc High (2008) Budgeting concepts for Nurse Managers, St. Louis, SAUNDERS.
- Prasad L M, Principles & Practice of Management, New Delhi, Sultanchand & Sons Educational Publishers.
- RousclL(2010), —Management and Leadership for Nurse Administrators, New Delhi, Jones and Bartlett Publishers.
- Finkelman A, Kenner C(2010), Professional Nursing concepts-Competency for quality leadership, USA, Jones and Bartlett Publishers.
- Jogindra Vati. Principles and practice of Nursing management and administration for BSc and MSc students.
- National and international journals in nursing practice, nursing education, nursing research. Nursing Management



## CLINICAL SPECIALTY

### OBSTETRIC AND GYNAECOLOGICAL NURSING II — Course No. 30

Placement : II year

Hours of Instruction

Theory: 150 hours

Internal – 100

External - 50

Practical: 1450 hours

Total: 1600Hours.

### COURSE DESCRIPTION

This course is designed to assist students in developing expertise and in-depth understanding in the field of Obstetric and Gynaecological Nursing. It will help the student to develop advanced nursing skills for nursing interventions in various obstetrical and gynaecological conditions. It will further enable the students to function as midwifery nurse practitioner/specialist, educator, manager and researcher in the field of obstetric and gynaecological nursing.

### Objectives

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

1. Describe the epidemiology, aetiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions.
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetric and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.
5. Identify and Manage obstetrical and neonatal emergencies as per protocol
6. Practice infection control measures
7. Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical, gynaecological and neonatal care
8. Demonstrate skill in handling various equipments/gadgets used for obstetric, gynaecologic and neonatal care
9. Teach and supervise nursing students and allied health workers
10. Design a layout of specialty units of obstetrics and gynaecology
11. Develop standards for obstetrics and gynaecologic nursing practice.
12. Counsel women and families

13. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing

14. Function as independent midwifery nurse practitioner

| Unit | Hours            | Content  |
|------|------------------|--|
| I    | 25<br><br>(EF10) | <p><b>Management of problems of women during pregnancy</b></p> <ul style="list-style-type: none"> <li>➤ Risk approach in obstetrical nursing care concepts &amp; goals</li> <li>➤ Screening of high-risk pregnancy, newer modalities of diagnosis.</li> <li>➤ Intrauterine foetal Therapies</li> <li>➤ Nursing Management of pregnancies at risk-due to obstetrical complications               <ul style="list-style-type: none"> <li>• Pernicious Vomiting</li> <li>• Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases.</li> <li>• Hemorrhage during late pregnancy, ante partum hemorrhage, placenta praevia, abruptio placenta</li> <li>• Hypertensive disorders in pregnancy, Gestational Hypertension, pre-eclampsia, eclampsia, Hemolysis , Elevated liver enzymes, low plateletcount (HELLP)</li> <li>• Gestational diabetes mellitus</li> <li>• Iso-immune disease, Rh &amp; ABO incompatibility</li> <li>• Hematological problems in pregnancy</li> <li>• Hydramnios - oligohydramnios</li> <li>• Prolonged pregnancy-post term, post maturity</li> <li>• Multiple pregnancies.</li> <li>• Intrauterine infection &amp; pain during pregnancy</li> <li>• Intra uterine growth restriction (IUGR), Premature Rupture of Membrane(PROM), intra uterine death.</li> <li>• Loss ,grief &amp; bereavement.</li> </ul> </li> </ul> |
| II   | 15<br><br>(EF6)  | <p><b>Pregnancies at risk-due to pre-existing health problems</b></p> <ul style="list-style-type: none"> <li>➤ Anemia and nutritional deficiencies</li> <li>➤ Hepatitis</li> </ul>   |

|            |                            |   |
|------------|----------------------------|---|
|            |                            | <ul style="list-style-type: none"> <li>➤ Cardio-vascular disease</li> <li>➤ Thyroid diseases</li> <li>➤ Epilepsy</li> <li>➤ Haematological disorders</li> <li>➤ Essential hypertension</li> <li>➤ Metabolic conditions</li> <li>➤ Chronic renal failure</li> <li>➤ Tropical diseases</li> <li>➤ Psychiatric disorders</li> <li>➤ Infections- Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH), Reproductive Tract Infection(RTI); STD;HIV/AIDS, vaginal infections; Leprosy, Tuberculosis</li> <li>➤ Other risk factors: Age-Adolescents, elderly; unwed mothers, sexual abuse, substance use.</li> <li>➤ Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst.</li> </ul>  |
| <b>III</b> | <b>25</b><br><b>(EF10)</b> | <p><b>Abnormal labour, &amp; obstetrical emergencies</b></p> <ul style="list-style-type: none"> <li>➤ Etiology, pathophysiology and nursing management of <ul style="list-style-type: none"> <li>• Uncoordinated uterine actions, Atony of uterus,preterm labour, precipitate labour, prolonged labour</li> <li>• Abnormal lie, presentation, position.</li> <li>• Contracted pelvis-CPD; dystocia</li> <li>• Obstetrical emergencies- obstetric shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, Cord presentation and prolapse of cord.</li> <li>• Medical and surgical induction</li> <li>• Version</li> <li>• Manual removal of placenta</li> <li>• Obstetrical operations: Forceps delivery, Ventouse, Caesarian section, Destructive operations</li> <li>• Genital tract injuries-Perineal tear, VVF, RVF <ul style="list-style-type: none"> <li>➤ Complications of third stage of labour: <ul style="list-style-type: none"> <li>• Post partumHemorrhage</li> <li>• Retained placenta, adherent placenta</li> </ul> </li> </ul> </li> </ul> </li> </ul> <p><b>Critical care in obstetrics- role of the nurse</b></p> |
| <b>IV</b>  | <b>10</b><br><b>(EF4)</b>  | <p><b>High risk Puerperium</b></p> <ul style="list-style-type: none"> <li>➤ Nursing management of PPH <ul style="list-style-type: none"> <li>• Puerperal infections, puerperal sepsis</li> <li>• Sub involution of uterus</li> </ul> </li> </ul>  |

|    |             |   |
|----|-------------|---|
|    |             | <ul style="list-style-type: none"> <li>• Breast complications.</li> <li>• Urinary and bowel complications</li> <li>• Coagulation disorders</li> <li>• Sheehan's syndrome</li> <li>• Obstetric palsies</li> <li>• Psychological complications.</li> </ul>  |
| V  | 25<br>(EF8) | <p><b>High Risk Newborn</b></p> <p>- Concept, goals, assessment, principles.</p> <p>- Nursing management of</p> <ul style="list-style-type: none"> <li>• Pre-term, small for gestational age, post-mature infant and baby of diabetic and substance use mothers.</li> <li>• Respiratory complications; Asphyxia neonatorum, neonatal apnoea, meconium aspiration syndrome, pneumothorax, pneumo mediastinum.</li> <li>• Icterus neonatorum.</li> <li>• Birth injuries.</li> <li>• Hypoxic ischaemic encephalopathy.</li> <li>• Congenital anomalies.</li> <li>• Neonatal seizures.</li> <li>• Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia.</li> <li>• Neonatal heart diseases.</li> <li>• Neonatal hemolytic diseases.</li> <li>• Neonatal infections, neonatal sepsis, ophthalmoneonatorum. Congenital syphilis, HIV/ AIDS</li> <li>• Advanced neonatal procedures.</li> <li>• Calculation of fluid requirements.</li> <li>• Hematological conditions – erythroblastosis fetalis, hemorrhagic disorders in newborn.</li> <li>• Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU</li> </ul> |
| VI | 10<br>(EF4) | <p><b>HIV / AIDS</b></p> <ul style="list-style-type: none"> <li>• HIV positive mother and her baby</li> <li>• Epidemiology</li> <li>• Screening</li> <li>• Parent to child transmission (PTCT)</li> <li>• Prophylaxis for mother and baby</li> <li>• Standard safety measures</li> <li>• Counseling</li> <li>• Breast feeding issues</li> <li>• National policies and guidelines</li> <li>• Issues: Legal, ethical, psychological and rehabilitation</li> <li>• Role of nurse</li> </ul>  |

|             |                           |   |
|-------------|---------------------------|---|
| <b>VII</b>  | <b>30</b><br><b>(EF8)</b> | <b>Gynaecological problems and nursing management</b> <ul style="list-style-type: none"> <li>• Gynaecological assessment-review</li> <li>• Gynaecological procedures.</li> <li>• Etiology, pathophysiology, diagnosis, and nursing management of <ul style="list-style-type: none"> <li>- Menstrual irregularities, Menopause</li> <li>- DUB, PCOD, genital tract infections</li> <li>- Endometriosis, adenomyosis, pelvic inflammatory diseases</li> <li>- Diseases of genital tract</li> <li>- Uterine displacement</li> <li>- Genital prolapse</li> <li>- Uterine malformation-</li> <li>- Benign and Malignant tumors - Uterine fibroid, ovarian tumors, breast carcinoma, reproductive tract malignancies, hysterectomy – vaginal and abdominal</li> <li>Laparoscopic surgery</li> <li>- Sexual abuse, rape, trauma, assault.</li> </ul> </li> </ul> |
| <b>VIII</b> | <b>5</b>                  | <b>Administration and management of obstetrical and gynaecological unit</b> <ul style="list-style-type: none"> <li>• Design and layout</li> <li>• Staffing</li> <li>• Equipment , supplies,</li> <li>• Infection control; Standard safety measures</li> <li>• Quality Assurance: Obstetric auditing – records / reports, Norms, policies and protocols</li> <li>• Practice standards for obstetric and gynaecological unit.</li> </ul>  |
| <b>IX</b>   | <b>5</b>                  | <b>Education and training in obstetric and gynaecological care</b> <ul style="list-style-type: none"> <li>• Staff orientation, training, and development</li> <li>• In-service education programme</li> <li>• Clinical teaching programs</li> </ul>   |

## Practicals

**Total =1450 Hours**

**1 week = 48 Hours**

| Sl.No | Deptt./Unit                         | No.of weeks |
|-------|-------------------------------------|-------------|
| 1     | Antenatal OPD ,<br>ART Centre       | 4           |
| 2     | Antenatal and postnatal ward        | 11(6+5)     |
| 3     | Labour Room                         | 4           |
| 4     | Neonatal Intensive Care Unit        | 2           |
| 5     | Obstetric / Gynae Operation Theatre | 2           |
| 6     | Gynaecology Ward                    | 2           |
| 7     | Post operative ward                 | 3           |
| 8     | CHC, PHC,SC                         | 2           |
|       | <b>Total</b>                        | <b>30</b>   |

### Essential Obstetric and gynaecological skills

#### Procedures to be observed

- Ultra sonography
- Specific laboratory tests.
- Amniocentesis.
- Cervical & vaginal cytology.
- Fetoscopy.
- Hysteroscopy
- MRI
- Surgical diathermy.
- Cryosurgery.

#### Procedures assisted

- Obstetric & Gynaecological operations
- Abnormal deliveries – Forceps application, Ventouse, Breech
- Exchange blood transfusion

- Culdocscopy
- Cystoscopy
- Laparoscopy
- Endometrial Biopsy
- Tubal patency test
- Chemotherapy
- Radiation therapy
- Medical termination of pregnancy
- Dilatation & Curettage
- Hysterectomy- Abdominal, Vaginal
- Caesarean Section

### **Procedures to be performed**

- History taking
- Physical Examination – General
- Antenatal assessment - 20
- Pelvic examination
- Assessment of risk status.
- Assessment of intra uterine foetal well -being , kick chart and foetal movement chart, Doppler assessment, Non stress test, Contraction stress test (Oxytocin challenge test).
- Universal precautions – Disposal of biomedical waste.
- Per Vaginal examination and interpretation (early pregnancy, labour, post partum).
- Utilization of Partograph
- Medical & Surgical induction ( Artificial rupture of membranes)
- Conduct of delivery - 20.
- Repair of tears and Episiotomy suturing.
- Controlled cord traction, Manual removal of placenta, placental examination.
- Postnatal assessment- 20
- Management of breast engorgement
- Thrombophlebitis (White leg)
- Post natal Counseling
- Laboratory tests: Blood – Hb, Sugar, Urine – albumin, sugar
- Breast examination and Breast care.

- Postnatal exercise.
- Assessment - New born assessment; physical and neurological, Apgar score, high- risk new born, Monitoring neonates; Clinically and with monitors, Capillary refill time, Assessment of jaundice, danger signs.
- Neonatal resuscitation
- Gastric Lavage of newborn
- Care of new born in ventilators, Radiant warmer and Incubator
- Kangaroo mother care.
- Assisting mother with exclusive Breast feeding
- Feeding technique: Katori, spoon, naso /orogastric, Total parenteral nutrition.
- Assessment, calculation and administration of fluids and medications:
  - Oral
  - I.D
  - I.M
  - I.V – Securing IV line, infusion pump

#### Administration of drug per rectum

- Capillary blood sample collection
- Oxygen therapy
- Phototherapy
- Chest physiotherapy
- Counseling – Parental, bereavement, family planning, infertility etc
- Setting of operation theatre.
- Pap smear
- Vaginal smear
- Insertion of pessaries
- Insertion of IUD and removal
- Teaching skills
- Communication skills
- Prepare referral slips
- Pre transport stabilization
- Networking with other stake holders

#### Assignments



Nursing care study-3 (antenatal, gynaec, postnatal)

- Clinical profile-1 (antenatal/gynaec)
- Nursing care analysis- 1 (antenatal-/gynaec )
- Nursing care plan based on theories
- Clinical teaching-3
- Case presentation -2
- Organize In-service education programme for nurses.
- Development of performance evaluation tool-1
- Critical analysis of research studies-1
- Design floor plan of obstetric unit-1
- Term paper
- Preparation of protocol (AN/IN/PN/Newborn)
- Logbook

**Evaluation**

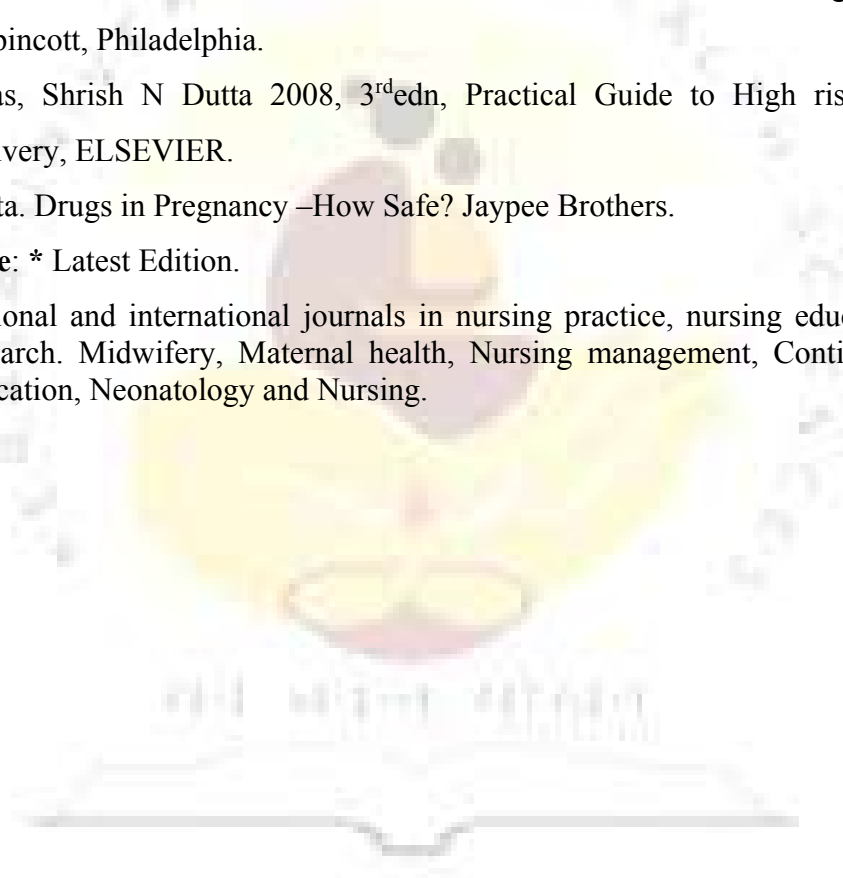
- Assignments
- Theory & Practical Exam
- Ongoing evaluation

| Theory              | Weightage   | Practical           | Weightage   |
|---------------------|-------------|---------------------|-------------|
| Sessional exams (3) | 50%         | Ongoing evaluation  | 40%         |
| Term paper -1       | 25%         | Clinical assignment | 40%         |
| Seminars            | 25%         | Int. Practical exam | 20%         |
| <b>Total</b>        | <b>100%</b> | <b>Total</b>        | <b>100%</b> |

**References \*:-**

- Lowdermilk, Perry, Bobak. Maternity Nursing. Mosby, Inc.
- Glenn D.Posner,Jessica,Amanda D Jones,Griffith D jones.macGraw hill Education.london
- Sharon, Emily &TrulaMayers. Foundations of Maternal &Newborn Nursing. W.B.Saunders, Philadelphia.
- Reeder, Martin, Koniak-Griffin .Maternity Nursing. Lippincott. Philadelphia.
- Helen Varney, Jan M Kriebs, Cardyc L Gesa, Midwifery. Jones & Bartlett publisher.
- Susan L Ward and Sheltar M Histely, Maternal –Child Nursing Care Optimizing outcomes for Mothers, Children and families-Jay Pee Brothers, New Delhi.

- Cunnigham, Mac Donald, Gand, Leveno, Gilstrap, Hankins & Clark. William's Obstetrics. Prentice Hall International, U.S.A.
- Adele Pillitteri. Maternal & Child Health Nursing. Lippicott, Philadelphia.
- Ratnam, Bhasker Rao, Arulkumaran. Obstetrics & Gynaecology for Post graduates. Orient Longman Ltd, Chennai.
- Hacker, Moore. Essentials of Obstetrics & Gynaecology. Harcourt Brace &Company, Asia PTE Ltd.
- Pankaj Desai, NarendreMehare, Durushel, Principles and Practice of Obstetrics & Gynaecology for Post Graduates – 3<sup>rd</sup>ed, JP, New Delhi
- Women's Health and Guide to Health Promotion and disorders management, Lippincott, Philadelphia.
- Arias, Shrish N Dutta 2008, 3<sup>rd</sup>edn, Practical Guide to High risk Pregnancy Delivery, ELSEVIER.
- Dutta. Drugs in Pregnancy –How Safe? Jaypee Brothers.
- **Note:** \* Latest Edition.
- National and international journals in nursing practice, nursing education, nursing research. Midwifery, Maternal health, Nursing management, Continuing Nursing education, Neonatology and Nursing.



### **2.11 No: of hours per subject.**

As given under “Content of each subject in each year “

### **2.12 Practical training.**

As given under “Content of each subject in each year “

### **2.13 Records**

Proper records of practical work should be meticulously maintained and duly signed by the supervising teacher should be submitted at the time of University practical examinations.

### **2.14 Dissertation: Guide/Co-Guide/ Change of Guide**

#### **Dissertation**

Every candidate pursuing M .Sc Nursing course is required to carry out work on a selected research project under the guidance of a recognized postgraduate teacher. The results of such a work shall be submitted in the form of a dissertation.

The dissertation is aimed to train a postgraduate student in research methods and techniques. It includes identification of problem, formulation of hypothesis, review of literature, getting acquainted with recent advances, designing of a research study, collection of data, critical analysis, and comparison of results and drawing conclusions.

Every candidate shall submit to the University in the prescribed format a synopsis containing particulars of proposed dissertation work after obtaining ethical clearance from the Institutional Ethical Committee comprising principal/ Senior Professor of College of Nursing, **within ninemonths from the date of commencement of the course on or before the dates notified by the University.** The synopsis shall be sent through the proper channel.

Such proposal will be reviewed and the dissertation topic will be registered by the university. No change in the dissertation topic or Guide shall be made without prior approval of the University.

### Tentative Schedule for dissertation

| S. No. | Activities                          | Scheduled Time                 |
|--------|-------------------------------------|--------------------------------|
| 1      | Submission of the research proposal | End of 9th month of 1st year   |
| 2      | Submission of dissertation Final    | End of 9th month of IIInd Year |

The dissertation should be written under the following headings:

1. INTRODUCTION
2. REVIEW OF LITERATURE
3. METHODOLOGY
4. ANALYSIS & INTERPRETATION
5. RESULTS
6. DISCUSSION, SUMMARY AND CONCLUSION

REFERENCES

APPENDICES

**Dissertation style:** Vancouver style format is used.

The written text of dissertation shall be not less than 75 pages and shall not exceed 100 pages excluding references, questionnaires, and other annexures. It should be neatly typed (font size 12-Times New Roman) in double line spacing on one side of the bond paper (A4 size, 8.27 x 11.69”) and bound properly. Spiral binding should be avoided. The Guide and the Head of the Institution shall certify the dissertation. Checking of Plagiarism may be done as per university norms.

The scientific committee of the college should scrutinize and evaluate the thesis and make required corrections if necessary and accept with modification before submitting to the University.

Four copies of the dissertation prepared shall be submitted to the Principal of the institution for onward transmission to University on the 21<sup>st</sup> month of commencement of the course.

Hall ticket for the second year examination should be issued to the candidate only after the dissertation has been submitted to the University.

**Guidelines for submission of dissertation is given in Annexure**

### **Research Guides**

#### ***a) Qualification of Guide***

**Main guide:** Nursing faculty / nursing expert in the field of study holding Ph.D. /M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

**Co-Guide:** A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the district)

#### ***b) Guide – Students Ratio***

Maximum of 1:5 (including as co-guide)

**Change of Guide** –In the event of a registered guide leaving the college for any reason or in the event of death of Guide, Guide may be changed with prior permission from the University.

#### ***c) Research Committee***

There should be a research committee/scientific review committee in each college comprising of minimum 5 Post Graduate Faculty representing all specialty chaired by the Principal, College of Nursing.

#### **2.15 Specialty training if any**

Nil

#### **2.16 Project work to be done if any**

Included in Clinical Assignments as given in “Content of each subject in each year “

#### **2.17 Any other requirements [CNE, Paper Publishing etc.]**

As given under “Content of each subject in each year “

#### **2.18 Prescribed/recommended textbooks for each subject**

As given under “Content of each subject in each year “

#### **2.19 Reference books**

As given under “Content of each subject in each year “

#### **2.20 Journals**

As given under “Content of each subject in each year “

#### **2.21 Logbook**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified

and certified by the Head of the Institution and presented in the University practical examination.

### **3 EXAMINATIONS**

#### **3.1 Eligibility to appear for exams**

##### **a) Attendance and Marks**

Candidate should have 80% attendance for both theory and practical, with minimum 50% of internal marks in each subject both in theory & practical. However 100% of attendance should be completed for practical before the award of degree. There is no provision for condonation of attendance for the PG candidates.

##### **b) Examination fee**

The examination fee should be remitted for each examination appeared for. A fee as stipulated by the University should also be remitted for the evaluation of the dissertation.

##### **c) Log Book**

Every candidate shall maintain a log book for recording performance of activities/ procedures/ attending/ organizing workshop/ conferences. The logbook shall be verified and certified by the Head of the Institution and presented in the University practical examination.

#### **3.2 Schedule of Regular/Supplementary exams**

Regular University Examination will be conducted at the end of each academic year and Supplementary examinations will be conducted once in a year after regular examination.

### 3.3 Scheme of examination showing maximum marks and minimum marks

|  | Theory |                |         |                |         | Practical |                |         |                |         | Total       |
|--|--------|----------------|---------|----------------|---------|-----------|----------------|---------|----------------|---------|-------------|
|  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         |             |
|  |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| <b>1<sup>st</sup> year</b>                       |        |                |         |                |         |           |                |         |                |         |             |
| <b>Nursing Education</b>                         | 3      | 25             | 12.5    | 100            | 50      |           | 50             | 25      | 100            | 50      | 275         |
| <b>Advanced Nursing Practice</b>                 | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| <b>Nursing Research &amp; Statistics</b>         | 3      | 25**           | 12.5    | 100*           | 50      |           |                |         |                |         | 125         |
| <b>Obstetric &amp; Gynaecological Nursing- 1</b> | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            |         | 100            |         | 325         |
|  |        |                |         |                |         |           |                |         |                |         | <b>850</b>  |
| <b>2<sup>nd</sup> year</b>                       |        |                |         |                |         |           |                |         |                |         |             |
|  | Hours  | Internal Marks |         | External Marks |         | Hours     | Internal Marks |         | External Marks |         | Total       |
|  |        | Maximum        | Minimum | Maximum        | Minimum |           | Maximum        | Minimum | Maximum        | Minimum |             |
| <b>Nursing Management</b>                        | 3      | 25             | 12.5    | 100            | 50      |           |                |         |                |         | 125         |
| <b>Dissertation Viva</b>                         |        |                |         |                |         |           | 100            | 50      | 100            | 50      | 200         |
| <b>Obstetric &amp; Gynaecological Nursing 11</b> | 3      | 25             | 12.5    | 100            | 50      | 4 hrs     | 100            | 50      | 100            | 50      | 325         |
|  |        |                |         |                |         |           |                |         |                |         | <b>650</b>  |
| <b>Total of Ist &amp; IInd Year</b>              |        |                |         |                |         |           |                |         |                |         | <b>1500</b> |

\* Nursing Research (External) =75Marks and Statistics (External) =25 Marks

\*\*Nursing Research (Internal) =15 and Statistics (Internal) =10

1. There shall be one regular & one supplementary examination every year.
2. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
3. A candidate has to pass in theory and practical exam separately in each of the paper.
4. There is no provision for grace marks for pass in PG examination.
5. Maximum number of candidates for all practical examination should not exceed ten

per day.

6. One internal and one external examiner should evaluate dissertation and jointly conduct viva-voce for each student.
7. For Dissertation internal examiner and external examiner should be a Nursing faculty / Nursing expert in the same clinical specialty holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

### 3.4 Papers in each year

As given under “ Scheme of examination showing maximum and minimum mark “

### 3.5 Details of theory exams [include number of papers, Duration, Type of questions & number of questions and marks

As given under “Scheme of examination showing maximum and minimum mark “and 2.27

### 3.6 Model question paper for each subject with question paper pattern

Refer Annexure 1

#### Question Paper Pattern

|   |                                  |                  |
|---|----------------------------------|------------------|
| <b>I) All subjects with Maximum Marks:100</b> |                                  |                  |
| <b>Long Essay</b>                             | <b>1x20 marks<br/>1x15 marks</b> | <b>35 marks</b>  |
| <b>Short Essay</b>                            | <b>4x10 marks</b>                | <b>40marks</b>   |
| <b>Short Notes</b>                            | <b>5x5 marks</b>                 | <b>25 marks</b>  |
| <b>Total Marks</b>                            |                                  | <b>100 marks</b> |
| <b>II) Nursing Research Max.marks:75</b>      |                                  |                  |
| <b>Long Essay</b>                             | <b>2x15 marks</b>                | <b>30 marks</b>  |
| <b>Short Essay</b>                            | <b>3x10 marks</b>                | <b>30 marks</b>  |
| <b>Short notes</b>                            | <b>3x 5 marks</b>                | <b>15 marks</b>  |
| <b>Total Marks</b>                            |                                  | <b>75 marks</b>  |
| <b>III) Statistics : 25 marks</b>             |                                  |                  |
| <b>Statistical Calculations</b>               | <b>1x10 marks</b>                | <b>10 marks</b>  |
| <b>Short notes</b>                            | <b>3x5 marks</b>                 | <b>15 marks</b>  |
| <b>Total Marks</b>                            |                                  | <b>25 marks</b>  |



QP Code:

Reg. No.:.....

**I YEAR M.SC (NURSING) DEGREE EXAMINATION**

**ADVANCED NURSING PRACTICE**

**Model question paper**

Time : Three hours Maximum marks : 100 marks

*Answer all questions*

- I a. Define the concept of health promotion  
b. Explain the major assumptions of Penders' Health promotion model.  
c. Describe the application of Health Promotion Model in the management of obesity among women in the reproductive age group.

(2+8+10 = 20 marks)

2. Mr. M is admitted in the surgical ward with hemorrhagic shock after road traffic accident.

- a. Explain the pathophysiology of haemorrhagic shock  
b. List any 3 nursing diagnosis according to priority for this patient and prepare a care plan.

(5+10=15marks)

3. Describe the basic elements and explain the barriers of communication (10 marks)

4. Describe the challenges faced by the Health care delivery system in Kerala (10 marks)

5. Briefly explain the safe disposal of biomedical wastes (10 marks)

6. Explain the principles and techniques of counseling (10 marks)

**Write short notes on** (5x 5 = 25 marks)

7. Anti retroviral therapy  
8. Use of computers in nursing practice  
9. Haemodialysis  
10. Metabolic acidosis  
11. Genetic counseling

(10marks)

-----

QP Code:

Reg. No.:.....

**FIRST YEAR M.Sc NURSING DEGREE EXAMINATION  
NURSING RESEARCH & STATISTICS  
MODEL QUESTION PAPER**

**Time: Three Hours. Maximum: 100**

**Marks**

**Answer Section A and B in separate answer books**

**SECTION A : NURSING RESEARCH**

Max. Marks : 75

1. Write a research proposal for a research problem 'quality of life of patients with AIDS'.  
15
2. Describe observation as a method of data collection. 15
3. Explain the criteria for selection of a research problem. 10
4. Describe the methods of controlling extraneous variables. 10
5. Explain the different types of sampling. 10

Write Short notes on

6. Evidence based practice.
7. Grounded theory.
8. Purposes of literature review. (3x5=15)

**Section B: statistics**

9. Which is the appropriate statistical test to conclude the data given below; growth status and exposure to infection are associated. Conduct the statistical test and arrive your conclusion about data. P value at 5% level significance is 3.84

| <b>Growth status</b> | <b>infected</b> | <b>Non infected</b> | <b>Total</b> |
|----------------------|-----------------|---------------------|--------------|
| <b>good</b>          | 80              | 90                  | 170          |
| <b>poor</b>          | 240             | 110                 | 350          |
| <b>total</b>         | 320             | 300                 | 620          |

10

SHORT NOTES

10. Properties of normal distribution.

11. Describe different methods of dispersion with merits and demerits

12. Reliability

3x 5 =15

QP Code:

Reg. No.:.....

**First Year MSc Nursing Degree Examinations**

**NURSING EDUCATION**

**Model question paper**

Time : 3 hrs

Max.marks:100

Answer All Questions

1. Explain the current trends in nursing education in India. (20)
2. Prepare the philosophy for a newly started college of nursing (15)
3. Plan a counselling session for nursing students. (10)
4. Describe the role of teachers in the development of pupil in nursing (10)
5. Describe the importance of non –projected aids in nursing education (10)
6. Describe the importance of questioning in education. (10)

**WRITE SHORT NOTES**

7. Aims of education.
8. Characteristics of an evaluation tool
9. Micro teaching
10. Objective structural practical examination
11. Formative and summative evaluation. ( 5x5=25)

QP Code:

Reg. No.:.....

First Year MSc Nursing Degree Examinations

**Obstetric and Gynecological Nursing I**

Clinical Specialty - 1

Model Question paper

Time : 3 hrs

Max marks:100

Answer all questions

**Long essays**

1. Define antenatal care. What are the objectives and components of antenatal care. Explain the care of a pregnant mother in the third trimester. (2+8+10=20)
  
  2. Describe the physiology of first stage of labour. Explain the nursing management of a woman in the first stage of labour. (6+9=15)
  
  3. Discuss the biochemical assessment of foetal wellbeing in early pregnancy. (10)
  
  4. Explain the ethical and legal aspects of Assisted Reproductive Technologies(10)
  
  5. Discuss development of fertilized ovum till eight weeks (10)
  
  6. Importance of preventive Obstetrics (10)
- Write short notes on
7. Causes of female infertility.
  8. Assessment of postnatal women.
  9. Nursing care in threatened abortion.
  10. Oxytocin
  11. Population dynamics (5x5=25)

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations**

**(Model Question Paper)**

**NURSING MANAGEMENT**

**Time: 3 hrs Max. Marks: 100**

*Answer all questions*

Time: 3 hrs

Max. marks: 100

Answer all questions.

1. Explain the principles of management with suitable examples. (20)
  2. Prepare an evaluation tool for performance appraisal of staff nurses. (15)
  3. Explain the utilization of theories of management in nursing service with suitable examples. (10)
  4. Explain the role of nurse administrator in supervision. (10)
  5. Explain the challenges and current trends in nursing administration. (10)
  6. Describe the steps of material management. (10)
- Write short notes (5x5=25)
7. Collective bargaining
  8. Nurses role in occupational health and safety.
  9. Legal issues in nursing
  10. Quality circle
  11. Conflict management

QP Code:

Reg. No.:.....

**Second Year M.Sc Nursing Degree Examinations**

**Obstetric and Gynecological Nursing**

Clinical Specialty - 11

Model Question paper

Time : 3 hrs

Max marks:100

Answer all questions

1. Briefly explain causes and manifestations of antepartum haemorrhage. Explain the management of abruption placenta. (8+12=20)
2. Outline the design, layout, staffing, supplies and equipment in labour room with 10 beds. Discuss infection control measures in neonatal intensive care unit. (9+6=15)
3. Discuss the outcome and management of breech presentation in labour. (10)
4. Explain the characteristics and assessment of preterm newborn. (10)
5. Explain nurses role in prevention and management of atonic haemorrhage. (10)
6. Explain the effects of pregnancy on diabetes and diabetes on pregnancy. (10)

**Write Short notes:**

7. Post partum psychosis.
8. Prevention of parent to child transmission of HIV.
9. Plan an in service education programme in obstetric unit for the head nurses
10. Management of neonatal hypoglycaemia
11. Prevention of genital prolapse. (5x5=30)

### **3.7 Internal assessment component**

- a) There shall be a minimum of 3 periodic assessments, for theory and practical including viva separately, of which the final one will be University model examination and is mandatory.
- b) Average of the marks of the best two periodic assessments shall be taken as internal assessment mark of the candidate. Marks of evaluation by other methods like assignments, seminars, projects etc. can be added to the internal marks.
- c) The class average of internal assessments mark of theory and practical should not exceed 75% of Maximum marks.
- d) The class average of internal assessment for an examination shall be calculated based on the total number of candidates in a particular batch appearing for that internal assessment examination.
- e) The candidate must secure 50% marks for internal assessment in theory and practical including viva separately in a particular subject in order to be eligible to appear in the university examination of the subject.
- f) In cases where the candidate is permitted to improve the internal assessment marks, the new marks will be taken as final.
- g) The internal marks shall be signed by the candidate before transmission to the University

### **3.8 Details of practical/clinical practicum exams**

#### **Practicals**

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per specialty.
- The examination should be held in concerned clinical area for clinical specialties. Facility for observation of all candidates at a time in the same ward / clinical area by the examiners during practical examinations is mandatory.
- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.
- Follow the evaluation guidelines for the conduct of practical examinations, Refer 2.10.



### **3.9 Number of examiners needed (Internal & External) and their qualifications**

- One internal and external examiner should jointly conduct practical examination and viva voce separately for each student.

**Examiner** – Nursing faculty teaching respective specialty area/subjects in M.Sc nursing programme with minimum 3 years post graduate teaching experience.

The examiners should do evaluation of dissertation prior to viva.

### **3.10 Details of viva:**

**Duration:** Viva-Voce -minimum 30 minutes per student.

## **4 INTERNSHIP**

### **4.1 Eligibility for internship**

Not applicable.

### **4.2 Details of internship**

Not applicable.

### **4.3 Model of Internship Mark lists**

Not applicable.

### **4.4 Extension rules**

As given under “ Leave , Vacation /holidays permitted”

### **4.5 Details of training given**

Not applicable.

## **5 ANNEXURES**

### **5.1 Check Lists for Monitoring: Log Book, Seminar Assessment etc.**

As given under clause “Content of each subject in each year “

## **GUIDELINES FOR WRITING DISSERTATION**

Title (Capital)

Emblem (University)

Students' name (Capital)

Name of the college

DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF SCIENCE IN NURSING

KERALA UNIVERSITY OF HEALTH SCIENCES

Year

.....Title.....

By

Name of the Candidate

Dissertation submitted to the

Kerala University of Health Sciences

Thrissur

In partial fulfilment of the requirements for the degree of

Degree Name

in

Subject Name

Under the guidance of

Name of the Guide

Name of the Department

Name of the college

Place

Year

DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation entitled  
“.....Title.....” is a bonafide and genuine research work carried out by  
me under the guidance of Name & designation of the Guide.

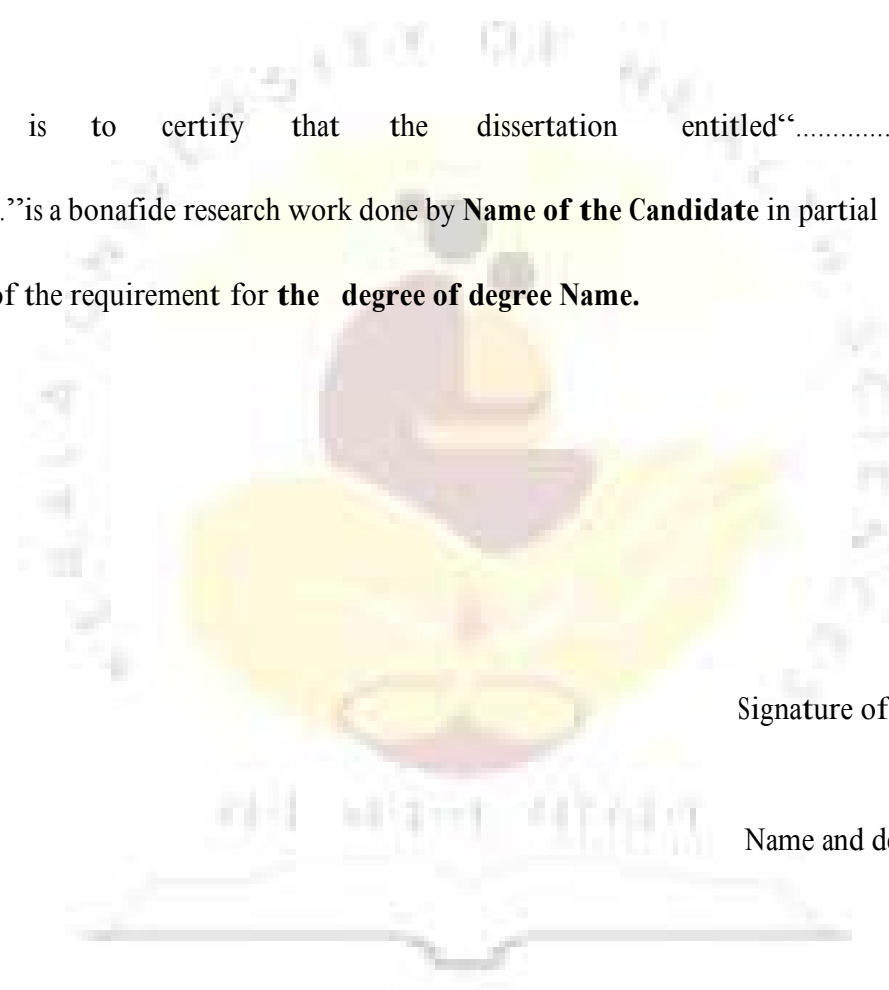
Signature of the candidate

Date:

Place:

CERTIFICATE BY THE GUIDE

This is to certify that the dissertation entitled“.....  
Title.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**



Signature of the Guide

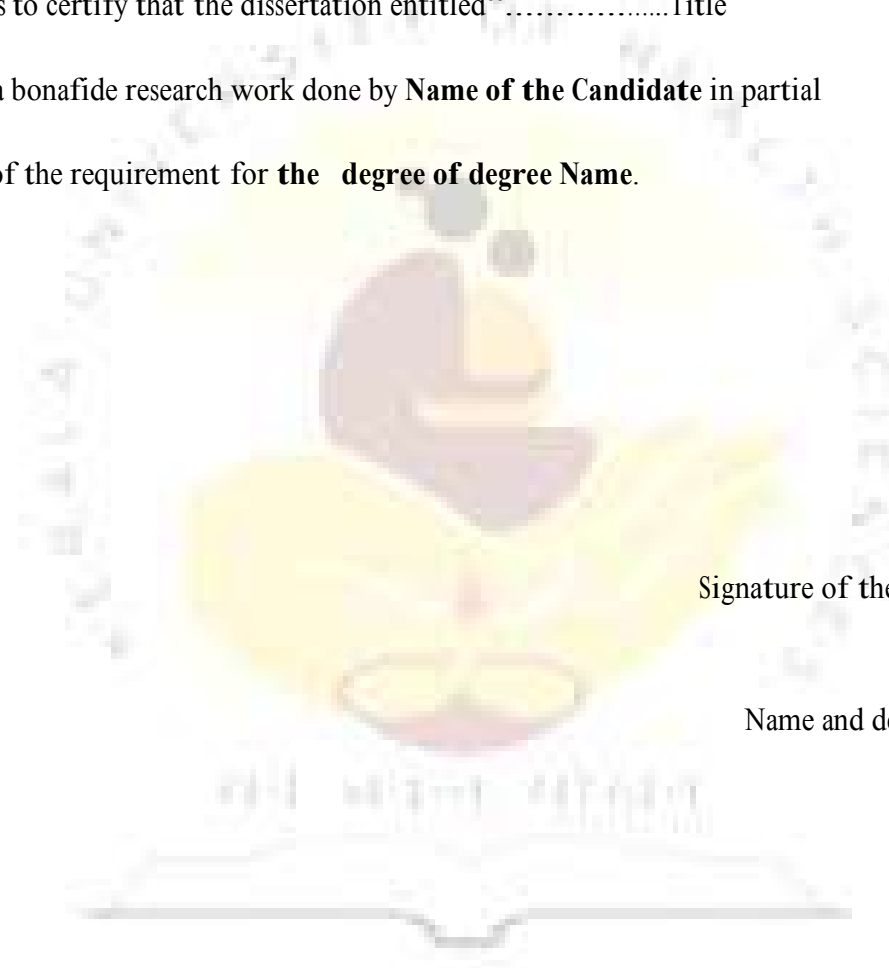
Name and designation

Date:

Place:

ENDORSEMENT BY THE HEAD OF THE INSTITUTION

This is to certify that the dissertation entitled“.....Title  
.....”is a bonafide research work done by **Name of the Candidate** in partial  
fulfilment of the requirement for **the degree of degree Name.**



Signature of the Principal

Name and designation

Date:

Place:

(College seal)

COPY RIGHT

DECLARATION BY THE CANDIDATE

I hereby declare that the Kerala University of Health Sciences, Kerala shall have  
The rights to preserve, use and disseminate this dissertation in print or electronic  
Format for academic/ research purpose.

Signature of the candidate

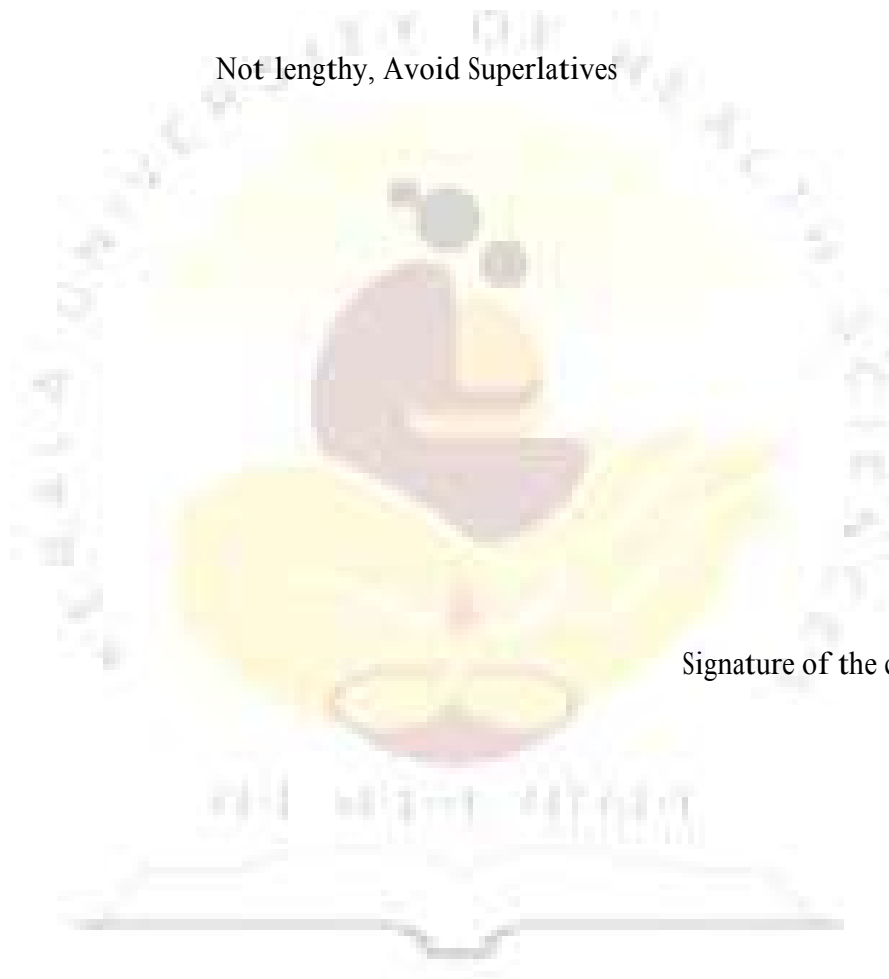
Date:

Place:

Name

## ACKNOWLEDGEMENT

Not lengthy, Avoid Superlatives



Signature of the candidate

Date:

Place:

Name



## ABSTRACT

(Includes problem and objectives, methodology, results, interpretation and conclusion

In a single paragraph limited to 250-300 words)

Keywords

(Max.10)

Keywords shall be chosen from Nursing Subject Headings

(Each key word should be separated by semicolon)

## TABLE OF CONTENTS

List of tables

List of figures /Graphics

| Chapters | Titles                                | PageNo. |
|----------|---------------------------------------|---------|
| 1.       | INTRODUCTION                          |         |
| 2.       | REVIEW OF LITERATURE                  |         |
| 3.       | METHODOLOGY                           |         |
| 4.       | ANALYSIS & INTERPRETATION             |         |
| 5.       | RESULTS                               |         |
| 6.       | DISCUSSION, SUMMARY AND<br>CONCLUSION |         |
|          | REFERENCES                            |         |
|          | APPENDICES                            |         |

LIST OF TABLES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF FIGURES (14size,Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

1.

2.



LIST OF APPENDICES (14size, Bold)

| Sl.No. | Title | PageNo. |
|--------|-------|---------|
|--------|-------|---------|

A.

B.

C.

D.



## CHAPTER 1

### INTRODUCTION (14size,Bold)

Sub headings (12size,bold)

Background of the problem

Need and significance of the study

Statement of the problem

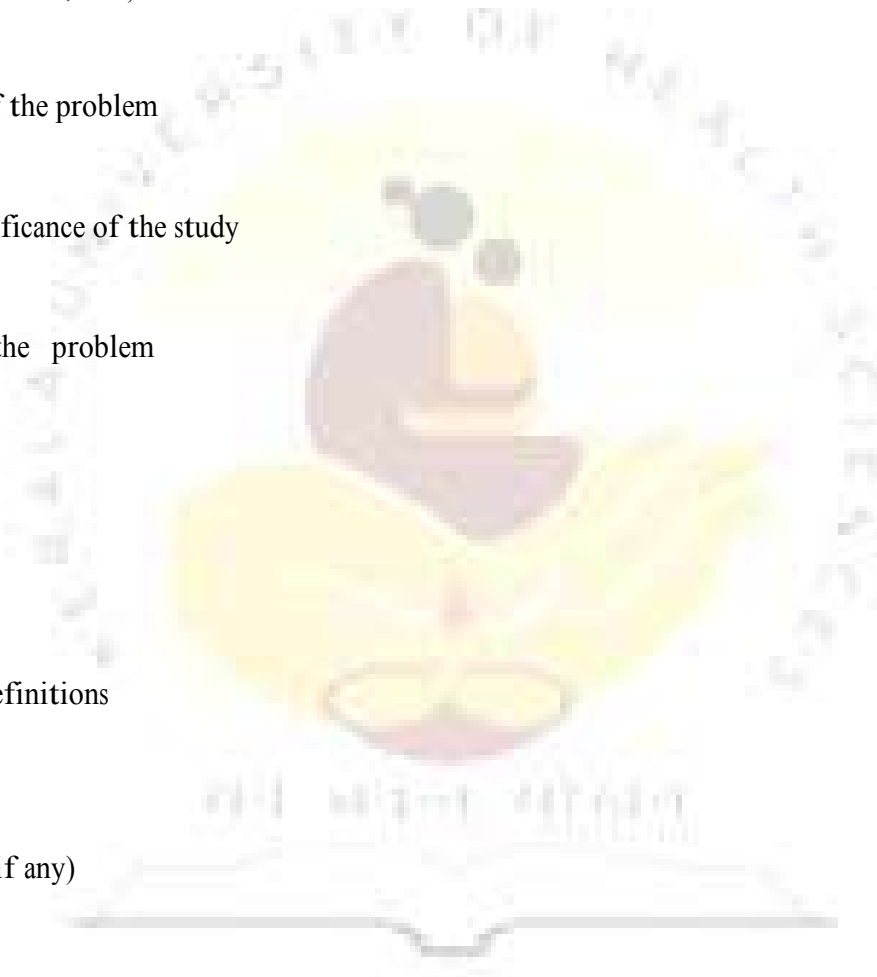
Objectives

Operational definitions

Assumptions (if any)

Hypothesis (Write research hypothesis)

Conceptual/theoretical framework



CHAPTER 2 (14size, bold )  
REVIEW OF LITERATURE

Sub heading of the literature reviewed (12size, bold)



Summary (of reviewed literature at the end)

## CHAPTER 3 (14size,bold)

### METHODOLOGY

Research approach

Research design

Variables

Schematic representation of the study

Setting of the study

Population

Sample and sampling technique

Inclusion criteria

Exclusion criteria

Tool/Instruments

Development/selection of the tool

Description of the tool

Content validity

Reliability of the tool

Pilot study

Data collection process

Plan for data analysis



CHAPTER 4 (14size, bold)

ANALYSIS AND INTERPRETATION

Section title

(Section wise presentation of data)



## CHAPTER 5 (14size, bold)

### RESULTS

Objectives

Hypotheses

Results



## CHAPTER 6 (14size, bold)

### DISCUSSION, SUMMARY AND CONCLUSION

Discussion

Summary

Conclusion

Nursing Implications

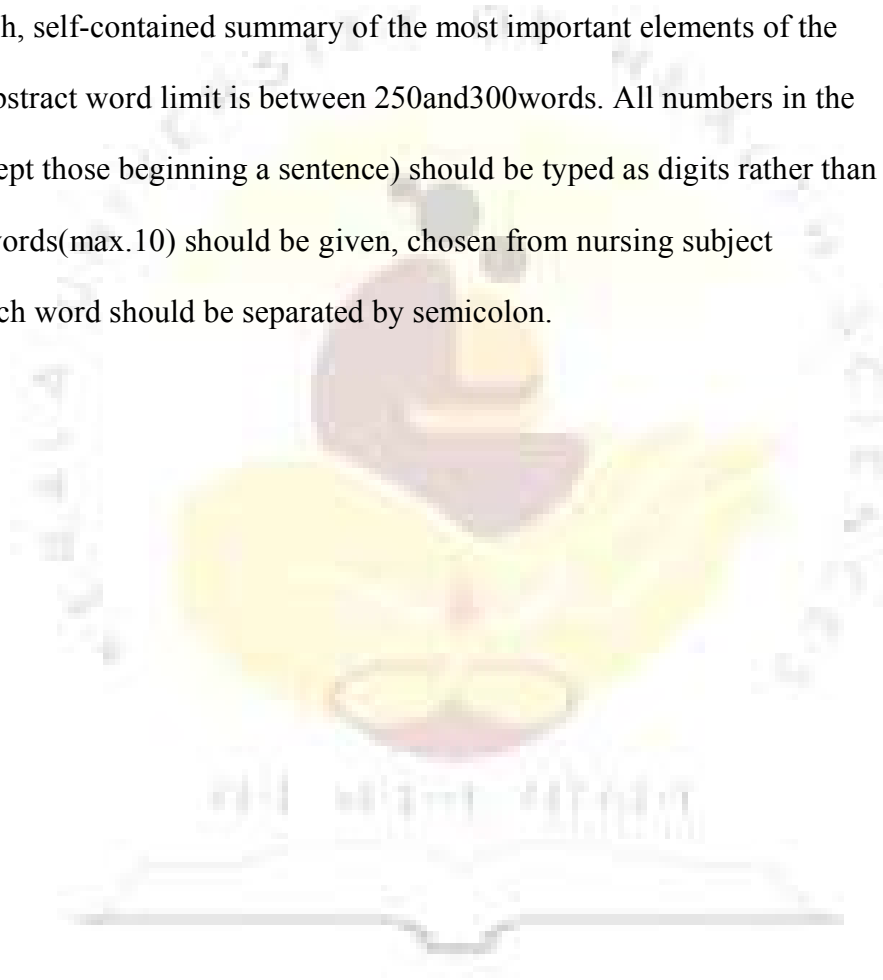
Limitations

Recommendations



## **Abstract**

Abstract provides a brief summary of the dissertation/thesis, summing up clearly the problem examined, the methods used and the main findings. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper. The abstract word limit is between 250 and 300 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words. Keywords (max. 10) should be given, chosen from nursing subject headings. Each word should be separated by semicolon.



## **Proforma for Submission of M. Sc Nursing Dissertation Proposal**

1. Name & Address of Student:
2. Email ID of the Student:
3. Registration Number:
4. Name & Address of Institution:
5. Title of the Dissertation:
6. Name of the Guide:
7. Address, phone number and E-mail ID of the Guide:
8. Educational Qualification of the Guide:
9. Experience of teacher in guiding postgraduate students. (in years):
10. Experience of teacher in guiding M.Phil/Ph.D students if any. (in years):
11. Synopsis of the study: Attached – Yes/No

Date:

Signature of the Guide

Enclosures:

I.) Bio- Data of the Guide

II.) proposal of the study (maximum 4-6 pages)

## Proposal Outline

Title

Background / Need and Significance of the problem.

Purpose of the study

Statement of the problem and Objectives of the study

Operational Definitions

Conceptual Framework

Assumptions/ Hypotheses

Research Methodology

- a. Research Approach
- b. Research Design
- c. Setting
- d. Population, Sample, Sampling Technique & sample size, inclusion & exclusion criteria
- e. Tools & Technique
- f. Pilot Study
- g. Plan for data collection
- h. Plan for data analysis

Work Plan

Budget

Ethical Considerations

Reference- Vancouver style

Tools /instrument

Appendices –

Consent (English)

Tools/Instrument (English)

### Guidelines in writing synopsis

- ☐ The research protocol should be of about 1200 words (6 pages of A4 size) on the topic. The research protocol should be submitted with a covering letter signed by the candidate and guide.
- ☐ The work on and writing of protocol/ dissertation should be done under the Guide approved by the University.
- ☐ The guide must be an active P.G teacher and qualified as per INC and the University norms.
- ☐ The synopsis should be signed by the candidate and forwarded through the Guide, Departmental head and Principal of the Institution.

**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

**MEDICAL COLLEGE P.O., THRISSUR – 680 596**

**PROFORMA FOR RECOGNITION OF POST GRADUATE TEACHER**

**[Read the instructions carefully before filling up the proforma]**

Affix Photo

1. NAME:

(in block letters)

2. DATE OF BIRTH: AGE:

(Attested copy of SSLC marks card / proof of date of birth to be enclosed)

3. PRESENT DESIGNATION:

4. DEPARTMENT:

5. ADDRESS:

|   |
|---|
| <b>COLLEGE ADDRESS</b>                              |
| Phone (o) :                      Email:             |
| Hospital:                              College Fax: |

|   |
|---|
| <b>PRESENT                      RESIDENTIAL</b> |
| <b>ADDRESS</b>                                  |
| Phone ( R ):                                    |

6. QUALIFICATION:

(Attested Xerox copies of all the certificates to be enclosed)

| Sl No. | Name of the Degree and Specialization | Year of Passing | Name of the University and Place | Apex body recognition |
|--------|---------------------------------------|-----------------|----------------------------------|-----------------------|
| UG     |                                       |                 |                                  |                       |
| PG     |                                       |                 |                                  |                       |
| M.Phil |                                       |                 |                                  |                       |
| Ph.D.  |                                       |                 |                                  |                       |

## 7. Teaching Experience

| Designation               | Name of the Institution | Duration of teaching |                  | Subject / 's taught |
|---------------------------|-------------------------|----------------------|------------------|---------------------|
|                           |                         | UG<br>From -- To     | PG<br>From -- To |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
|                           |                         |                      |                  |                     |
| Total teaching experience |                         |                      |                  |                     |
| Total teaching experience |                         | Before PG _____      | After PG _____   | Total _____         |

### Note:

1. Only full time teaching in a teaching institution affiliated to KUHS / other universities established by law in India is considered as teaching experience.
2. Attested copies of appointment order, relieving order, service certificate, promotion order & PG degree, Nursing Council registration certificate etc., to be enclosed to claim teaching experience.
3. Qualifications and eligibility for appointment and promotion shall be as per Govt. of Kerala and INC guidelines.
4. Application is to be submitted through proper channel.
5. The envelope should be super scribed as Proforma for Recognition as Post Graduate Teacher'.
8. Any other relevant information: (Attach a separate sheet)  
(Regarding additional qualifications, achievements, publications, awards etc.,)

### Declaration by the Teacher

I hereby declare that the above information provided by me is true and correct. I shall take the sole responsibility for any wrong information provided and liable for any action taken by the university.

Place :

Date :

**Signature of the Teacher**



### **Endorsement by the Principal**

The information provided by the teacher is verified from the office records and found to be correct. He/She is eligible to be recognized as a PG teacher to guide the dissertation work of PG students as per the INC regulations.

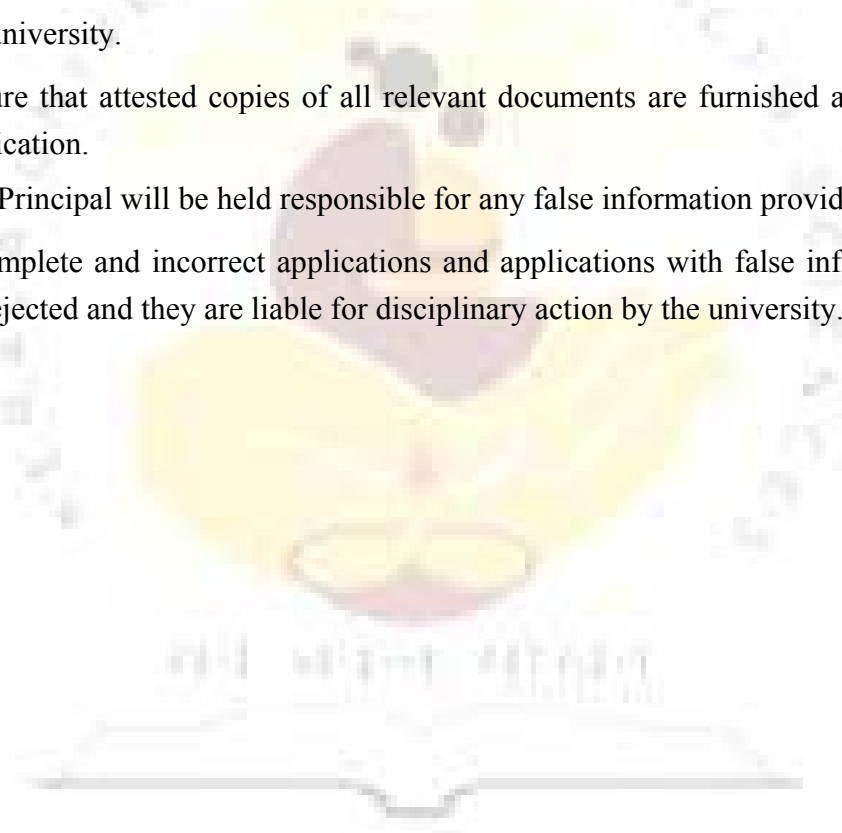
Place :

Date :

**Signature of the Principal**

#### **INSTRUCTIONS:**

1. The Prescribed Performa must be duly filled by the applicant in his/her own handwriting and submitted to the university through the principal's office.
2. The Principal should verify all the informations provided especially the date of birth, qualification, experience, and service details before sending the proforma to the university.
3. Ensure that attested copies of all relevant documents are furnished along with the application.
4. The Principal will be held responsible for any false information provided.
5. Incomplete and incorrect applications and applications with false information will be rejected and they are liable for disciplinary action by the university.



**KERALA UNIVERSITY OF HEALTH AND ALLIED SCIENCES  
MEDICAL COLLEGE P.O., THRISSUR – 680 596  
POST GRADUATE DISSERTATION – PROFORMA TO BE SUBMITTED FOR  
CHANGE OF GUIDE**

**(Please Note: Change of guide is permitted only if the guide leaves  
the college, transferred to another college, retires or expires.)**

Date:

**A. Particulars of Candidate, and Existing Guide**

Candidate's Name & Address :

Name of the Institution :

Course of Study & Subject :

Date of Admission to Course :

Title of the Topic :

Name & Designation of Existing Guide :

Signature of the Candidate :

**B. PARTICULARS OF PROPOSED GUIDE**

Name & Designation of proposed Guide :

Has the proposed guide been recognized as PG teacher by KUHS: Yes / No

*If yes, please furnish the particulars of university letter & If No, Please send his/her  
proforma for recognition as PG teacher*

Signature of the proposed Guide:

Name & Designation of Co-Guide if present:

Signature of the Co-Guide:

**C: Endorsement for change of guide**

1. Remarks and Signature of the HOD :

2. Reason for change of guide:

Resigned / Retired/ any other

3. Remarks and Signature of the Principal:

## **Format for the submission of Dissertation Hard & Soft copy**

### **Instructions to candidates**

Although your dissertation may be prepared on a computer, consider the following requirements for meeting the standards.

### **Paper**

Use only one side of high-quality, plain white (unlined in any way) bond paper, minimum 20-lb weight, and 8 ½ x 11 inches in size. Erasable paper should not be used.

### **Type Size and Print**

Select fonts type Times New Roman and a size of 12 characters. The size of the titles should be 14 and Bold, the size of subtitles should be 12 and bold. Print should be letter quality or laser (not dot matrix) printing with dark black characters that are consistently clear and dense. Use the same type of print and print size throughout the document.

### **Pagination**

Number all of the pages of your document, including not only the principal text, but also all plates, tables, diagrams, maps, and so on. Roman numerals are used on the preliminary pages (pages up to the first page of text) and Arabic numerals are used on the text pages. The numbers themselves can be placed anywhere on the page, however they should be consistent.

### **Spacing**

Use double spacing except for long quotations and footnotes which are single-spaced.

### **Margins**

To allow for binding, the left-hand margin must be 1.5 inches. Other margins should be 1.0". Diagrams, or photographs in any form should be a standard page size, or if larger, folded so that a free left-hand margin of 1.5 inch remains and the folded sheet is not larger than the standard page.

### **Photographs**

Professional quality black-and-white photographs are necessary for clear reproduction.

Colors are allowed, but you should be certain the colored figure will copy clearly and will not be confusing when printed in black and white.

**File Fomat**

Dissertation format should be in .Doc (Ms Word Document) or PDF (Portable Document Format), Image files in JPG or TIFF format and Audio Visual in AVI (Audio Video Interleave), GIF, MPEG (moving picture expert) files format.

**Labeling on CD**

CD-ROM Labeling should be standard and should contain title, name of the candidate, degree name, subject name, and guide name, name of the department, college, place and year.

**References**

Vancouver style format.

**5.2 Template for Mark List showing Maximum & Minimum**

**KERALA UNIVERSITY OF HEALTH SCIENCES  
THRISSUR – 680 596  
STATEMENT OF MARKS**

Name of the Candidate ..... Reg  
No. ....  
Name of the college .....  
Name of course : M.Sc Nursing -Obstetric &Gynecological Nursing  
Examination : First Year M.Sc Nursing Regular Examination Date of publication  
:.....  
Month & Year of Examination:



| Sl. No               | Subjects  | Theory |      |          | Practical |     |          | Total |       |          | Result |
|----------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                      |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                    | Nursing Education   | 125    | 62.5 |          | 150       | 75  |          | 275   | 137.5 |          |        |
| 2                    | Advanced Nursing Practice                                 | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 3                    | Nursing Research & Statistics                             | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 4                    | Clinical Speciality - I Obstetric & Gynecological Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Grand Total          |   |        |      |          |           |     |          | 850   | 425   |          |        |
| Grand Total in Words |   |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination



**KERALA UNIVERSITY OF HEALTH SCIENCES**

**THRISSUR – 680 596**

**STATEMENT OF MARKS**

Name of the Candidate .....

Reg

No. ....

Name of the college .....

Name of course : M.Sc Nursing -Obstetric &Gynecological Nursing Examination : Second Year

M.Sc Nursing Regular Examination Date of publication :.....

Month & Year of Examination:

| Sl. No                             | Subjects  | Theory |      |          | Practical |     |          | Total |       |          | Result |
|------------------------------------|---|--------|------|----------|-----------|-----|----------|-------|-------|----------|--------|
|                                    |   | Max    | Min  | Awar ded | Ma x      | Min | Awarde d | Max   | Min   | Awarde d |        |
| 1                                  | Nursing Management  | 125    | 62.5 |          |           |     |          | 125   | 62.5  |          |        |
| 2                                  | Dissertation & Viva Voce                                      |        |      |          | 200       | 100 |          | 200   | 100   |          |        |
| 3                                  | *Clinical Speciality - II<br>Obstetric &Gynecological Nursing | 125    | 62.5 |          | 200       | 100 |          | 325   | 162.5 |          |        |
| Total Marks Awarded in Second Year |   |        |      |          |           |     |          | 650   | 325   |          |        |
| Total in Words                     |   |        |      |          |           |     |          |       |       |          |        |

A- Absent, P- passed, F-failed

Checked by

Asst

SO

AC/AR/DR

Controller of Examination

-----

