

KIMSDU,KINS- MSc.N.Syllabus

Krishna Institute of Medical Sciences Deemed University

Krishna Institute of Nursing Sciences



Syllabus

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M Sc. Nursing - Program code: 4301

KIMSDU. KINS (4301)

M SC NURSING 4301-11

1ST YEAR M Sc NURSING

NURSING EDUCATION

Theory 150 Hours

Practical 150 Hours

Total: 300 Hour

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 Health: 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 Counseling.
10. Describe The Problems And Issues Related To Administration 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

Unit no. & total hours	Objectives	KIMSDU,KINS- MSC.N.Syllabus			T/I method	Method of evaluation
		Contents				
		Must know	Desirable to know	`Nice to know`		
I T-10 Hours	At the end of unit students are able to :- Knowledge: understand the aims of education , philosophies and trends in nursing education gain knowledge regarding impact of nursing education. Skill: quality education Attitude: in corporate in theory & clinical for better learning.	Introduction : <ul style="list-style-type: none"> • Education:-definition, aims(1hr) Concepts, (1hr) • Philosophies their education implications(1hr) • Impact of social, economical, political & technological changes education:(1hr) • Professional education current trends and issues in education(1hr) • Educational Trends in development of nursing education in India (1hr) (6hrs) 	<ul style="list-style-type: none"> • Professional organizations and unions-self defense Individual and collective bargaining.(1 hours) • Educational preparations, Continuing education, career opportunities professional advancement & role and scope of nursing education.(1hr) • Role of research, leadership and management. (1hr) 	<ul style="list-style-type: none"> • Reforms and national educational Policy, various educational commissions-reports(1hr) 	<ul style="list-style-type: none"> • Lectures & Discussion • charts , graphs • Models, films and slides • seminars 	Formative summative Ia-25 Ea-75 Total-100
II T- 20 hours P-30	At the end of unit students are able to knowledge: understand the teaching learning process, theories	MUST KNOW Teaching – learning process <input type="checkbox"/> concepts of teaching and learning: Definition, <ul style="list-style-type: none"> • Theories of teaching and learning (1hr) 	DESIRABLE TO KNOW <ul style="list-style-type: none"> • Micro-Teaching, (1hr) • computer assisted instruction(CAI) (1hr) • Computer assisted learning (CAL) (1hr) 	`NICE TO KNOW` <ul style="list-style-type: none"> • Programmed Instruction (1hr) • Self directed learning(SDL) 	<ul style="list-style-type: none"> • lectures & Discussion • charts , graphs Models, films 	Essay type •short Answers •objective Type of Question

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<p>of teaching . Skill: use appropriate resources of iec give effective health education. Operate telemedicine system.</p>	<ul style="list-style-type: none"> • Relationship Between teaching and learning.(1hr) • Educational aims and objectives (1hr) • types, domains, Levels, elements and writing of educational objectives(1hr) • Instructional design: planning and designing the Lesson (1hr) • writing lesson plan : meaning, its need andImportance, formats.(1hr) • Instruction strategies – lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) seminar, Panel, (1hr) Symposium, problem solving, problem based Learning (PBL) (1hr) • Workshop, project(1hr) • Clinical teaching methods (1hr) 	<ul style="list-style-type: none"> • Role- play(socio-drama) (1hr) • Competency based education(CBE) (1hr) • OutcomeBased education(OBE) (1hr) <p style="text-align: center;">(6hrs)</p>	<p>(1hr) (2hrs)</p>	<p>and slides •seminars</p>	<p>Assessment Of skill- Assessment With check list •clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.</p>
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<p>III T- 10hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the instructional media and methods. Gain knowledge of basic concept of selection and use of media in education. Skill: use appropriate resources of IEC give effective education.</p>	<p>Must know</p> <hr/> <p>Instructional media and methods</p> <ul style="list-style-type: none"> • Key concepts in the selection (1hr) • Use of media in Education(1hr) • Instructional aids – types (1hr) <p>Uses, selection (1hr) Preparation (1hr) Utilization (1hr)</p> <p>(6hrs)</p>	<p>Desirable to know</p> <hr/> <ul style="list-style-type: none"> • Teacher’s role in procuring and managing (1hr) • Multi media (1hr) • Video-Tele conferencing <p>Instructional aids – projected aids, non-projected aids (1hr)</p> <p>(3hrs)</p>	<p>‘nice to know’</p> <hr/> <p>Developing learning resource material using different Media(1hr)</p> <p>(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
<p>IV T-10 hours</p>	<p>At the end of unit students are able to knowledge: measurement and evaluation: Concept and nature of measurement and</p>	<p>Must know</p> <hr/> <p>Measurement and evaluation:</p> <p>concept (1hr)</p> <ul style="list-style-type: none"> • Meaning • Process 	<p>Desirable to know</p> <hr/> <ul style="list-style-type: none"> • Criterion and norm referenced evaluation, (1hr) • Nature of measurement and evaluation(1hr) 	<p>‘Nice to know’</p> <hr/> <p>Examination, advantages and disadvantages (1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	

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	evaluation, Meaning, process attitude: apply measurement and evaluation teaching learning process.	<ul style="list-style-type: none"> • Purposes (1hr) • principles of assessment, formative(1hr) • Summative (1hr) • Assessment- internal assessment (1hr) External(1hrs) (6hrs)	<ul style="list-style-type: none"> • Problems in evaluation and measurement (1hr) (3hrs)	(1hr)		
V. T-10 hours P-10	At the end of unit students are able to understand the Standardized and non-standardized tests : <input type="checkbox"/> meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students	Must know Standardized and non-standardized tests : Meaning, characteristics, objectivity, validityReliability, usability, norms, construction of tests-(1hr) Essay, short answer questions Multiple choice questions.(1hr) <ul style="list-style-type: none"> • Rating scales, checklist (1hr) • OSCE (objective 	Desirable to know <ul style="list-style-type: none"> • Question bank- preparation (1hr) Validation (1hr) ModerationBy panel, utilization(1hour) (3hrs)	'nice to know Developing a system for maintaining confidentiality (1hour) (1hr)	Lecture cum discussion Seminar	•lectures &

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	Attitude: incorporate with clinical and class room learning practice for better care.	Structured clinical examination) (1hr) • OSPE (objective Structured practical examination)(1hr) • Differential scales, and summated scales • Critical incident technique Socio-metry, anecdotal record, attitude scale (1hrs) (6hrs)				
VI T-7 hours P-5	At the end of unit students are able to Knowledge: understand administration, scoring and reporting Administering a test; scoring, grading versus marks etc.	Must know Administration, scoring and reporting • Administering a test (1hr) • Scoring, grading versus marks(1hr) • Objective tests (1hr) • Item analysis -(1hr) (4hrs)	Desirable to know Objective tests, (1hr) Scoring essay test, (1hr) (2hrs)	`Nice to know` • Methods of Scoring, - (1hr) (1hr)	Lectures & Discussion • charts , graphs Models, films and slides •seminars	•lectures & Discussion • charts , graphs Models, films and
VII T-	At the end of unit students are able	Must know	Desirable to know	`Nice To Know`	Lectures & Discussion	

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10hours P-6	to Knowledge: understand standardized tools process. Skill: develop skill in implementing standardized tool. Attitude: incorporate knowledge of tool and process for implementation for nursing students.	Standardized tools <ul style="list-style-type: none"> • Standardized tools(1hr) • Tests of intelligence (1hr) • Aptitude (1hr) • Interest (1hr) • Personality (1hr) • Achievement (1hr) <p>(6hrs)</p>	<ul style="list-style-type: none"> • Test for special mental and abilities (1hr) • Disabilities (1hr) • Test for special physical abilities and disabilities (1hr) <p>(3hrs)</p>	<ul style="list-style-type: none"> • Socio- economic status scale, (1hr) <p>(1hr)</p>	<ul style="list-style-type: none"> • Charts , graphs Models, films and slides •Seminars 	
VIII	A t the end of unit	Must know	Desirable to know	`Nice to know`	Lectures &	

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<p>T- 5 hours P-6</p>	<p>students are able to Knowledge: understand nursing educational programs Perspectives of nursing education: global and National . Attitude: incorporate with nursing educational programs Current need of the community.</p>	<p>Nursing educational programs</p> <ul style="list-style-type: none"> • Perspectives of nursing education: global and National(1hr) • Patterns of nursing education and training programmes in India. (1hr) <p>Non-university and university Programs: ANM, GNM, Basic B.sc. Nursing, post Certificate B.sc. Nursing, M.sc(n) programs, M.phil And ph.D) in nursing,(1hr)</p> <p>(3hrs)</p>	<ul style="list-style-type: none"> • Post basic diploma programs,Nurse (1 hour) • Practitioner programs. (1 hour) <p>(2hrs)</p>		<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
<p>IX T-10</p>	<p>At the end of unit students are able</p>	<p>Must know</p>	<p>Desirable to know</p>	<p>‘Nice to know’</p>	<p>Lectures & Discussion</p>	

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hours P-25	to Knowledge: understand continuing education in nursing Skill: able to prepare different models of ebp and its applications. Attitude: incorporate program planning, implementation and evaluation of Continuing education programs	Continuing education in nursing □ concepts – definition importance (1hr) Need scope (1hr) Principles of adult learning (1hr) Assessments of learning(1hr) Needs(1hr) Priorities, resources.(1hr) (6hrs)	Research in continuing education. (1 hour) Program planning (1hr) Implementation and evaluation of continuing education programs.(1hr) (3hrs)	Distance education in nursing. (1hr) (1hr)	• charts , graphs Models, films and slides •seminars	
X	A t the end of unit	Must know	Desirable to know	`Nice to know	Lecture cum	

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<p>T-10 hours P-10</p>	<p>students are able to Knowledge: understand the importance of use of curriculum development skill: use of curriculum development in professional practice. Attitude: incorporate this curriculum development in professional and day today's life.</p>	<p>Curriculum development</p> <ul style="list-style-type: none"> • Definition, curriculum determinants, process (1hr) • Steps of curriculum development, (1hr) • Curriculum Models, types and framework. (1hr) • Formulation of philosophy, objectives, selection and Organization of learning experiences; (1hr) <p>Master plan, Course plan, unit plan.(1hr)</p> <ul style="list-style-type: none"> • Evaluation strategies process of curriculum change. • Role of students, faculty (1hr) (6hrs) 	<p>Administrators (1 hour)` Statutory Bodies (1 hour)` Other stakeholders(1 hour)</p> <p>(3hrs)</p>	<ul style="list-style-type: none"> • Equivalency of courses: transcripts, credit system. (1 hour)` <p>(1hr)</p>	<p>discussion Seminar</p>	
<p>XI T-8 hours P-4</p>	<p>At the end of unit students are able to Knowledge: understand the teacher preparation Teacher roles & responsibilities, functions, Characteristics,</p>	<p>Teacher preparation</p> <ul style="list-style-type: none"> • Teacher – roles and responsibilities(1hr) <p>Functions,(1 hr.) Characteristics (1hr) competencies, qualities(1hr) Organizing professional aspects of teacher preparation programs (1hr)</p> <p>(5hrs)</p>	<p>Desirable to know</p> <ul style="list-style-type: none"> • Critical analysis of various programs of teacher Education in India.(1hr) • Preparation of professional teacher(1hr) (2hrs) 	<p>`Nice to know` Evaluation: self and peer(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	

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XIII T-15 hours P-10	At the end of unit students are able to Knowledge: understand the administration of nursing curriculum Role of curriculum coordinator planning,, Implementation and evaluation. Skill: able to do administration of nursing curriculum.	Administration of nursing curriculum <ul style="list-style-type: none"> • Role of curriculum coordinator (1hr) • planning Implementation (1hr) • Evaluation.(1hrs) • Evaluation of educational programs in nursing course and program.(1hr) • Curriculum research in nursing.(1hrs) • Current changes in Nursing curriculum (1hr) • Factors influencing curriculum development in Nursing education (1 hr) • Curriculum Construction (1 hr) • Patterns of curriculum organization (1hr) (9hrs)	Desirable to know <ul style="list-style-type: none"> • Different models of collaboration between educationAnd service (1hr) • Concept of faculty supervisor (dual) position (1hr) • Evidenced based research in nursing Education.(1hr) • Curriculum Administration (1hr) (4hrs)	`Nice to know` Factors influencing faculty staff relationship (1hr) Techniques of working together (1hr)	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs Models, films and slides Seminars 	
XIV	At the end of unit	Must Know	Desirable to know	`Nice to know`	Lectures &	

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<p>T-10 hours</p>	<p>students are able to Knowledge: understand the management of nursing educational institutions . Skill: able to do management of nursing educational institutions Planning, organizing, Staffing, budgeting Recruitment, discipline, public relation, Performance Appraisal.</p>	<p>Management of nursing educational institutions</p> <ul style="list-style-type: none"> • Planning (1hr) • Organizing (1hr) • Staffing(1hr) • Budgeting(1hr) • Recruitment (1hr) • Discipline, public relation (1hr) <p>(6hrs)</p>	<ul style="list-style-type: none"> • PerformanceAppraisal (1hr) • Welfare Services(1hr) • Library services, (1hr) <p>(3hrs)</p>	<p>Hostel Services (1hr)</p> <p>(1hr)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
<p>Xv</p>	<p>A t the end of unit</p>	<p>Must Know</p>	<p>Desirable to know</p>	<p>`Nice to know`</p>	<p>Lectures &</p>	

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<p>T-5 hours</p> <p>T-5</p>	<p>students are able to</p> <p>Knowledge: development and maintenance of standards and Accreditation in nursing education programs.</p> <p>Skill: able to do basic development and maintenance of standards in nursing education.</p>	<p>Development and maintenance of standards</p> <ul style="list-style-type: none"> • Role of Indian nursing council, • State registration.(1hr) • Nursing councils, boards and university.(1hr) • Role of professional associations and unions..(1hr) <p>(3hrs)</p>	<ul style="list-style-type: none"> • State registration.(1hr) • Accreditation in nursing education programs.(1hr) <p>(2hrs)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
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Theory External Assessment: University Examination - 75 Marks

Practical External Assessment: University Examination

- Practice Teaching- 1 - 50 Marks
- Preparation/Use Of Learning Resource Material-1 -25 Marks
- Construction Of Tests/Rotation Plan. -25 Marks

Total – 100 Marks

References:

- Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
- Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
- Safaya, Raghunath & Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
- Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

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KIMSDU . (4301)KINS .M SC NURSING 4301-12

**1ST YEAR M Sc NURSING
ADVANCED NURSING PRACTICE**

Placement: I year MSc.N

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total: 350 Hours

Course Description

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

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and 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. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.

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13. Appreciate importance of self-development and professional advance

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
I (9 hours) Nursing as a profession	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies. Gain knowledge regarding professional organizations Understand quality assurance. 	<ul style="list-style-type: none"> History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global Code of ethics (INC), code of professional conduct (INC), Role of regulatory bodies (1 hour) Autonomy 	Professional organizations and unions-self defense, <ul style="list-style-type: none"> Individual and collective bargaining. (1 hour) Educational preparations, Continuing Education, career opportunities professional advancement & Role and scope of nursing education. (1 hour) 	<ul style="list-style-type: none"> Futuristic nursing. (1 hour) 	Lecture cum discussion Seminar Visit to MNC/INC (12 hours that will be adjusted from clinical hours)	Seminar SAQ/LAQ Assignments

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> • Attitude: In corporate in clinical field for better patient care. 	and accountability , assertiveness, visibility of nurses, legal considerations. (1 hour) <ul style="list-style-type: none"> • Role of research, leadership and management. • Bioethics (3 hours) Quality assurance in nursing (1 hour)				Seminar SAQ/LAQ Assignments
II (10 hours)	At the end of unit students are able to <ul style="list-style-type: none"> • Knowledge: • Understand the healthcare delivery system at all levels in India. 	<ul style="list-style-type: none"> • Health care delivery system- national, state, (1 hour) • District and local level. (1 hour) • Major stakeholders in the health care 	<ul style="list-style-type: none"> • Information, education and communication (IEC) (1 hour) • Political process vis a vis nursing profession.(1 hour) Tele- medicine.	<ul style="list-style-type: none"> • Health care environment, economics, constraints, planning process, policies, (1 hour) 	Panel Discussion Debate	

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> • Gain knowledge regarding stake holders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes. • Gain knowledge of telemedicine. • Skill: • Use appropriate resources of IEC give effective health education. • Operate telemedicine system. 	<ul style="list-style-type: none"> system- Government, non- govt., (1 hour) • Industry and other professionals. (1 hour) Patterns of nursing care delivery in India. (1 hour) • Health care delivery concerns, national health and family welfare programs, inter- sectoral coordination, role of non- governmental agencies. (1 hour) 	(1 hr)			

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
III (10hours) Genetics	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis Understand important of genetic counseling. 	<ul style="list-style-type: none"> Basic concepts of Genes, (1 hour) Chromosomes & DNA.(1 hour) Approaches to common genetic disorders. (1 hour) Common genetic disorders. (1 hour) Genetic counseling. (1 hour) Review of cellular division, Mutation and law of inheritance, Approaches to common genetic disorders. (1 hour) 	<ul style="list-style-type: none"> Human genome project, The Genomic era. Approaches to common genetic disorders. (1 hour) Genetic testing- basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Approaches to common genetic disorders. (1 hour) Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic 	<ul style="list-style-type: none"> Practical application of genetics in nursing. (1 hour) 	<p>Case Presentation</p> <p>Exposure to Scientific Conferences</p> <p>Field Visits</p>	<p>Seminar</p> <p>SAQ/LAQ</p> <p>Assignments</p>

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	Skill: <ul style="list-style-type: none"> Able to do basic genetic counseling. 		testing. (1 hour)			
IV (12 hours)	At the end of unit students are able to <ul style="list-style-type: none"> Knowledge: Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. Understand the health informatics and role of nurse. Attitude: Apply epidemiology 	<ul style="list-style-type: none"> Epidemiology (1 hour) Scope, (1 hour) Epidemiological approach(1 hour) methods(1 hour) Application of epidemiology in health care delivery, (1 hour) Health surveillance (1 hour) Health informatics. (1 hour) 	<ul style="list-style-type: none"> Morbidity, (1 hour) Mortality. (1 hour) Screening. (1 hour) Role of nurse. (1 hour) 	<ul style="list-style-type: none"> Concepts of causation of diseases (1 hour) 	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	in health care delivery system.					
V (20 hours) Bio psychosocial pathology	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand Pathology and psychodynamics of disease causation, common problems in health care. Known CPR and EBP Skill: Able to give CPR effectively. Attitude: Incorporate with clinical and community practice for 	<ul style="list-style-type: none"> Cardio pulmonary resuscitation. (1 hour) ACLS(1 hour) BSLS(1 hour) Child CPR (1 hour) (4 hours practical) Care of dying and dead (1 hour) Infection prevention (including HIV) (1 hour) standard safety measures, bio-medical waste management (1 hour) Role of nurse-Evidence based 	<ul style="list-style-type: none"> Pathophysiology and Psychodynamics of disease causation Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style (1 hour) Common problems: Oxygen insufficiency, (1 hour) fluid and 	<ul style="list-style-type: none"> Treatment aspects: pharmacological (1 hour) pre-post operative care aspects(1 hour) 	Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site	Seminar SAQ/LAQ Assignments

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	better care.	nursing practice (1 hour)	electrolyte imbalance, nutritional problems, (1 hour) • Hemorrhage and shock, altered body temperature, unconsciousness , sleep pattern and its disturbances, pain, sensory deprivation. (1 hour)			
VI (20 hours) Philosophy and theories of nursing	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand nursing theories, conceptual models, concept of self 	<ul style="list-style-type: none"> Nursing theories: Nightingale's, (1 hour) Henderson's, (1 hour) Roger's, (1 hour) Peplau's, (1 hour) Abdell's (1 hour) 	<ul style="list-style-type: none"> Values, (1 hour) parsec, etc and their application. (1 hour) Health belief models, (1 hour) communication 	<ul style="list-style-type: none"> Conceptual models, approach. (1 hour) Concept of Self health (1 hour) 	Panel Discussion Debate	Seminar SAQ/LAQ Assignments

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	health care and evidence based practice model.	<ul style="list-style-type: none"> • Lewine's, (1 hour) • Orem's, (1 hour) • Johnson's, (1 hour) King's, (1 hour) • Neumann's, (1 hour) • Roy's, (1 hour) • Watson (1 hour) 	<ul style="list-style-type: none"> and management, etc. (1 hour) • Evidence based practices model.(2Hr) 			
VII (10 hours) Nursing process approach	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> • Understand health assessment, signs and symptoms of clients. • Gain knowledge regarding nursing process. Skill:	<ul style="list-style-type: none"> • Health Assessment – illness status of patients / clients (Individuals, family, community) (1 hour) • Identification of health-illness problems, (1 hour) • signs and symptoms of clients(1 hour) 	<ul style="list-style-type: none"> • Formulation of nursing care plans, (1 hour) health goals, (1 hour) Implementation, modification evaluation of care. (1 hour) 	<ul style="list-style-type: none"> • health behaviors, (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> Develop skill in implementing nursing process. Attitude: Incorporate knowledge of nursing process for patient care. 	<ul style="list-style-type: none"> Methods of collection, (1 hour) Analysis and utilization of data relevant to nursing process. (2 hour) 				
VIII (23 hours) Psychological aspects and human relations	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand growth and development in different stages of human life and defense mechanism. Understand stress and adaptation and 	<p>Human behavior, (1 hour)</p> <ul style="list-style-type: none"> Life processes (1 hour) growth and development, (1 hour) personality development, (1 hour) Defense mechanisms(1 hour) communication(1 	<ul style="list-style-type: none"> Coping with loss, (1 hour) death (1 hour) grieving (1 hour) Principles of Counseling (1 hour) Techniques of Counseling (1 hour) Interpersonal relationships, individual (1 hour) 	<p>Organizational behavior (1 hours)</p> <ul style="list-style-type: none"> Group dynamics. (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

KIMSDU,KINS- MSC.N.Syllabus

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	techniques of counseling. Attitude: <ul style="list-style-type: none"> • Incorporate with patient care in clinical and community settings. • Incorporate with professional ethics. 	hour) <ul style="list-style-type: none"> • Basic human needs(1 hour) Growth and development, (Conception through preschool, (1 hour) School age through adolescence, (1 hour) • Young & middle adult, (1 hour) • Older adult) (1 hour) Stress(1 hour) and adaptation, (1 hour) • crisis (1 hour) • Intervention (1 hour) Sexuality (1 hour) • Sexual health. 	group, (1 hour)			

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know (1 hour)	Desirable to know	Nice to know		
IX (26 hours) Nursing practise	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> • Knowledge: Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse • Know promotive, preventive, curative and restorative health care and models of prevention of gender 	<ul style="list-style-type: none"> • Models of Prevention. (1 hour) • Models of Prevention. (1 hour) • Family nursing, Models of Prevention. (1 hour) • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) • Evidence based nursing practices theory (1 hour) • Applications (1 hour) • Trans-cultural Nursing Scope. Practices. 	<ul style="list-style-type: none"> • Health promotion(1 hour) and primary health care. (1 hour) Independent practices issues, (1 hour) Independent nurse-midwifery practitioners. (1 hour) Collaboration issues(1 hour) • Models-within and outside nursing.(1 hour) • Gender sensitive issues(1 hour) • Women empowerment. (1 hour) 	<ul style="list-style-type: none"> • Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

KIMSDU,KINS- MSC.N.Syllabus

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	sensitive issues, evidence based nursing practice and trans cultural nursing. • Skill: Able to prepare different models of EBP and its applications. • Attitude: Incorporate knowledge while providing comprehensive care.	(1 hour) • Framework, scope and trends. (1 hour) • Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hours)				
X (10 hours) Computer	At the end of unit students are able to	• Use of computers in	• Hospital management	• Statistical packages.	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignment

KIMSDU,KINS- MSC.N.Syllabus

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
applications for patient care delivery system	<p>Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of use of computer application in patient care & nursing. <p>Skill:</p> <ul style="list-style-type: none"> Use computers in professional practice. <p>Attitude:</p> <ul style="list-style-type: none"> Incorporate this knowledge in professional and day today's life. 	<p>teaching, learning, (1 hour)</p> <ul style="list-style-type: none"> Research and nursing practice. (1 hour) Windows, (1 hour) MS office: (1 hour) WORD, (1 hour) Excel, Power Point. (1 hour) 	<p>information system: (1 hour)</p> <ul style="list-style-type: none"> Software (1 hour) Internet, literature search. (1 hour) 	<p>(1 hour)</p>		s

KIMSDU,KINS- MSC.N.Syllabus

Evaluation-	
<p>Formative</p> <p>ASSIGNMENT</p> <p>Medical Case Study -50</p> <p>Surgical Case Study -50</p> <p>Family Care Plan -25</p> <p>Assignment -25</p> <p>Visit Report -15</p> <p>Holistic Report- 10</p> <p>Seminar 25</p> <p>Total 200</p> <p>Out Of 25 Send To University</p>	<p>Summative</p> <p>IA-25M</p> <p>EA-75M</p> <p>MIDTERM:75</p> <p>LAQ-10x4: 40M</p> <p>SAQ-7x5: 35M</p> <p>PRELIM:75</p> <p>LAQ-10x4: 40M</p> <p>SAQ-7x5: 35M</p>

Theory - 150 hrs
Practical - 200 hrs
Total - 350 hrs

References :

1. Gowda SN Nanjunde, Advanced critical care in medical surgical & neonatal nursing, 1st edition, 2017, Jaypee Brothers Medical Publishers (P)Ltd.
2. Kumari Neelam, Advance nursing practice (as per INC syllabus exclusively for msc students, 1st edition, 2018, Vikas & Company Medical Publishers
3. Gowda SN Nanjunde, Advanced critical care in medical surgical & neonatal nursing, 1st edition. 2017, Jaypee Brothers Medical Publisher

KIMSDU. (4301)KINS.M SC NURSING 4301-13

1ST YEAR M SC NURSING

CLINICAL SPECIALITY – I MEDICAL SURGICAL NURSING

Placement: 1stYear MSc. N
Theory – 150 Hours
Practical – 650 Hours
Total : 800 Hours

Course Description

This course is common for the students undergoing clinical speciality-II in neuro science nursing / cardiovascular & thoracic nursing / critical care nursing /oncology nursing / orthopedic and rehabilitation nursing / nephro& urology nursing, gastroenterology nursing / geriatric nursing. 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 Medical-Surgical Nurse. It will further enable the students 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 trends and issues in the field of Medical – Surgical Nursing as a speciality
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 centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical – Surgical patient's.
8. Describe various recent technologies &treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.

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10. Prepare a design for layout and management of Medical – Surgical Units.
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 in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health teams
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses..

Unit No. & total hours	Objectives	Contents with distributed hours	T/L Methods	Methods of evaluation
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KIMSDU,KINS- MSc.N.Syllabus

		Must know	Desirable to know	Nice to know		
I (5 hours)	At the end of unit students are able to Knowledge: Know about current status of medical surgical nursing. Skill: Recognize ethical and cultural needs of patients. Attitude: Appreciate the role of nurse in health team.	Introduction: <ul style="list-style-type: none"> • Historical development of Medical – Surgical Nursing in India. (1 hour) • National health policy, special laws & ordinances relating to older people. (1 hour) • National goals. Five years plans, National health programs related to adult health, Rights of patients.(1 hour) 	<ul style="list-style-type: none"> • Current status of health and disease burden in India. • Current concept of health. (1 hour) • Trends & issues in Medical – Surgical Nursing. • Ethical & cultural issues in Medical – Surgical Nursing. (1 hour) 		Lecture cum discussion Seminar Presentation	

II (20 hours)	At the end of unit students are able to Knowledge: Recall health assessment of	Health Assessment of Patient: • History taking. (1hours)	KIMS DU, KINS- MSC.N.Syllabus			
	various patients. Skill: Perform the assessment correctly. Attitude: Relate investigations and diagnostic assessments with disease conditions.	<ul style="list-style-type: none"> • History taking-family (1hours) • Physical examination of Respiratory systems. (1 hours) • Physical examination of cardiovascular systems. (1 hours) • Physical examination of GI systems.(1 hours) • Physical examination of musculoskeletal systems. (1 hours) • Physical examination of nervous systems. (1 hours) • Physical examination of endocrine systems. (1 hours) • Physical examination of urinary systems. (1 hours) • Nutritional assessment.- factors affecting (1 hours) • Nutritional assessment (1 hours) 				
M Sc. Nursing - Program code: 4301		<ul style="list-style-type: none"> • Nutritional assessment- calculation BMI etc (1 hours) 				Page 72

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<p>III (5 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge :Find out the appropriate care to be given in the hospital setting</p> <p>Skill: Render nursing care using nursing process approach.</p> <p>Attitude: Justify the reaction related to stress in disease condition.</p>	<p>Care in Hospital Setting:</p> <ul style="list-style-type: none"> • Ambulatory care, Acute & Critical care, long term care. (1 hour) • Characteristics, care models, practice settings, interdisciplinary team. (1 hour) • Hospitalization-effects of hospitalization on the patient & family. (1 hour) • Nursing care using Nursing process approach. (1 hour) 				
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KIMSDU,KINS- MSC.N.Syllabus

IV (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of gastrointestinal tract.</p> <p>Skill: Demonstrate skill in providing nursing care to the patient with GIT disorders after assessment</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Gastro Intestinal Tract Disorders:</p> <ul style="list-style-type: none"> •Disorders-etiology, Patho physiology (1 hours) •Disorders- Clinical manifestations(1 hours) •Disorders- complications, prognosis.(1 hours) •Health assessment- History taking, (1 hours) .Health assessment- physical examination (1hr), investigation & diagnostic assessment. (1hours) •Nursing management. (2 hour) •Rehabilitation and follow-up.(1 hr) 	<ul style="list-style-type: none"> •Evidence based nursing practice. (1 hr) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>V (10 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of nervous system.</p> <p>Skill: Apply nursing process providing comprehensive care to the patients and demonstrate advanced skills and competence in managing patients in nervous system disorders.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Nervous System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 hours) • Disorders- Clinical manifestations, complications, prognosis. (1 hours) • Health assessment- History taking, physical examination(2 hours), • Health assessment- investigation and diagnostic assessment. (1 hours) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

VI (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of respiratory system.</p> <p>Skill: Assess the diagnostic, treatment modalities & new trends and demonstrate advance skills/competent in managing patients with respiratory system.</p> <p>Attitude : Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Respiratory System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Patho physiology, (1 hours) • Disorders- Clinical manifestations, Complications, prognosis (1 hours) • Health assessment- History taking, physical examination, (1hours) • Health assessment- investigation and diagnostic assessment. (2hours) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

VII (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of cardiovascular system.</p> <p>Skill: Assess the diagnostic, treatment modalities and new trends and demonstrate advance skills/competent in managing patients with cardiovascular system.</p> <p>Attitude :Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Cardio vascular System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology,(1 Hours) • Disorders- Clinical manifestations, Complications, prognosis. .(1 Hours) • Health assessment- History taking, physical examination, (1 Hours) • Health assessment- investigation and diagnostic assessment.(2 Hours) • Treatment modalities and trends. .(1 Hours) • Nursing management. . (1 Hours) • Rehabilitation and follow-up.(1 Hours) 	<ul style="list-style-type: none"> • research studies. • Evidence based nursing practice. .(1 Hours) 			
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KIMSDU,KINS- MSC.N.Syllabus

VIII (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of blood.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess diagnostic, treatment modalities & new trends</p> <p>Demonstrate advance skills/competent in managing patients with disorders of blood.</p> <p>Attitude : Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Blood:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (1 hour) • Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) • Treatment modalities and trends. (1 hour) • Nursing management. • Rehabilitation and follow-up (1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

IX (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of urinary system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment, Assess diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of urinary system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Genito Urinary System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 hours) • Disorders- Clinical manifestations, Complications, prognosis. (1 hours) • Health assessment- History taking, physical examination, (2 hours) • Health assessment- investigation and diagnostic assessment. (1hours) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Rehabilitation and follow-up(1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>X (10 hours)</p>	<p>At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of endocrine system. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills/competent in managing patients with disorders of endocrine system. Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Endocrine System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 Hours) • Disorders- Clinical manifestations, (1 Hours) • Disorders (1 Hours • - Complications, (1 Hours prognosis. (1 Hours) • Health assessment- History taking, physical examination, (1Hours) • Health assessment- investigation and diagnostic assessment. (1 Hours) • Treatment modalities and trends.(1 Hours) • Nursing management. (1 Hours) • Rehabilitation and follow-up.(1 Hours) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice.(1 Hours) 			
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KIMSDU,KINS- MSC.N.Syllabus

XI (10 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of musculo-skeletal system. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/ competent in managing patients with disorders of musculo-skeletal system. Attitude Recognize and relate the nursing research and evidence based nursing practice.	Management of patient with Disorders of Musculo Skeletal System: <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 Hours) • Clinical manifestations, (1 Hours) • Complications, prognosis. (1 Hours) • Health assessment- History taking, (1 Hours) • physical examination, investigation and diagnostic assessment. (2 Hours) • Treatment modalities and trends. (1 Hour) • Nursing management. (1 Hour) • Rehabilitation and follow-up.(1 Hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 Hour) 			
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XII (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of integumentary system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of integumentary system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Integumentary System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, Clinical manifestations, (1 hours) Complications, prognosis. (1 hours) • Health assessment- History taking, physical examination, investigation and diagnostic assessment. (2 hour) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Rehabilitation and follow-up(1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>XIII (5 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge : Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of Eye and ENT</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of Eye and ENT</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Eye and ENT:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (1 hour) • Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) • Treatment modalities and trends. • Nursing management. (1 hour) • Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>XIV (8 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of reproductive system.</p> <p>Skill: Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of reproductive system. & relate nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Reproductive System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 hour) • Clinical manifestations, Complications, prognosis. • Health assessment- History taking, physical examination, (2hour) • investigation and diagnostic assessment. (1 hour) • Treatment modalities and trends. (1 hour) • Nursing management. • Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. (1 hour) • Evidence based nursing practice. (1 hour) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>XV (8 hours)</p>	<p>At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of geriatric nursing. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of geriatric nursing. Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Geriatric Nursing: •Nursing Assessment – History and Physical assessment. Ageing: Demography; Myths and realities. Concepts and theories of ageing.(1Hr •Cognitive Aspects of Ageing. Normal biological ageing. .(1Hrs) •Age related body systems changes,Common Health Problems .(1Hrs) •Nursing Management; Psychosocial and Sexual.(1Hrs) •Role of nurse for care of elderly; ambulation, nutritional communicational, Psychosocial and spiritual. .(1 hour) • Role of nurse for care givers of elderly. Role of family and formal and non formal caregivers. Home and institutional care.(1 hour)</p>				<p>Visit to old age home</p>
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KIMSDU,KINS- MSC.N.Syllabus

<p>XVI (8 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p>Skill: Perform complete assessment, Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Communicable and Sexually Transmitted Diseases:</p> <ul style="list-style-type: none"> • Disorders of immune system – HIV / AIDS. (1 hours) • Review of infectious disease process. (1 hours) • Communicable diseases-etiology, Pathophysiology, Clinical manifestations complications, prognosis.(1 hours) • Health assessment- History taking physical examination, investigation and Diagnostic assessment. (2 hour) • Treatment modalities and trends, Nursing management. (1 hrs) • Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. Evidence based nursing practice. (1 hrs) 			
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KIMSDU,KINS- MSC.N.Syllabus

<p>XVII (8 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis, assessment, management and complication of patients with emergency, trauma and multisystem organ failure.</p> <p>Skill: Perform assessment, Assess the diagnostic, treatment modalities and new trends and Demonstrate advance skills/competent in managing patients with disorders of emergency, trauma and multisystem organ failure.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Emergency, Trauma and Multi System Organ Failure:</p> <ul style="list-style-type: none"> • DIC (disseminated intravascular coagulation) (1 hour) • Trauma burns, (1 hours) • Poisoning. (1 hours) • Etiology, Pathophysiology, (1 hours) • Clinical manifestations, (1 hours) • Health assessment- History taking, physical examination, investigation and Diagnostic assessment. (2 hour) • Treatment modalities and trends. • Nursing management. (1 hour) Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hours) 			
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EVALUATION:

<p>Internal evaluation FORMATIVE Assignment s Case presentation 2 x50 Care plan 3 x25 Case study 2x50 Project 1x 100</p>	<p>IA-25M EA-75M TOTAL- Theory 100M Practical 100 marks</p>	<p>SUMMATIVE MIDTERM:75 LAQ-12X2: 24M LAQ-10X1:10M LAQ-11X1: 11M SAQ-5X6: 30M PRELIM:75 LAQ-12X2: 24M LAQ-10X1:10M LAQ-11X1: 11M SAQ-5X6: 30M</p>
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Reference:

- Text book of Medical Surgical Nursing –Brunner and Suddarth
- Medical Surgical Nursing –Clinical Positive outcome-Joyce and Black
- Medical Surgical Assessment and Management of clinical problems –Lewis, Colliner
- Medical Surgical Nursing –A Psychopathologic Approach –Luckmann and Sorensen
- Medical Surgical Nursing –A Nursing process Approach
- Medical Surgical nursing –B.T.Basvanthappa
- Moroneys Surgery for nurses –Colmer
- API Textbook of Medicine:-Shah N.S
- Fundamental of Operation theatre Services –Datta T.K
- Essentials of Orthopaedics:-Maheshwari
- Davidsons Principles and Practice of Medicine –Haslett C,Chilvers E.R.
- Watsons Clinical Nursing and related sciences –Walsh M
- The Lippincott Manual of Nursing practice –Netttina, Sandra

KIMSDU . (4301)KINS .M SC NURSING 4301-14

**1ST YEAR M Sc NURSING
NURSING RESEARCH AND STATISTICS
SECTION A - NURSING RESEARCH**

Theory:150Hrs Practical: 150 Hrs

First year MSc.(N)

Aim:-

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.

Objectives:-

At the end of the course, the students are able to:-

- Define basic research terms and concepts.
- Review literature utilizing various sources.
- Describe research methodology
- Develop research proposal.
- Conduct a research study.
- Analyze and interpret the research data.
- Communicate research findings.
- Utilize research findings.
- Critically evaluate nursing research studies.
- Write scientific paper for publication.

KIMSDU,KINS- MSc.N.Syllabus

Nursing Research and Statistics Section 'A'- Nursing Research

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATI ON
		Must know	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to Cognitive: Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. Psychomotor: Apply evidence based practice in nursing research. Affective: Incorporate with nursing research.	Introduction: <ul style="list-style-type: none"> • Methods of acquiring knowledge – problem solving and scientific method. (1 hour) • Research – definition, Characteristics purposes, kinds of research.(1 hour) • Historical Evolution of research in Nursing.(1 hour) • Basic research terms.(1hour) • Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour) • Concept of Evidence based practice.(2hour) • Ethics in research .(2 hour) • Overview of Research process. (1 hour) 	History of bio ethics.		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation • Project Work

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		<ul style="list-style-type: none"> • Introduction to Bioethics & Principles of Ethics 				
II (05 hours)	<p>At the end of unit students are able to</p> <p>Cognitive Describe the importance, purpose, scope, and sources of ROL.</p> <p>Psychomotor: Apply steps in reviewing literature.</p> <p>Affective: Recognize criteria for selection of resources.</p>	<p>Review of Literature:</p> <ul style="list-style-type: none"> • Importance, Purposes (1 hour) • Scope, Sources (1 hour) • Criteria for selection of resources. (2Hrs) • Steps in reviewing literature.(1 Hr) 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library Exercise 	
III (12 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and describe qualitative and quantitative research.</p> <p>Psychomotor: Select appropriate design for research work and critically evaluate research designs.</p> <p>Affective: Identify characteristics of qualitative & quantitative research design.</p>	<p>Research Approaches and Design:</p> <ul style="list-style-type: none"> • Type: Quantitative and Qualitative.(2 hours) • Historical, survey and experimental .(2 hours) • Characteristics, type's advantages and disadvantages. (2 hours) • Qualitative: Phenomenology grounded Theory, ethnography.(2 hours) • Research designs, its importance.(2 hours) <p>1. Identify the significant values of the profession through a value clarification process.</p> <p>2. Compare and contrast the concepts of moral obligation,</p>	<ul style="list-style-type: none"> • Characteristics of good design. (1 hours) • Threats to internal and external validity. (1hours) <p>. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.</p>		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation • Project Work

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		<p>legal obligation and ethical obligation.</p> <p>3. Discuss the relationship of the caring ethic to the profession of nursing.</p> <p>4. Discuss the potential impact of nurses' personal values regarding the decisions and behavior of individuals on the delivery of nursing care.</p> <p>1. Discuss the interpretive statements of the American Nurse's Association Code for Nurses.</p> <p>2. Understand the non-negotiable character of the Code for Nurses.</p> <p>3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations.</p> <p>4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply.</p>				
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IV (10 hours)	<p>At the end of unit students are able to</p> <p>Cognitive Identify and describe research problem, sources of research problem & define various terms</p> <p>Psychomotor: Formulate research hypothesis.</p> <p>Affective: Recognize assumptions delimitations and limitations.</p>	<p>Research Problem:</p> <ul style="list-style-type: none"> • Identification of research problem,(2 hours) • Formulation of problem statement and research objectives (3 hours) • Assumptions and delimitations and Limitation (1 hours) • Identification of variables • Hypothesis – definition, formulation and types. (2 hours) <p>1. Describe the relationship between ethical theory, ethical decision-making frameworks and nursing practice.</p> <p>2. Discuss ethical theories and principles involved in contemporary bioethics.</p> <p>3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice.</p> <p>4. Discuss the use of communication, negotiation, and mediation skills in the ethical decision making process</p>	<ul style="list-style-type: none"> • Sources of research problem. (1 hours) • Definition of terms. (1 hours) <p>Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case study of a healthcare related ethical dilemma using a decision making model of the student’s choice</p>		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	
V (05 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the nature, characteristics, purposes</p>	<p>Developing Theoretical/Conceptual framework:</p>			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar 	

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	<p>and uses of various nursing theories.</p> <p>Psychomotor: Develop conceptual framework for their research work.</p> <p>Affective: Identify and test various theories.</p>	<ul style="list-style-type: none"> • Theories: Nature, Characteristics, Purpose and Uses (2 hours) • Using, testing and developing Conceptual framework, models and theories.(3 hour) 			<ul style="list-style-type: none"> • Presentation 	
VI (06 hours)	<p>At the end of unit students are able to</p> <p>Cognitive Understand, Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error.</p> <p>Psychomotor: Select and use appropriate sampling technique.</p> <p>Affective: Identify & select appropriate population, sample, sampling technique and sample size.</p>	<p>Sampling:</p> <ul style="list-style-type: none"> • Population and sample(1 hour) • Sampling techniques (1 hour) • Sample size (1 hour) • Probability and sampling Error (1 hour) • Problems of sampling (1 hour) <p>1. Discuss the interpretive statements of the American Nurse's Association Code for Nurses. 2. Understand the non-negotiable character of the Code for Nurses. 3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations. 4. Discuss cases derived from clinical practice with an</p>	<ul style="list-style-type: none"> • Factors influencing sampling. (1 hour) <p>Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.</p>		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation • Project Work

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		emphasis on how professional ethical codes or position statements may apply				
VII (20 hours)	At the end of unit students are able to Cognitive Describe tools and methods of data collection. Skill: Calculate reliability of tools. Affective: Formulate tools for data collection.	Tools and Method of Data Collection: <ul style="list-style-type: none"> Data sources, methods/techniques - Quantitative and qualitative. (4 hours) Tools for data collection – types, characteristics and their development(4 hours) Validity and reliability of tools (4 Hours) Procedure for data collection. (4 hours) 	<ul style="list-style-type: none"> Concepts of data collection.(4 hours) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	
VIII (05 hours)	At the end of unit students are able to Cognitive Define and describe pilot study. Psychomotor: Conduct pilot study. Affective: Formulate plan for data collection.	Implementing Research Plan: <ul style="list-style-type: none"> Pilot study (1 hour) Planning for data collection (1 hour) Administration of tool .(1 hour) Interventions Collection of data. (1 hour) 	<ul style="list-style-type: none"> Review research plan (design) (1 hour) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	
IX (10 hours)	At the end of unit students are able to Cognitive: Know and describe various methods for data analysis. Psychomotor: Analyze data by using	Analysis and Interpretation of Data: <ul style="list-style-type: none"> Plan for data analysis: quantitative and 	<ul style="list-style-type: none"> Conclusion and generalizations 	<ul style="list-style-type: none"> Preparing data for computer analysis 	<ul style="list-style-type: none"> Lecture cum discussion Seminar 	<ul style="list-style-type: none"> Short answer question

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	appropriate analysis method. Affective: Formulate plan for data analysis.	<ul style="list-style-type: none"> Qualitative. (2 hours) • Descriptive and Inferential Analysis. (2 hours) • Statistical analysis. (2 hours) • Interpretation of data.(1 hours) 	<ul style="list-style-type: none"> • Summary and discussion. (2 hours) 	and presentation (1hours)	<ul style="list-style-type: none"> • Presentation • Class room exercise • Statistical exercise 	<ul style="list-style-type: none"> • Long answer question • Quiz • Test • Assignment • Presentation
X (10 hours)	At the end of unit students are able to Cognitive Understand and describe various methods and styles of writing research report. Psychomotor: Communicate research results effectively and Compare research reports.	Reporting and Utilizing Research Findings: <ul style="list-style-type: none"> • Writing research report purposes, methods and style-Vancouver, American Psychological Association (APA), Campbell etc(4 hours) • Writing scientific article for publication: purposes & style (4 hours) 	<ul style="list-style-type: none"> • Communication of research results; oral and written. (2 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<ul style="list-style-type: none"> • Project Work
XI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe criteria's for critical analysis. Psychomotor: Analyze and communicate research articles critically. Affective: Initiate critical analysis.	<ul style="list-style-type: none"> • Critical analysis of research articles. (1 hours) • Presenting and communicating critique. (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Journal Club 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz
XII (04 hours)	At the end of unit students are able to Cognitive Understand and describe criteria's for presenting research proposal. Psychomotor: Present research proposal.	<ul style="list-style-type: none"> • Preparation, presentation and approval of research proposal. (4 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<ul style="list-style-type: none"> • Test • Assignment • Presentation • Project

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	Affective: Prepare research proposal.					Work
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Nursing Research and Statistics

Section 'B' -Statistics

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (07 hours)	At the end of unit students are able to Cognitive Understand and describe the scope of statistics and meaning of data. Psychomotor: Apply this knowledge in research work.	Introduction: <ul style="list-style-type: none"> • Concepts, types, significance, and scope of statistics meaning of data, parametric and no-parametric data (2 hours) • Sample, parameter (1 hour) • Type and levels of data and their Measurement • Organization & presentation of data.(2 Hrs) • Frequency distribution (2 hours) • Graphical and tabular presentations(2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise • Test
II (04 hours)	At the end of unit students are able to Cognitive Explain the tabulation of data and measures of central tendency. Psychomotor: Present the data in various forms and calculate central tendency. Affective: Apply this knowledge in research and professional work.	Measures of central tendency : <ul style="list-style-type: none"> • Mean (1 hours) • Median (1 hours) • Mode (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	

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III (04 hours)	At the end of unit students are able to Cognitive Understand and describe the measures of variability. Psychomotor: Calculate the measures of variability. Affective: Incorporate & relate with research work.	Measures of variability: <ul style="list-style-type: none"> • Range (2 hours) • Percentiles (2 hours) • Average Deviation (2 hours) • Quartile Deviation (2 hours) • Standard Deviation (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	
IV (03 hours)	At the end of unit students are able to Cognitive Understand and describe normal distribution and cumulative distribution. Psychomotor: Calculate probability and prepare cumulative frequency graphs.	<ul style="list-style-type: none"> • Normal Distribution: <ul style="list-style-type: none"> ○ Probability (2 hours) ○ Characteristics and application of normal probability curve. (2 hours) ○ Sampling error. (1 hour) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	
V (06 hours)	At the end of unit students are able to Cognitive Understand and explain measures of relationship. Psychomotor: Calculate measures of relationship and apply it in research studies.	Measures of relationship: <ul style="list-style-type: none"> • Correlation – need and meaning (1 hour) • Rank order correlation (2 hours) • Scatter diagram method. (2 hours) 	<ul style="list-style-type: none"> • Product moment correlation. (1 hour) • Simple linear regression analysis and Prediction. (2 hrs) 		<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise <p>Test</p>
VI (05 hours)	At the end of unit students are able to Cognitive Understand and describe different types of research design. Psychomotor: Analyze and use research designs accurately.	Designs and meaning: <ul style="list-style-type: none"> • Experimental designs • Comparison in pairs, randomized block design. 	<ul style="list-style-type: none"> • Latin squares. (2 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration 	

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VII (08 hours)	At the end of unit students are able to Cognitive: Understand and describe the significance of statistics and difference between two statistics. Psychomotor: Test hypothesis. Affective: Recognize and correlate hypothesis with statistical differences.	Significance of statistic and significance of difference between two Statistics: (testing hypothesis) <ul style="list-style-type: none"> • Non parametric test – Chi – square test (4 hours) • Parametric test – ‘t’ test, ANOVA, Pearson’s r (4 hours) 	<ul style="list-style-type: none"> • Sign median test, Mann-Whitney test. (1 hour) • Manova, ancova, (1 hour) 		<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	
VIII (05 hours)	At the end of unit students are able to Cognitive Understand and describe the uses of statistical methods in psychology and education. Psychomotor: Develop skill for using statistical methods in psychology and education.	Use of statistical methods in psychology and education: <ul style="list-style-type: none"> • Reliability of test Scores: test-retest method, parallel forms, split half method. (2 hours) 	<ul style="list-style-type: none"> • Scaling – Z Score , Z Scaling.(1 hour) • Standard Score and T score.(1 hour) 		<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration 	
IX (04 hours)	At the end of unit students are able to Cognitive Understand the importance and meanings of vital health statistics. Psychomotor: Apply this knowledge in professional work. Affective: Contributes in collecting and calculating vital statistics correctly.	Application of statistics in health: <ul style="list-style-type: none"> • Ratios, Rates, Trends • Vital health statistics – Birth and death rates. (1 hour) • Measures related to fertility, morbidity and mortality.(1 hour) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	
X (04 hours)	At the end of unit students are able to Cognitive Know the different available statistical packages.			<ul style="list-style-type: none"> • Use of statistical package. (1 Hr) 	Demonstration	Short answer question LAQ Class room statistical exercise

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						Test
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Internal Assessment: Sent To University

Research					Statistics
Midterm(75) + Prefinal (75) 40%	Assignment 20%	Presentation 20%	Project Work 20%	Grand Total 100%	Midterm (25)+ Prefinal(25)
6	3	3	3	15	10

Scheme of Examination

Theory			
	Research	Statistics	Total
Midterm	50	25	75
Pre Final	50	25	75
Total	100	50	150
Send to university	15	10	25

EvaluationScheme

Nursing Research & Statistics

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	Hours	Internal	External	Total
Theory	3	25**	75*	100

References:

1. Polit, Denise F. & Hungler., Benadelte. P., Essentials of Research., 8th J. B. Lippincott company, Philadelphia, 2002.
 2. Sundar Rao. P. S. S. Jesudian G. Richard J – An introduction to Biostatistics, 2nd Edition, 1989, Christian Medical College, Vellore.
 3. Chirs Metzger Mcquiston. Adele A. Webb, Foundations of Nursing Theory, Sage Publication, London. 1995.
 4. T. Basavanthappa – Nursing Research, Jaypee Brother Publication, New Delhi, 1st Edition, 1998.
 5. R. Kothari. Research Methodology”, Wishwa Prakashan Publication, New Delhi. 2nd Edition, 1990.
- Ruby L. Weslye, “Nursing Theories Models”, Spring House Publication Pennsylvania, 2nd Edition, 1995.

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KIMSDU .KINS .M SC NURSING (4301) .2ND YEAR M Sc NURSING 4301-21

Sub: NURSING MANAGEMENT

Theory 150 Hours ; Practical 150 Hours

Total : 300 Hours

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Method	Method Of Evaluation
I (10Hrs)	At the end of unit students are able to: Knowledge: Recall and understand the philosophy, aim & objectives and principles of administration. Skill: Develop philosophy, aim and objectives for the institution. Attitude: Apply principles of administration in the field of nursing practice.	Must know	Desirable to know	Nice to know	Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS	FORMATIVE SUMMATIVE IA-25 EA-75 TOTAL-100
		Introduction: • Philosophy, .(1 Hr) • purpose, .(1 Hr) • elements, .(1 Hr) • principles.(1 Hr) • and scope of administration. • (1 Hr)	• Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.(3 Hrs).	• Indian Administrative system vis a vis health care delivery system: National, State & Local, Indian constitution.(2hr)		

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II (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and classify the functions of administrator.</p> <p>Skill: Formulate the philosophy, aim and objectives for administration in nursing education institute and hospital.</p> <p>Attitude: Utilize the knowledge of general administration into nursing practice.</p>	<p>Must know</p> <p>Management :</p> <ul style="list-style-type: none"> • Functions of administration. (1Hr) • Planning and control. (1Hr) • Co-ordination and delegation. • Decision making-decentralization basic goals of decentralization. Concept of management.(2Hr) <p>Nursing Management:</p> <ul style="list-style-type: none"> • Concept, types & principles. (1Hr) • Current trends and issues in Nursing Administration. • Application to nursing service & education. (1 Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Vision and Mission Statements. • (1Hr) • Philosophy, aims and objective of Nursing Administration. (1Hr) 	<p>Nice to know</p> <ul style="list-style-type: none"> • Theories and models of Nursing Administration (1Hr). • <i>Application to nursing service & education.</i> (1Hrs) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS
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<p>III (15Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Explain the importance of planning and describe different types of planning. Skill: Plan for various activities curricular and co-curricular in nursing service and education. Attitude: Takes initiative to practice MBO.</p>	<p>Must know Planning:</p> <ul style="list-style-type: none"> • Strategic planning. Operational plans. (2Hr) • Management plans.(2Hrs) • Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs) • Management by objectives (MBO). Application to nursing service and education. (2 Hrs) 				
<p>IV (15Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Understand and explain various patterns of organization. Skill: Develop the organizational charts and organization of nursing services in the hospital. Attitude: Incorporate this knowledge in developing effective nursing services.</p>	<p>Must know Organization :</p> <ul style="list-style-type: none"> • Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs) • Advantages and disadvantages, primary nursing care.(2Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Disaster management: plan, resources, drill, etc. (2 Hrs) <p>Developing an organizational Structure, levels, .(2Hrs) Organizational effectiveness and organizational</p>	<p>Nice to know Concept, principles, objectives, Types and theories, Minimum requirements for organization. (1 Hr).</p> <ul style="list-style-type: none"> • <i>Application to</i> 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS 	

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		<ul style="list-style-type: none"> • Planning and Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, kitchen, laboratory & emergency services • <i>Application to nursing service and education. (2Hrs)</i> 	Climate.(2Hrs).	<i>nursing service and education. (2Hrs)</i>		
V (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain the staffing process and INC norms for staffing.</p> <p>Skill: Forecast the staff requirement for various institutions</p> <p>Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.</p>	<p>Must know</p> <p>Human Resource for Health :</p> <ul style="list-style-type: none"> • Staffing-Philosophy, .(2Hrs) • Estimation of nursing staff requirement – activity analysis, Various research studies. (2Hrs) • Recruitment: credentialing, selection, 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Norms : Staff inspection units (SIU), .(2Hrs) • Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. Retention. .(2Hrs) 	<p>Nice to know</p> <ul style="list-style-type: none"> • Personnel policies. (1Hr) • Termination. (1hr) • <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	

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		<p>placement, promotion. (1Hr)</p> <ul style="list-style-type: none"> • Duties and responsibilities of various categories of nursing .(2Hrs) • <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 				
VI (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Illustrate the process of direction. Skill: Motivate various categories of personnel for higher positions and quality output. Attitude: Identify conflict situations promptly and manage effectively</p>	<p>Must know</p> <p>Directing :</p> <ul style="list-style-type: none"> • Roles and functions. .(2Hrs) • Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. .(2Hrs) • Communication: process, types, strategies, (2Hrs) Interpersonal communication, channels, barriers, problems. .(2Hrs) Delegation: 	<p>Desirable to know</p> <p>Confidentiality, Public relations. (2Hrs)</p>	<p>Nice to know</p> <ul style="list-style-type: none"> • Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (2Hr) 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS 	

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		<p>common delegation errors. .(2Hrs)</p> <ul style="list-style-type: none"> • Managing conflict: process, management, negotiation, consensus. • Occupational health and safety. • Application to nursing service and education. .(2Hrs) 				
VII (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understands and explains the procedures related to procurement of hospital supplies</p> <p>Skill: Practice VED and ABC analysis for maintaining inventories economically.</p> <p>Attitude: Shows interest in cost effective management of material and disseminates the same to others.</p>	<p>Must know</p> <p>Material Management:</p> <ul style="list-style-type: none"> • Concepts, principles and procedures. .(2Hrs) • ABC analysis, VED (very important and essential daily use) analysis .(2Hrs) • Planning equipments and supplies for nursing care : unit and hospital (2 hrs) • Inventory control. 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Planning and procurement procedures : Specifications (1 hrs). • <i>Application to nursing service and education.</i> (2 hrs) 	<p>Nice to know</p> <ul style="list-style-type: none"> • Procedures. ABC analysis, VED.(1Hrs) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	

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		<p>Condemnation.</p> <ul style="list-style-type: none"> • <i>Application to nursing service and education. (2 hrs)</i> 				
VIII (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service.</p> <p>Skill: Supervises the nursing services for quality performance and care.</p> <p>Attitude: Uses discipline constructively for the growth of the individual & organization.</p>	<p>Must know</p> <p>Controlling</p> <ul style="list-style-type: none"> • Quality assurance, Standards, Models. (2rs) • Nursing audit. (2Hrs) • Performance appraisal : Tools, format (2Hrs) • Supervision and management: concepts and principles. (2Hrs) • <i>Application to nursing service & education. (2Hrs)</i> 	<p>Desirable to know</p> <p>Discipline: service rules, (1Hrs)self discipline, constructive versus (2Hrs)</p>	<p>Nice to know: Management, interviews.(2Hrs).</p> <ul style="list-style-type: none"> • <i>Application to nursing service & education.(2Hrs)</i> 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	
IX (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain different types of budgets with their importance at various levels.</p>	<p>Must know</p> <p>Fiscal Planning :</p> <ul style="list-style-type: none"> • Budget estimate, (2Hrs) • revised estimate, (2Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • budgeting, Steps (1Hrs) • Plan and non-plan, zero mid-term appraisal, capital and revenue. (2 hrs) 	<ul style="list-style-type: none"> • Nice to know: Budgeting for various units and levels. (2Hrs) • <i>Application to nursing service</i> 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and 	

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	<p>Skill: Prepare budget for the unit/institution Attitude: Practices budgeting within the constraints to manage the unit effectively and efficiently.</p>	<ul style="list-style-type: none"> • Performance budget Audit.(2Hrs) • Cost effectiveness Health care reforms, .(2Hrs) • Health economics • <i>Application to nursing service & education. .(2Hrs)</i> 		<p><i>& education. .(2Hrs)</i></p>	<p>slides •Seminars with PPTS</p>	
X (10Hrs)	<p>At the end of unit students are able to: Knowledge: Explain the importance of nursing informatics and understands it place in rendering quality care. Skill: Participates in development of nursing informatics system. Attitude: Pay special attention to user friendly information system to enhance cooperation from all.</p>	<p>Must know Nursing Informatics :</p> <ul style="list-style-type: none"> • Use of computers in hospital and community.(2hrs) • Patient record-system. (2 hrs) • Nursing records and reports. (2hrs) • Management information and evaluation system (MIES) • Electronic medical records.(2hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Trends • General purpose. (1hr) 	<ul style="list-style-type: none"> • Nice to know: Group dynamics,(1 hrs) • Use of computers in hospital and community.(2hrs) 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS 	

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<p>XI (10Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Understands and explains various leadership styles and their implications. Skill: practices & uses power appropriately to foster individual development and quality administration. Attitude: Incorporates critical thinking in decision making related to leadership roles.</p>	<p>Must know Leadership:</p> <ul style="list-style-type: none"> • Concepts, Types, Theories, Styles (2 hr) • Manager behavior. Leader behavior (2 hr) • Effective leader: Characteristics, Skills, • Critical thinking and decision making.(2hr) <i>Applications to nursing service and education. (2Hrs)</i> 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Power and politics • Lobbying (1 hrs) 	<p>Nice to know</p> <ul style="list-style-type: none"> • Stress management. (1 hr). • <i>Applications to nursing service and education. (2Hrs)</i> 	<p>•Lectures & Discussion Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS</p>	
<p>XII (10Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Understands and explains the ethical and legal aspects of nursing as a profession. Skill: Practices nursing skills legally and ethically. Attitude: Protect rights of the clients with different vulnerable</p>	<p>Must know Legal and Ethical Issues Laws and Ethics :</p> <ul style="list-style-type: none"> • Legal system: Types of law, tort law, and liabilities.(1 hrs) • Legal issues in nursing: negligence, 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Ethical committee • Code of ethics and professional conduct. (1hr) • Professional responsibility and accountability. (1hr). 	<p>Nice to know</p> <ul style="list-style-type: none"> • Infection control. Standard safety measures. (1hrs) 	<p>Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS</p>	

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	status.	<p>malpractice, invasion of privacy, defamation of character.(2hr)</p> <ul style="list-style-type: none"> • Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms : licensure, renewal, accreditation (2hrs) • Patient’s rights. Rights of special groups : children, women, HIV, handicap (2 hrs) 				
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Scheme of examination :

Internal assessment:

Theory: 15 Marks

Clinical Assignment: 10 Marks

(225 Marks from mid-term, prelim & seminars(Theory) to be converted into 15 Marks)

(225 Marks from clinical assignments to be converted into 10 Marks)

Theory:

Examination	Marks	Send to
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		university
Midterm examination	75	
Pre final	75	
Seminar 5X25	100	
Total	225	15

(225 Marks from clinical assignments to be converted into 10 Marks)

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- 1.TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
- 2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.
- 3.Pai, Pragna. Effective Hospital Management, 1st edn,The National Book Depot: Mumbai,2002.
- 4.Srinivasan, A V.Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
- 5.Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: NewDelhi, 2000.
- 6.Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and DeepPublications: New Delhi, 2000.
- 7.Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S BanarsidasBhanot Publishers: Jabalpur, 2003.
- 8.Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones BartlettPublishers: London, 2002.
- 9.Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers MedicalPublishers: New Delhi, 2000.
- 10.Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva,1966.
- 11.Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior,Pearson Education Indian Branch: New Delhi, 2002.
- 12.Barret, Jean. Ward Management andTeaching,2nd edn, English Book Society: New Delh

KIMSDU.KINS.M SC NURSING (4301) .2ND YEAR M Sc NURSING 4301-22

**CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING**

KIMSDU,KINS- MSC.N.Syllabus

SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Placement : II year

Hours of Instruction
Theory : 150 hours.
Practical : 950 hours.
Total : 1100 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, pathophysiology 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

Unit No. & total hours	Objectives	Contents with distributed hours	T/L METHO D	METHOD OF EVALUATION
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		Must know 60%	Desirable to know 30%	Nice to know 10%		
I (5Hrs)	At the end of unit students are able to: Knowledge: Know the historical development, trends and issues related to CVTS nursing. Skill: Identify major and render care to client. Attitude: Provide evidence based nursing care to clients.	<p>Must know</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Cardiovascular and thoracic conditions – major health problem. Concepts, principles and nursing (1 Hrs) • Observed repetition • Perspectives. Evidence based nursing (1 Hrs) • Its application in cardio vascular and thoracic nursing. (1 Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Ethical and legal issues. (1 Hr) 	<p>Nice to know</p> <p>Historical development, trends and issues in the field of cardiology(1 Hr</p>	<ul style="list-style-type: none"> •Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS 	<ul style="list-style-type: none"> •Essay type •Short answers
II (5Hrs)	At the end of unit students are able to: Knowledge: Understand and Identify risk factors associated with cardiovascular problems. Skill: Educate & motivate people in modifying their life style & promoting their health.	<p>Must know</p> <p>Epidemiology:</p> <ul style="list-style-type: none"> • Risk factors: Heredity, psychosocial factors, hypertension, smoking, obesity, D.M., etc. • Health promotion, disease prevention, life style modification. • National health programme related to cardio vascular and 	<ul style="list-style-type: none"> • Desirable to know • Complementary therapies.(1 Hr) 	<p>Nice to know</p> <ul style="list-style-type: none"> • Alternate system of medicine. (1 Hr) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers

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	Attitude: Contribute in National Health programme.	<p>thoracic conditions.(1 Hrs)</p> <ul style="list-style-type: none"> National health programme related to cardio vascular and thoracic conditions.(1 Hrs) National health programme related to cardio vascular and thoracic conditions.(1 Hrs) 				
III (5Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain anatomy and physiology of cardiovascular and respiratory system.</p> <p>Skill: Assess the cardiopulmonary function based on the blood biochemistry.</p> <p>Attitude: Appreciate other conditions altering cardiopulmonary functions.</p>	<p>Must know</p> <p>Review of Anatomy and Physiology of cardio vascular and respiratory system:</p> <ul style="list-style-type: none"> Coronary circulation. (1 Hrs) Hemodynamic and electro physiology of the heart.(1 Hrs) Biochemistry of blood in relation to cardio pulmonary function.(1 Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels (1 Hr) 	<p>Nice to know</p> <p>Embryology of heart and lung.(1 Hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	<p>Essay type</p> <ul style="list-style-type: none"> Short answers
IV (20Hrs)	At the end of unit students are able to:	<p>Must know</p> <p>Assessment and</p>	Desirable to know Assessment and	Nice to know Assessment and Diagnostic	Lectures & Discussion	<p>Essay type</p> <ul style="list-style-type: none"> Short answers

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	<p>Knowledge: Understand and explain importance of history taking and other diagnostic tests in confirming diagnosis of cardiovascular conditions.</p> <p>Skill: Collect samples for various tests correctly and assist in conducting diagnostic tests.</p> <p>Attitude: Recognize the apprehension of client and relatives undergoing various tests and educate and prepare both for the tests and results of the tests.</p>	<p>Diagnostic measures:</p> <ul style="list-style-type: none"> • History taking and Physical assessment: Heart rate variability: Mechanism, measurements, pattern, factors, impact of interventions on HRV. .(1 Hrs) • Diagnostic Tests: Hemodynamic monitoring, functional hemodynamic indices, and ventricular function indices, Blood gases and its significance, oxygen supply and demand. .(1Hrs) • Electrocardiography (ECG): Electrical conduction to the heart, basic electro cardio graph, • 12 lead electrocardiogram, axis determination. .(1 Hrs)ECG Changes in: Intra ventricular conduction .(1 Hrs) • abnormalities- 	<p>Diagnostic measures:</p> <ul style="list-style-type: none"> • Output measurements (Arterial and Swan Ganz monitoring). .(1 Hrs) ○ Radiologic examination of the chest: interpretation, chest film findings. .(1 Hrs) • Cardiac catheterization: interpretation of data. .(1 Hrs) • Interpretation of diagnostic measures. .(1 Hrs) • Serum concentration of selected drugs.(1 Hrs) 	<p>measures:</p> <p>Hemodynamic monitoring: technical aspects. (1Hrs)</p> <p>Nuclear and other imaging studies of the heart; (1Hrs)</p> <p>magnetic resonance imaging(1Hrs)</p>	<ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	
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		<p>Arrhythmias, ischemias, injury and infarction, atrial and ventricular enlargement, .(1 Hrs)</p> <ul style="list-style-type: none">• Electrolyte imbalance. Electrocardiography: Technical aspects, special techniques, .(1 Hrs) <p>echocardiography of cardiac structures in health and disease, newer techniques. .(1 Hrs) Cardio electro physiology procedures: Diagnostic studies, interventional and catheter ablation nursing care. .(1 Hrs) Exercise testing; indication and objectives, safety and personnel, pre test considerations, selection, interpretation, tests termination, recovery period. .(1 Hrs) Cardiac catheterization: indications,</p>				
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		<p>contraindications, patient preparation, And procedure. .(1 Hrs)</p> <p>Pulmonary function test: Bronchoscopy and graphies. .(1 Hrs)</p> <p>Nurses role in diagnostic tests. .(1 Hrs)</p> <ul style="list-style-type: none"> Laboratory tests using Blood: Blood specimen collection, cardiac markers, blood lipids, hematologic studies, blood cultures, Coagulation studies, arterial blood gases, Blood chemistry, cardiac enzymes studies, Interpretation and role of nurse.(1) 				
V (25Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Discuss the etiology, clinical manifestation, pathophysiology and management of cardiovascular conditions.</p> <p>Skill: Demonstrate competence in</p>	<p>Must know</p> <p>Cardiac disorders and nursing management: Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Coronary artery disease..(1 Hrs) Angina of various types. .(1</p>	<p>Desirable to know</p> <p>Cardiac disorders and nursing management: Inflammatory heart diseases, .(1 Hrs) infective endocarditis, .(1 Hrs) myocardirtis, .(1 Hrs) pericarditis. .(1 Hrs)</p>	<p>Nice to know</p> <p>Cardiomyopathy, .(1 Hrs) dilated, restrictive, hypertrophic.(1 Hrs)</p>	<p>•Lectures & Discussion</p> <p>• Charts , graphs models, films and slides</p> <p>•Seminars with PPTS</p>	<p>•Essay type</p> <p>•Short answers</p>

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	interpret ting test results and management of client. Attitude: Appreciate client's problems with various cardiovascular conditions and provide nursing care accordingly.	Hrs)Cardiomegaly..(1 Hrs) CCF..(1 Hrs) Myocardial infarction, .(1 Hrs) Heart failure, .(1 Hrs) pulmonary edema, .(1 Hrs) shock.(1 Hrs). Rheumatic heart disease .(1 Hrs)and other valvular diseases..(1 Hrs) Arrhythmias, .(1 Hrs) heart block. .(1 Hrs) Associated illnesses. .(1 Hrs) -				
VI (10Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the etiology, clinical manifestation, pathophysiology and management of pulmonary conditions and its association & impact on cardiovascular conditions. Skill: Recognize association of pulmonary problem with cardiovascular condition and demonstrate confidence and	Must know Altered pulmonary conditions: <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Bronchitis. Bronchieal asthma. • Bronchiectiasis. (1 Hrs) • Pneumonias. Lung Abscess. (1 Hrs) • Pulmonary tuberculosis, (1 Hrs) • fibrosis, • pneumoconiosis, etc. Pleuritis, effusion. (1 	Desirable to know <ul style="list-style-type: none"> ○ - prognosis, related pathophysiology.(1 Hr) 	Nice to know Altered pulmonary conditions: <ul style="list-style-type: none"> ○ Lung tumor.(1 Hr) 	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	Essay type <ul style="list-style-type: none"> •Short answers

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	<p>competence while caring such clients. Attitude: Know the health need of the client having cardiovascular problem in association of pulmonary problems and provide need based quality care.</p>	<p>Hrs) <ul style="list-style-type: none"> • Pneumo, haemo and pyothorax. (1 Hrs) Intestinal lung disease. Acute and chronic obstructive pulmonary disease(1 Hrs) (conditions leading to) Corpulmonale. Acute respiratory failure. Adult respiratory distress syndrome. (1 Hrs) Pulmonary embolism. Pulmonary hypertension. (1 Hrs) ○ </p>				
VII (10Hrs)	<p>At the end of unit students are able to: Knowledge: Differentiate various vascular conditions from cardiac problems, its association with each other and impact on patient's prognosis and health needs. Skill: Identify vascular conditions and recognizing health needs of the</p>	<p>Must know Vascular disorders and nursing management: Etiology, clinical manifestations, and nursing management of: Disorders of arteries. (2 Hrs) Disorders of aorta. Aortic aneurisms. Aortic destruction. Peripheral arterial disease of the lower extremities. (2 Hrs) <ul style="list-style-type: none"> • Venous thrombosis. </p>	<p>Desirable to know Vascular disorders and nursing management: diagnosis, prognosis, related Pathophysiology.(1Hrs)</p>	<p>Nice to know Reynaud's phenomenon.(1Hrs)</p>	<p>Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS </p>	<p>Essay type <ul style="list-style-type: none"> • Short answers </p>

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	<p>client and render nursing services based on the needs of the client. Attitude: Educate the client about disease condition, limitations in life and motivate them for minimizing complications.</p>	<p>Varicose veins. Chronic venous insufficiency and venous leg ulcers. (2 Hrs) Pulmonary embolism. (2 Hrs)</p>				
VIII (10Hrs)	<p>At the end of unit students are able to: Knowledge: Understand and explain treatment modalities in cardiovascular emergencies. Skill: Handle cardiac emergencies promptly and confidently, contribute in reducing disease specific mortality rate. Attitude: Be accountable for decisions taken while handling cardiac emergencies.</p>	<p>Must know Cardiothoracic emergency interventions: CPR- BLS and ALS, . (2 Hrs) Use of ventilators, defibrillations, pace maker. . (2 Hrs) Post resuscitating care, Care of the critically ill patients, . (2 Hrs) Psycho social and spiritual aspects of care, Stress management. . (2 Hrs) -</p>	<p>Desirable to know Cardiothoracic emergency interventions: o ICU psychosis.(2Hrs)</p>	Nice to know -	<p>Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS</p>	<p>Essay type • Short answers</p>
IX	At the end of unit	Must know	Desirable to know	Nice to know		• Essay type

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(10Hrs)	<p>students are able to: Knowledge: Discuss various obstructive air way conditions, its clinical manifestations and nursing management. Skill: Handle various mechanical devises used for client with obstructive air way disease and make the client comfortable without or minimize complications. Attitude: Appreciate the apprehension of client and family members while putting on support system for client with obstructive air way conditions.</p>	<p>Nursing care of patient with obstructive air way: Assessment. Use of artificial air way. Endo tracheal intubation, tracheotomy and its care. . (2 Hrs) Complications, minimum cuff leak, securing tubes. Oxygen delivery systems: Nasal cannula, Oxygen mask, Venturi mask, Partial re breathing bag. Bi –PAP and C- PAP masks, . (2 Hrs) Can be covered with 1hr Uses, advantages, disadvantages, nursing implication of each. . (2 Hrs) Mechanical Ventilation: Principles of mechanical ventilation. . (2 Hrs) Modes of ventilation, advantage, disadvantage, complication. Weaning off the ventilators. Nursing assessment and interventions of ventilated patients. (2Hrs)</p>	<p>Nursing care of patient with obstructive air way: o PEEP therapy, indications, physiology and complication. (1Hrs) -</p>	<p>Types of mechanical ventilation and ventilators. (1Hrs)</p>	<p>•Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS</p>	<p>•Short answers</p>
X	At the end of unit	Must know	Desirable to know	Nice to know	Lectures &	Essay type

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(10Hrs)	<p>students are able to:</p> <p>Knowledge: Understand and explain the etiology, pathophysiology, diagnosis, treatment modalities and prognosis of client with congenital heart diseases.</p> <p>Skill: Incorporate knowledge of pediatric nursing while providing quality care.</p> <p>Attitude: Involve parents and family members in nursing care of children having congenital heart diseases.</p>	<p>Congenital Heart Diseases: Etiology, clinical manifestations, diagnosis, prognosis, related patho physiology and nursing management . (2 Hrs) Classification of: – Cyniotic and acynotic heart disease. Atrial Septal defects, Ventricular septal defect, (2 Hrs) • Eisenmenger’s comple s. Patent Ductus arteriosis, AP window, and truncus arteriosis. (1 Hrs) Pulmonary stenosis, atresia. Coarctation of aorta. (1 Hrs)</p>	<p>Congenital Heart Diseases: Tetra logy of fallots. Transposition of great arteries. Total anomaly of pulmonary venous connection. Ebstein’s anomaly. (1 Hrs)</p>	<p>Congenital Heart Diseases: Embryological development of heart. (1 Hrs)</p> <p>Double outlet right ventricle, Single ventricle, hypoplastic left heart syndrome.(1Hrs)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	<ul style="list-style-type: none"> • Short answers
<p>XI (10Hrs)</p>	<p>At the end of unit students are able to:</p> <p>Knowledge: Illustrate various drugs used in cardiovascular condition along with its effects, side effects and adverse effects.</p>	<p>Must know Review: Pharmacology. Pharmacokinetics. Analgesics/anti inflammatory agents. Antibiotics, (2Hrs) antiseptics. Drug used in cardiac emergencies. Blood and Blood</p>	<p>Desirable to know Review: • Pharmacology: ○ Drug reaction and toxicity. ○ Lipemics. ○ Anti thrombolytic agents, Inotropic agents. (2Hrs)</p>	<p>Nice to know -</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers

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	<p>Skill: Evaluate the condition of patient for the desired effects, side effects and adverse effects of prescribed drugs and calculate the dosages & administer drugs accurately.</p> <p>Attitude: Follow the principles of drug administration and educate client & family members about importance of following prescribed regime and observing and reporting probable side effects of drugs.</p>	<p>components, (1 Hrs) , beta blocking agents, calcium channel blockers, vasoconstrictors, vasodilators, ACE inhibitors, (2 Hrs) Anti coagulants, anti arrhythmic drugs, antihypertensive, Diuretics, Sedatives and tranquilizers, (2 Hrs) Digitalis, anti Principles of drug administration, role and responsibilities of nurses and care of drugs. (2 Hrs)</p> <p style="text-align: center;">-</p>				
XII (20Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and discuss various surgical modalities of management.</p> <p>Skill: Render quality care to the client during preoperative, intra operative and post operative period.</p> <p>Attitude: Recognize</p>	<p>Must know</p> <p>Nursing Care of Patient undergoing thoracic surgery: Indications, selection of patients. Preoperative assessment and preparation, counseling. (2Hrs) Intra operative care: Principles of open heart surgery, equipments and anesthesia, cardiopulmonary bypass.</p>	<p>Desirable to know</p> <p>Nursing Care of Patient undergoing thoracic surgery: Surgical procedures for coronary artery bypass grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac (2Hrs) transplant, Palliative surgery and different</p>	<p>Nice to know</p> <p>-Thoracic surgery recent advances. (2 Hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers

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	<p>the importance of team work in dealing with cardiovascular and thoracic conditions.</p>	<p>(1Hrs)Pneumonectomy, tumor excision, etc. Immediate post operative care, Assessment, post operative problems and interventions: bleeding, cardiac tamponade low cardiac output, (2Hrs) infarction, pericardia effusion, pleural effusion, Pneumothorax, haemothorax, Coagulopathy, (2Hrs) Thermal imbalance, inadequate ventilation/perfusion, (2Hrs) neurological problems, renal problems, psychological problems. (2Hrs) Chest physiotherapy. Nursing interventions, (2Hrs) complimentary therapies/alternative systems of medicine. Intermediate and late post operative care after CABG, valve surgery, others. Follow up care. (2Hrs)</p>	<p>Stents, vascular surgery, other : lobotomy . (1 Hrs)</p>			
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		<p>Newly added change Definition, Aims, And Importance Of Perioperative 1hr Nursing Management of a patient with cardiothoracic robotics surgery. 2hrs Proficiency in patient care. 2hrs Understanding, operating, and troubleshooting of video systems, computers, and cutting edge medical devices. 4 hrs</p>	<p>-The formation of a surgical team dedicated to robotically assisted cardiac surgery. 2hrs - Careful selection, education, and hands-on practice. 2hrs</p>	<p>The formation of a surgical team dedicated to robotically assisted cardiac surgery. 2hrs - Careful selection, education, and hands-on practice. 2hrs</p>		
XIII (5Hrs)	<p>At the end of unit students are able to: Knowledge: Discuss the life style modifications and rehabilitation process of client. Skill: Participate effectively and efficiently in rehabilitation of client. Attitude: Educate and motivate client and family members to understand the process of rehabilitation & to cooperate.</p>	<p>Must know Cardiac Rehabilitation:</p> <ul style="list-style-type: none"> • Process. • Counseling. • Follow up care. (2 Hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Cardiac Rehabilitation: Physical conditioning for cardio vascular efficiency through exercise. (1 Hrs) 	<p>Nice to know Physical evaluation.- (2 Hrs) Can be covered cardiac rehabilitation physical conditioning.</p>	<p>•Lectures & Discussion • Charts , graphs models, films and slides •Seminar with PPTS</p>	<p>•Essay type •Short answers</p>

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XIV (5Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Know the ideal design of cardiovascular & thoracic unit and its importance in rendering quality services.</p> <p>Skill: Identify learning needs of staff working in the unit, plan and implement in service educational programmers.</p> <p>Conduct nursing audit & strive for improving quality of care.</p> <p>Attitude: Identify the problems of staff, help them to overcome the burn out syndrome and maintains cordial interpersonal relationship in the unit.</p>	<p>Must know</p> <p>Intensive Coronary Care Unit/Intensive cardio thoracic Unit:</p> <ul style="list-style-type: none"> • Quality Assurance – Standard, protocols, policies, procedures. (1Hrs) • Infusion control: standard safety measures. Nursing audit. (1Hrs) • Staffing, Cardiac team. Burnout syndrome. • Nurses role in the management of ICCU and ICTU. Mobile coronary care unit, (1Hrs) • Planning in service educational programmes and teaching. (1Hrs) 	<p>Desirable to know</p> <p>Design of ICCU/OCTU.(1 Hr)</p>	<p>Nice to know</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers
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Scheme of examination

Internal assessment

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Theory:

Examination	Marks	Send to university
Mid term examination	75	
Pre final	75	
Seminar 5X25	125	
Total	250	25

Practical

Assignment /examination	Marks	Send to university
Nursing care plan: 03(50each)	150	
Case presentation 2 (50 marks each)	50	
Case study 2 (50 marks each)	100	
Clinical evaluation 03(100 marks each)	300	
Assignment 1x25	25	
Midterm examination marks	50	
Prefinal Practical examination	100	
	775	100

University examination -Theory marks – 75, Practical marks – 100

Reference books:

- Joyce m. Black Janehokanson hawks “ medical-surgical nursing” for positive outcomes .volume- i ,7th edition.
- Harrison “principal of internal medicine concept, process &practise”, 3rd edition.international edition.
- BasawanthappaBT, nursing administration, jaypee brothers medical publishers (p) ltd 2004, edition 1st .
- Brunner &Siddhart’s, the text book of medical surgical nursing; 10th edition.
- Joyce m. Black, medical surgical nursing; saundersharcourt pvt. Ltd.; 6th edition.
- Mehta, medicine for nurses, P.J. Mehta; 1st edition.

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- James, pharmacology of nurses; balliaretindall, 5th edition