

**Krishna Vishwa Vidyapeeth (Deemed To Be University)**

**Krishna Institute of Nursing Sciences, Karad**



**Syllabus**

**M. Sc. Nursing**

**Child Health (Pediatric) Nursing**

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**Program code: 4303**

## **Philosophy**

National Health Policy(NHP) 2002 emphasizes the need to prepare nurses to function in super-specialty areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding and diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Krishna Vishwa Vidyapeeth, Deemed To Be University's Krishna Institute of Nursing Sciences believes that :

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India. .

Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to life long learning which fosters improvement of quality care.

## **Aim**

The aim of the postgraduate program in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings

## **Objectives**

On Completion of the two year M.Sc Nursing programme, the graduate will be able to:-

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

## **Duration**

Duration of the course is 2 years for M.Sc. (N)

Available	52 weeks
Vacation	4 weeks
Examination	2 weeks
Gazetted holidays	3 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
<b>Total hours for 2 years</b>	<b>3440 hours</b>

## **Course of Instruction**

	<b>Theory (hrs)</b>	<b>Practical (hrs)</b>
<b>1st year</b>		
Nursing Education	150	150
Advance Nursing Practice	150	200
Nursing Research And Statistics	150	100
*Clinical Speciality –I	150	650

<b>Total</b>	<b>600</b>	<b>1100</b>
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## **II nd Year**

Nursing Management	150	150
Nursing Research(Dissertation)		300
*Clinical Specialty-II	150	950
<b>Total</b>	<b>300</b>	<b>1400</b>

## Scheme of Examination

	Theory			Practical		
1st year	Hours	Internal	External	Hours	Internal	External
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and Statistics	3	25**	75*			
Clinical specialty –I	3	25	75		100	100
<b>Total</b>		<b>100</b>	<b>300</b>		<b>150</b>	<b>150</b>
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Specialty-II	3	25	75		100	100
<b>Total</b>		<b>50</b>	<b>150</b>		<b>200</b>	<b>200</b>

\* Nursing research=50 and Statistics=25 \*\*Nursing research=15 and statistics=10

## CONTENT

SN	CONTENT	
1	Philosophy	
2	Aim /Objectives	
3	Scheme of Examination	
<b>FIRST YEAR</b>		
4	Nursing Education	
5	Advance Nursing Practice	
<b>CLINICAL SPECIALITY-I</b>		
	- Medical Surgical Nursing	
	- Obstetric &Gynecological Nursing	
	- Child Health (Pediatric) Nursing	
	- Mental Health (Psychiatric) Nursing	
	-Community Health Nursing	
	Nursing Research & Statistics	
<b>SECOND YEAR</b>		
	Nursing Management	
<b>CLINICAL SPECIALITY –II</b>		
	Medical Surgical Nursing	
	- Cardio Vascular & Thoracic Nursing	
	- Obstetric &Gynecological Nursing	
	- Pediatric (Child Health) Nursing	
	- Psychiatric (Mental Health) Nursing	
	- Community Health Nursing	

**KVV, KINS. M SC NURSING (4301). 1<sup>ST</sup> YEAR M Sc NURSING (4303-11).**

## **Nursing Education**

Theory 150 Hours  
Practical 150 Hours  
Total: 300 Hours

### **Course Description:**

This Course Is Designed To Assist Students in 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	Contents			T/L method	Method of evaluation
		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	<b>Introduction :</b> <ul style="list-style-type: none"> <li>Education:- definition, aims(1hr) Concepts, (1hr)</li> <li>Philosophies their education implications(1hr)</li> <li>Impact of social, economical, political &amp; technological changes education:(1hr)</li> <li>Professional education</li> </ul>	<ul style="list-style-type: none"> <li>Professional organizations and unions-self defense Individual and collective bargaining. (1 hours)</li> <li>Educational preparations, Continuing education, career opportunities professional advancement &amp; role and scope of nursing education.(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Reforms and national educational Policy, various educational commissions-reports(1hr) (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp;</li> <li>Discussion</li> <li>charts , graphs</li> <li>Models, films and slides</li> <li>seminars</li> </ul>	Formative summative Ia-25 Ea-75 Total-100

	Attitude: in corporate in theory & clinical for better learning.	current trends and issues in education(1hr)  • Educational Trends in development of nursing education in India (1hr) (6hrs)	• Role of research, leadership and management. (1hr)  (2hrs)			
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II T- 20 hours P-30	At the end of unit students are able to knowledge: understand the teaching learning process, theories of teaching . Skill: use appropriate resources of IEC give effective health education. Operate telemedicine system.	<b>Teaching – learning process</b> □ concepts of teaching and learning: Definition, • Theories of teaching and learning (1hr) • Relationship Between teaching and learning.(1hr) • Educational aims and objectives • types domains, Levels, elements and writing of educational objectives(1hr) --Instructional design: planning and designing the Lesson (1hr) • writing lesson plan : meaning, its need and • Importance, formats.(1hr) --Instruction strategies – lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) --seminar, Panel, Symposium, problem solving, problem	• Micro-Teaching, • computer assisted instruction (CAI) Computer assisted learning (CAL) (1hr) • Role- play(socio-drama Competency based education(CBE) Outcome Based education(OBE) (1hr) --Spaced learning (2hr) -Experiential learning (2hr) • <b>Active Learning Strategies in Nursing</b> o Inquiry-based learning (IBL) o Peer-assisted learning (PAL) o Experiential learning & reflective practice (2 hrs) <b>Competency-Based Nursing Education (CBNE)</b>  <b>O Outcome-based</b>	--Programmed Instruction and Self directed learning(SDL) (1hr) VAK Visual, audio,& kinesthetic teaching (2hr) (3hrs)	• lectures & Discussion • charts , graphs Models, films and slides •seminars	Essay type •short Answers •objective Type of Question Assessment Of skill- Assessment With check list •clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.
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		<p>based Learning (PBL) (1hr)</p> <ul style="list-style-type: none"> <li>• Workshop, project Clinical teaching methods (1hr)</li> </ul> <p>--Collaborative learning (2hr) (10hr)</p>	<p>education &amp; assessment (1hr)</p> <p>O Self-directed learning strategies (1hr)</p> <p>o Use of simulation-based learning in nursing education (1hr)</p> <p>Performance-based assessment strategies in clinical settings</p> <p>• Direct observation and workplace-based assessments (2hrs)</p>			
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III T- 10hours  P-10	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.	<b>Instructional media and methods</b> • Key concepts in the selection (1hr) --Use of media in Education(1hr) --Instructional aids – types (1hr) --Uses, selection (1hr) -Preparation (1hr) Utilization (1hr)  (6hrs)	<ul style="list-style-type: none"> <li>Teacher's role in procuring and managing (1hr)</li> <li>Multi media (1hr)</li> <li>Video-Tele conferencing</li> </ul> Instructional aids – projected aids, non-projected aids (1hr)  (3hrs)	Developing learning resource material using different Media(1hr)  (1hr)	Lectures & Discussion • charts , graphs Models, films and slides •seminars	
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IV T-10 hours	At the end of unit students are able to knowledge: measurement and evaluation: Concept and nature of measurement and evaluation, Meaning, process attitude: apply measurement and evaluation teaching learning process.	<b>Measurement and evaluation:</b> concept <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Process</li> <li>• Purposes</li> <li>• principles of assessment, formative(1hr)</li> <li>• Summative Assessment- internal assessment External.(1hr) (2hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion and norm referenced evaluation, (1hr)</li> <li>• Nature of measurement and evaluation</li> <li>• Problems in evaluation and measurement (1hr) (2hrs)</li> </ul>	Examination, advantages and disadvantages (1hr)	Lectures & Discussion <ul style="list-style-type: none"> <li>• charts , graphs</li> </ul> Models, films and slides <ul style="list-style-type: none"> <li>•seminars</li> </ul> Workshop on measurement & evaluation (6hrs)	
V. T-10 hours P-10	At the end of unit students are able to understand the Standardized and non-standardized tests : □ meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of	<b>Standardized and non-standardized tests :</b> Meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests-(1hr) Essay, short answer questions Multiple choice questions.(1hr) --Rating scales, checklist (1hr)	*Question bank-preparation (1hr) *Validation (1hr) *Moderation By panel, utilization (1hour)  (3hrs)	Developing a system for maintaining confidentiality (1hour)  (1hr)	Lecture cum discussion Seminar	•lectures &

	tests skill: able to construction of tests for the nursing students Attitude: incorporate with clinical and class room learning practice for better care.	--OSCE (Objective 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)				
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VII T- 10hours P-6	At the end of unit students are able 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.	<b>Standardized tools</b> <ul style="list-style-type: none"> <li>• Standardized tools(1hr)</li> <li>• Tests of intelligence Aptitude (1hr)</li> <li>• Interest (1hr) Personality</li> <li>• Achievement ( 1hr)</li> <li>• Standardized techniques (2hrs)</li> </ul> (6hrs)	<ul style="list-style-type: none"> <li>• Test for special mental and abilities Disabilities(1hr)</li> <li>• Test for special physical abilities and disabilities (1hr)</li> <li>• Non standardized techniques (1hr)</li> </ul> (3hrs)	<ul style="list-style-type: none"> <li>• Socio-economic status scale, (1hr)</li> </ul> (1hr)	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , graphs Models, films and slides</li> <li>•Seminars</li> </ul>	
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VIII T- 5 hours P-6	At the end of unit 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.	<b>Nursing educational programs</b> <ul style="list-style-type: none"> <li>Perspectives of nursing education: global and National(1hr)</li> <li>Patterns of nursing education and training programmes in India. (1hr)</li> </ul> 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)	<ul style="list-style-type: none"> <li>Post basic diploma programs (1 hour)</li> <li>Nurse Practitioner programs. (1 hour)</li> </ul>		Lectures & Discussion <ul style="list-style-type: none"> <li>charts , graphs</li> <li>Models, films and slides</li> <li>seminars</li> </ul>	
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IX T-10 hours P-25	At the end of unit students are able 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	<b>Continuing education in nursing</b> □ concepts – definition importance -Need --scope Principles of adult learning (1hr) Assessments of learning Needs Priorities, resources.(1hr) Challenges in nursing education (4hrs)  (6hrs)	Research in continuing education. (1 hour) Program planning (1hr) Implementation and evaluation of continuing education programs.(1hr)  <b>Continuing Nursing Education (CNE) requirements in different countries.(1hr)</b>  • Soft skills training (communication, critical thinking, team management). (1hr)	Distance education in nursing. (1hr)  (1hr)	Lectures & Discussion • charts , graphs Models, films and slides •seminars	
X				`	Lecture cum discussion	



	<p>teacher preparation Teacher roles &amp; responsibilities, functions, Characteristics, competencies, qualities,</p> <p>· Skill: able to do teacher preparation, Teacher roles &amp; responsibilities</p>	<p>competencies, qualities(1hr) Organizing professional aspects of teacher preparation programs (1hr)</p> <ul style="list-style-type: none"> <li>• <b>Faculty</b> <b>Development and Leadership in Nursing Education</b> <ul style="list-style-type: none"> <li>- Leadership roles of nurse educators in academia</li> <li>- Continuing professional development (CPD) for nursing faculty</li> </ul> </li> </ul> <p>Research and scholarship in nursing education. (2hrs)</p>	<ul style="list-style-type: none"> <li>• Preparation of professional teacher(1hr) (2hrs)</li> </ul>			
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XII T-10 hours P- 5	At the end of unit students are able to Knowledge: understand the guidance and counseling □ concept, principles, need, difference between Guidance and counseling, counseling. Skill: able to do guidance and counseling.	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>• Concept, Principles, Need (1hr)</li> <li>• Difference between Guidance and counseling, (1hr)</li> <li>• Guidance and counseling services : diagnostic and Remedial.(1hr) <ul style="list-style-type: none"> <li>• Trends and issues.</li> </ul> </li> <li>• Coordination and organization of services.(1hr)</li> <li>• Techniques of counseling : interview, case work,</li> </ul> Characteristics of counselor (1hr) Types of counseling .(1hr) <b>Ethical and Legal Aspects of Guidance and Counseling in Nursing</b> <ul style="list-style-type: none"> <li>- Confidentiality and informed consent in counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Professional preparation (1hr)</li> <li>• Training for counseling. (1hr)</li> <li>• Problems in counseling. (1hr)</li> </ul> (3hrs)	Different models of collaboration between education And service (1hr)  (1hr)	Lecture cum discussion Seminar	
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		<ul style="list-style-type: none"> <li>- Ethical dilemmas in nurse-led counseling</li> </ul> <p>Legal responsibilities of nurses providing guidance and counseling (2hrs)</p>				
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	<b>Administration of nursing curriculum</b> <ul style="list-style-type: none"> <li>• Role of curriculum coordinator (1hr) <ul style="list-style-type: none"> <li>• planning</li> <li>Implementation (1hr)</li> </ul> </li> <li>• Evaluation.(1hrs) <ul style="list-style-type: none"> <li>• Evaluation of educational programs in nursing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different models of collaboration between education and service</li> </ul> <p>Concept of faculty supervisor (dual) position (1hr)</p> <ul style="list-style-type: none"> <li>• Evidenced based research in nursing Education.</li> </ul>	<p>Factors influencing faculty staff relationship (1hr)</p> <p>Techniques of working together (1hr)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs</li> </ul> <p>Models, films and slides</p> <p>Seminars</p>	





XV T-5 hours T-5	At the end of unit students are able to Knowledge: development and maintenance of standards and Accreditation in nursing education programs. Skill: able to do basic development and maintenance of standards in nursing education.	<b>Development and maintenance of standards</b> *Role of Indian nursing council, State registration.(1hr ) • Nursing councils, boards and university. Role of professional associations and unions..(1hr ) (2hrs )	• State registration. Accreditation in nursing education programs. (1hr ) -Role of professional bodies in maintenance of nursing standards (2hrs )  (3hrs)		Lectures & Discussion • charts , graphs Models, films and slides •seminars	
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**Theory External Assessment- 75 Marks**

**Practical External Assessment:**

- Practice Teaching- 1 - 50 Marks
  - Preparation/Use Of Learning Resource Material-1 -25 Marks
  - Construction Of Tests/Rotation Plan. -25 Marks
- Total – 100 Marks  
Total Marks = 75 (+ 10 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.

**KVV, KINS. M SC NURSING (4301). 1<sup>ST</sup> YEAR M Sc NURSING (4303-12).**

**Advance 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.
13. Appreciate importance of self-development and professional advance

<p>I (9 hours)<b>Nursing as a profession</b></p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies.</li> <li>• Gain knowledge regarding professional organizations</li> <li>• Understand quality assurance.</li> <li>• <b>Attitude:</b> In corporate in clinical field for better patient care.</li> </ul>	<ul style="list-style-type: none"> <li>• History of development of nursing profession,</li> <li>• characteristics, criteria of the profession, respective of nursing profession-national, global</li> <li>• Code of ethics (INC), code of professional conduct (INC), Role of regulatory bodies (1 hour)</li> <li>• Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (1 hour)</li> <li>• leadership and management.</li> <li>• Bioethics (2 hours )</li> <li>• Role of research . (1 hour)</li> <li>• Quality assurance in nursing (1 hour)</li> </ul>	<p>Professional organizations and unions-self defense,</p> <ul style="list-style-type: none"> <li>• Individual and collective bargaining. (1 hour)</li> <li>• Educational preparations,</li> <li>• Continuing Education, career opportunities professional advancement &amp; Role and scope of nursing education. (1 hour)</li> </ul>	<p>Futuristic nursing. (1 hour)</p>	<p>Lecture cum discussion Seminar Visit to MNC/INC ( 12 hours that will be adjusted from clinical hours)</p>	<p>Seminar SAQ/LAQ Assignments</p> <p>Seminar SAQ/LAQ Assignments</p>
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II (10 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b></li> <li>Understand the healthcare delivery system at all levels in India.</li> <li>Gain knowledge regarding stakeholders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes.</li> <li>Gain knowledge of telemedicine.</li> <li><b>Skill:</b></li> <li>Use appropriate resources of IEC give effective health education.</li> <li>Operate telemedicine system.</li> </ul>	<ul style="list-style-type: none"> <li><b>Health care delivery system-</b> national, state,</li> <li>District and local level. (1 hour)</li> <li>Major stakeholders in the health care system- Government, non- govt., (1 hour)</li> <li>Industry and other professionals. (1 hour)</li> <li>Patterns of nursing care delivery in India. (1 hour)</li> <li>Health care delivery concerns, national health and family welfare programs, inter- sectoral coordination, role of non- governmental agencies. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Information, education and communication (IEC)</li> <li>Political process vis a vis nursing profession Tele- medicine. (1 hr)</li> <li>National educational policy 2020 (3 hours )</li> </ul>	<ul style="list-style-type: none"> <li>Health care environment, economics, constraints, planning process, policies, (1 hour)</li> </ul>	Panel Discussion Debate	
III ( 10hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Genetics</b></li> <li>Basic concepts of Genes,</li> </ul>	<ul style="list-style-type: none"> <li>Human genome project, The Genomic era.</li> </ul>	<ul style="list-style-type: none"> <li>Practical application of genetics in nursing.</li> </ul>	Case Presentation Exposure to Scientific Conferences	Seminar SAQ/LAQ Assignments

	<ul style="list-style-type: none"> <li>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</li> <li>Understand important of genetic counseling.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Able to do basic genetic counseling.</li> </ul>	<ul style="list-style-type: none"> <li><b>Chromosomes &amp; DNA</b> Genetic counseling. (1 hour) Review of cellular division, Mutation and law of inheritance(1 hour)</li> </ul>	<p>Common genetic disorders( 3 hours ) Approaches to common genetic disorders. (1 hour)</p> <ul style="list-style-type: none"> <li>Genetic testing- basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Approaches to common genetic disorders. (1 hour)</li> <li>Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hour)</li> </ul>	(1 hour)	Field Visits	
IV (12 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> Understand scope, epidemiological approaches morbidity,</li> </ul>	<ul style="list-style-type: none"> <li><b>Epidemiology</b></li> <li>Scope, (1 hour)</li> <li>Epidemiological approach(1 hour)</li> <li>methods(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Morbidity,</li> <li>Mortality.</li> <li>Screening.</li> <li>Role of nurse. (1 hour)</li> <li>Epidemiological survey and its</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of causation of diseases (1 hour)</li> </ul>	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

	<p>mortality and concept of causation of disease.</p> <ul style="list-style-type: none"> <li>Understand the health informatics and role of nurse.</li> <li><b>Attitude:</b> Apply epidemiology in health care delivery system.</li> </ul>	<ul style="list-style-type: none"> <li>Application of epidemiology in health care delivery, (1 hour)</li> <li>Health surveillance</li> <li>Health informatics. (1 hour)</li> </ul>	<p>importance in health care management (3 hours )</p>			
<p>V (20 hours) <b>Bio psycho socio pathology</b></p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand Pathology and psychodynamics of disease causation, common problems in health care.</li> <li>Known CPR and EBP</li> <li><b>Skill:</b> Able to give CPR effectively.</li> <li><b>Attitude:</b> Incorporate with clinical and community practice for better care.</li> </ul>	<ul style="list-style-type: none"> <li>Cardio pulmonary resuscitation.</li> <li>ACLS</li> <li>BSLS</li> <li>Child CPR (1 hour) (2 hours practical)</li> <li>Care of dying and dead (1 hour)</li> <li>Infection prevention (including HIV) (1 hour)</li> <li>standard safety measures, bio-medical waste management</li> </ul>	<ul style="list-style-type: none"> <li>Pathophysiology and Psychodynamics of disease causation</li> <li>Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style (1 hour)</li> <li>Common problems:</li> </ul>	<ul style="list-style-type: none"> <li>Treatment aspects: pharmacological (1 hour) pre-post operative care aspects (1 hour)</li> </ul>	<p>Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site</p>	<p>Seminar SAQ/LAQ Assignments</p>

		(1 hour) • Role of nurse- Evidence based nursing practice (1 hour)	Oxygen insufficiency, (1 hour) fluid and electrolyte imbalance, (2 hour) • nutritional problems, (1 hour) • Hemorrhage and shock , (2 hour), altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (1 hour)			
VI (20 hours)	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand  nursing theories,  conceptual  models, concept of  self health care  and evidence  based practice  model.</li> </ul>	<b>Philosophy and theories  of nursing</b> <ul style="list-style-type: none"> <li>Nursing theories  Nightingale's,  (1 hr)</li> <li>Henderson's,  (1 hr)</li> <li>Roger's,(1 hr)</li> <li>Peplau's,  (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Values,  (1 hr)</li> <li>parsec, etc  and their  application.  (1 hr)</li> <li>Health belief  models, (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual  models,  approach.  (2 hr)</li> <li>Concept of  Self health  (1 hr)</li> <li>Application  of Nursing  Process  based on</li> </ul>	Panel Discussion Debate	Seminar SAQ/LAQ Assignments

		<ul style="list-style-type: none"> <li>• Abdell's(1 hr)</li> <li>• Lewine's, (1 hr)</li> <li>• Orem's, (1 hr)</li> <li>• Johnson's, (1 hr)</li> <li>• King's, (1 hr)</li> <li>• Neumann's, (1 hr)</li> <li>• Roy's, (1 hr)</li> <li>• Watson (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• communication and management, etc. (1 hr)</li> <li>• Evidence based practices model. (2 hr)</li> </ul>	each theory (2 hr)		
VII (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand health assessment, signs and symptoms of clients.</li> <li>• Gain knowledge regarding nursing process.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Develop skill in implementing nursing process.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Incorporate knowledge of nursing process for patient care.</li> </ul>	<p><b>Nursing process approach</b></p> <ul style="list-style-type: none"> <li>• Health Assessment – illness status of patients / clients (Individuals, family, community) (1 hour)</li> <li>• Identification of health-illness problems, (1 hour)</li> <li>• signs and symptoms of clients(1 hour)</li> <li>• Methods of collection, (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Formulation of nursing care plans, health goals, Implementation, modification evaluation of care. (1 hour)</li> <li>• Priority setting in different needs and goals to have holistic approach . (2 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• health behaviors, (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

		<ul style="list-style-type: none"> <li>Analysis and utilization of data relevant to nursing process. (2 hour)</li> </ul>				
VIII (23 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand growth and development in different stages of human life and defense mechanism.</li> <li>Understand stress and adaptation and techniques of counseling.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Incorporate with patient care in clinical and community settings.</li> <li>Incorporate with professional ethics.</li> </ul>	<p><b>Psychological aspects and human relations</b></p> <p>Human behavior,</p> <ul style="list-style-type: none"> <li>Life processes</li> <li>growth and development,</li> <li>personality development, (1 hour)</li> <li>Defense mechanisms (1 hour)</li> <li>communication in nursing and therapeutic approach (4 hour)</li> <li>Basic human needs(1 hour)</li> <li>Growth and development, (Conception through preschool, (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Coping with loss, (1 hour)</li> <li>death (1 hour)</li> <li>grieving (1 hour)</li> <li>Principles of Counseling</li> <li>Techniques of Counseling (1 hour)</li> <li>Interpersonal relationships, individual (1 hour)</li> <li>group, (1 hour)</li> </ul>	<p>Organizational behavior (1 hours)</p> <ul style="list-style-type: none"> <li>Group dynamics. (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

		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. (1 hour)				
IX (26 hours)	At the end of unit students are able to • <b>Knowledge:</b> Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse • Know promotive, preventive, curative and	<b>Nursing practice</b> • Models of Prevention. • Family nursing, Models of Prevention. • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) Triage (4 hours)	• 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)	• Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	<p>restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <ul style="list-style-type: none"> <li>• <b>Skill:</b> Able to prepare different models of EBP and its applications.</li> <li>• <b>Attitude:</b> Incorporate knowledge while providing comprehensive care.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence based nursing practices theory (1 hour)</li> <li>• Applications (1 hour)</li> <li>• Trans-cultural Nursing Scope. Practices. (1 hour)</li> <li>• Framework, scope and trends. (1 hour)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Models-within and outside nursing.(1 hour)</li> <li>• Gender sensitive issues(1 hour)</li> <li>• Women empowerment. (1 hour)</li> </ul>			
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X (10 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of use of computer application in patient care &amp; nursing.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Use computers in professional practice.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Incorporate this knowledge in professional and day today's life.</li> </ul>	<p><b>Computer applications for patient care delivery system</b></p> <ul style="list-style-type: none"> <li>Use of computers in teaching, learning, (1 hour)</li> <li>Research and nursing practice. (1 hour)</li> <li>Windows, MS office: (1 hour)</li> <li>WORD, (1 hour)</li> <li>Excel, Power Point. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Hospital management information system: (1 hour)</li> <li>Demonstration of HMS (2 hour)</li> <li>Software (1 hour) <ul style="list-style-type: none"> <li>Internet, literature search. (1 hour)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Statistical packages. (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments
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**Evaluation-**

<b>Formative</b> <b>ASSIGNMENT</b> Medical Case Study -50 Surgical Case Study -50 Family Care Plan -25 Assignment -25 Visit Report -15 Holistic Report- 10 Seminar 25 Total 200 <b>Out Of 25 Send To University</b>	<b>Summative</b> IA-25M EA-75M  MIDTERM:75 LAQ-10x4: 40M SAQ-7x5: 35M  PRELIM:75 LAQ-10x4: 40M SAQ-7x5: 35M
<b>References:</b> 1 Lewis, Heitkemper, Dirken et al. Medical Surgical Nursing assessment and management of clinical problem. New Delhi: Elsevier Publication 2 Basawantappa B.T. Medical Surgical Nursing. 1st ed.2002. New Delhi: Japsee brothers; 3 Black JM.Textbook of Medical Surgical Nursing 7 <sup>th</sup> ed.vol II: Elsevier publication P.1599-1627 4 Brunner &Suddarth'sTextbook of Medical-Surgical Nursing10th edition New Delhi: Japsee brother 5 Long Phipps, Casseyer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993 6 Lewis, Collier, Heitcemper. Medical Surgical Assessment& management of clinical problems. Joyce M. Black, E.M. Jacobs; Medical, Surgical Nursing, Clinical Management for continuity of care; 5th ed. ; 1997; by W.B. Saunders company.(part I&II).	



**Krishna Vishwa Vidyapeeth, Deemed To Be University**

**Krishna Institute of Nursing Sciences, Karad**



Syllabus

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M Sc. Nursing - Program code: 4303

**Clinical Speciality –I**  
**Child Health (Paediatric) Nursing**

**KVV, KINS. MSC NURSING (4303)**  
**KINS .MSC NURSING 4303-13**  
**Clinical Specialty –I**  
**Child Health (Paediatric) Nursing**

Theory – 150 Hours  
Practical – 650 Hours  
Total : 800 Hours

**Course Description**

This Course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and Pediatric Nurse Specialist. It will further enable the student to function as educator, manager, and researcher in the field of pediatric nursing.

**Objectives**

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

1. Appreciate the history and developments in the field of Pediatrics and Pediatric Nursing as a Specialty
2. Apply the concepts of Growth And Development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform Physical, Developmental, and Nutritional Assessment of Pediatric Clients
5. Apply nursing process in providing nursing care to Neonates & Children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in Neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and Neonatal Nursing
10. Prepare a design for layout and management of Neonatal Units
11. Incorporate evidence based nursing practice and identify the areas of research in the field of Pediatric/Neonatal Nursing
12. Recognize the role of Pediatric Nurse Practitioner and as a member of the Pediatric and Neonatal Health Team
13. Teach Pediatric Nursing to undergraduate students & in-service nurses

Unit No. &	Objectives	Contents With Distributed Hours			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		

Total Hrs.							
I (10hrs)	At The End Of Unit Students are able to <ul style="list-style-type: none"> <li><b>Knowledge</b> : Know the basic needs of Child Health Nursing and understand the programme s of child health.</li> <li><b>Attitude:</b> Develop The Positive Attitude Regarding Child Health</li> </ul>	<b>Introduction</b> Historical development of paediatrics and paediatric Nursing In India (1hour) Ethical and Cultural Issues in Paediatric Care. (1 Hour) Current Status of Child Health In India; (1 Hour) National Health Policy For Children, (1 Hour) National Goals, Five Year Plans, (1 Hour) (Total 5hrs)	<ul style="list-style-type: none"> <li>Rights of Children , Special Laws and Ordinances Relating To Children. (1 Hour)</li> <li>Trends In Paediatrics and Paediatric Nursing, Recent trends in Pediatric nursing care during Covid-19 pandemic (2Hrs)</li> </ul> (Total 3hrs)	<ul style="list-style-type: none"> <li>Philosophy of Paediatric Care. (1 Hour)</li> <li>National Health Programs related to child health.</li> </ul> Challenges in paediatrics and paediatric Nursing  Recent advances and developments in care of children. (1 Hour) Journal club on recent innovations in child health nursing. (Total 2hrs)	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , Graphs Models, Films And Slides</li> <li>Seminars Journal club on recent innovations in child health nursing.4Hrs</li> </ul>	<ul style="list-style-type: none"> <li>Essay Type</li> <li>Short Answers</li> </ul>	
Ii (10hrs)	At The End Of Unit Students Are Able To <b>Knowledge:</b> Understand The Deviation Of Growth And Development.	<b>Assessment Of Pediatric Clients</b> Developmental Assessment In Children- Developmental Assessment Tools(1 Hour)	<ul style="list-style-type: none"> <li>Family Assessment (1 Hour)</li> </ul> Nutritional assessment by new guidelines of WHO. (1hrs)	<ul style="list-style-type: none"> <li>History Taking (1hr) (Total 1hrs)</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Charts , Graphs Models, Films And Slides</li> <li>Seminars</li> </ul>	Essay Type <ul style="list-style-type: none"> <li>Short Answers</li> </ul>	

	<b>Skill:</b> Able To Perform Physical & Nutritional Assessment	Physical Assessment – Paediatric Head To Toe Assessment(1 Hour) Physical Assessment – Paediatric Head To Toe Assessment – Demonstration Nutritional Assessment - Methods (1hour) Nutritional Assessment – In Children (1hour) Nursing Process In Care Of Children (1 Hour) Nursing Care Plan In Children (1 Hour) <b>(Total 6 hrs )</b>	<b>(Total 3 Hrs)</b>		•Assessment of Skill With Assessment of Patient		
III (10 Hrs)	At the end of unit students are able to <b>Knowledge:</b> Distinguish the difference between the child and adult care. <b>Skill:</b> Create newer approach to the nursing care of child Health.	<b>Hospitalized Child</b>  meaning of hospitalization of the child, Preparation for hospitalization (1 Hour) Effects of hospitalization on the Child (1 Hour) Effects of hospitalization on family (1hour). Nursing Care of Hospitalized Child and Family Family Centered Care.	<ul style="list-style-type: none"> <li>Stressors and reactions related to Developmental Stages. (2hrs)</li> <li>Role of paediatric nurse to manage stressors and reactions related to developmental stages. (2hrs)</li> </ul> (Total 4)	<ul style="list-style-type: none"> <li>Play activities for ill hospitalized child (1hrs)</li> <li>Role of nurse in play activities for ill hospitalized Child (1hrs) (1 Hour) (Total 2)</li> </ul>	Lectures & Discussion • Charts , Graphs Models, Films And Slides •Seminars	Essay Type •Short Answers Workshop on prevention and management of child with Covid -19 (8 Hrs ) -Stress management of isolation during covid-19 Pandemic among Children.	

		Principles and Practices (1 Hour)  (Total 4)				(2 Hrs) -Effects of Covid-19 of mental health of children (3hrs ) • - Post covid Multisystem inflammatory Syndrome (PIMS) in children. (2hrs) • Preventive health education to children for prevention of COVID-19 Pandemic 1hrs	
IV (15hrs)	At the end of unit students are able to <b>Knowledge:</b> Know the	<b>Pre-Natal Pediatrics</b>  Embryological Development, (1hrs)	Genetic Patterns of Common Pediatric Disorders ,Chromosomal Aberration	• Genetic Assessment And Counseling (1 Hour)	Lectures & Discussion • Charts , Graphs	Essay Type •Short Answers	

	normal growth & development of fetus. <b>Skill:</b> Develop the Process of Genetic Counseling.	Fetal Development 2-6 Month (1hrs) Fetal Development Third Trimester (1hrs) Prenatal Factors Influencing Growth and Development of Fetus.(1 Hrs) Importance of Prenatal Care (1 Hour) Antenatal Tests(1 Hour) Role of Pediatric Nurse. (1 Hour) (Total 7hrs)	<ul style="list-style-type: none"> <li>Down Syndrome(1hrs)</li> <li>Klinefeiter Syndrome(1hrs)</li> <li>Phenylketonuria (1hrs)</li> <li>Sickle Cell Disease(1hrs)</li> <li>Cystic Fibrosis(1hrs) (Total 5hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Legal and Ethical Aspects of Genetic Screening and Counseling (1hrs)</li> <li>Role of Paediatric Nurse Genetic Assessment and Counseling (1hrs) (Total 3hrs)</li> </ul>	Models, Films and Slides •Seminars		
V (15hrs)	At the end of unit students are able to <b>Knowledge:</b> Describe The Principles, Factors, Concepts& Theories of Growth & Development. <b>Skill:</b> Identify Deviations of Growth & Development of Children & Educate & Motivate Parents For Normal Growth	<b>Growth and Development of Children</b> <ul style="list-style-type: none"> <li>Principles of Growth and Development and Factors Affecting Growth and Development (1 Hrs)</li> <li>Assessment of Growth and Development of Infant (1 Hrs)</li> <li>Developmental Tasks and Special Needs(1 Hrs)</li> <li>Assessment of Growth and Development of Toddler(1 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of Growth and Development &amp; Developmental Milestones. &amp;Growth Monitoring (1 Hr)</li> <li>Cognitive &amp;Psychosocial Theories of Growth and Development (1 Hrs)</li> <li>Cognitive, Spiritual Theories of Growth and Development (1 Hrs)  (Total 3hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Role of Play in Growth &amp; Development. (1hr) (Total 1hr)</li> </ul>	Lectures & Discussion • Charts , Graphs Models, Films and Slides •Seminars	Essay Type •Short Answers	

	& Development of Pediatric Clients. <b>Attitude:</b> Create the Normal Growth & Development Chart of the child.	<ul style="list-style-type: none"> <li>• Developmental Tasks And Special Needs(1 Hrs)</li> <li>• Assessment of Growth and Development of Preschooler</li> <li>• Developmental tasks and special needs</li> <li>• Assessment of Growth and Development of Schoolar(1 Hrs)</li> <li>• Developmental Tasks and Special Needs</li> <li>• Assessment of Growth and Development of Adolescent</li> <li>• Developmental Tasks and Special Needs(1 Hrs)</li> <li>• Developmental Tasksand Special Needs during Covid-19 Pandemic.(4hrs)</li> </ul> (Total 11hrs)					
Vi (15hrs)	At The End Of Unit Students Are Able To <b>Knowledge:</b> Know the concept of behavior &	<b>Behavioral Pediatrics and Pediatric Nursing</b> <ul style="list-style-type: none"> <li>• Parent Child Relationship (1hour).</li> <li>• Basic Behavioral Pediatric Principles</li> </ul>	Common Behavioral Problems and Their Management,  <b>Adhd</b> - Attention Deficit Disorder, <b>Autism</b> (1hour).	<ul style="list-style-type: none"> <li>• Child Guidance Clinic(1hrs)</li> </ul> (Total 1hrs)	Lectures & Discussion • Charts , Graphs Models, Films And Slides	Essay Type •Short Answers	

	Social Pediatric Nursing.	<ul style="list-style-type: none"> <li>• (2hour).</li> <li>• Specific Behavioral Pediatric Concepts</li> <li>• (1hour).</li> <li>• Causes,</li> <li>• Classification (1hour)</li> <li>• Nursing Management</li> <li>• Disorders- Maternal Deprivation, (1hour)</li> <li>• Failure To Thrive, (1hour)</li> <li>• Child Abuse</li> <li>• The Battered Child(2hour)</li> </ul> (Total 9 Hrs)	<b>Anxiety Disorder, Depression(2hour).</b> <b>Learning Disorder(1hour).</b> <b>Conduct Disorder</b> Common psychiatric problems in children .(2Hrs) (Total 5 Hrs)		•Seminars  Assessment Of Skill With Assessment Of Patient Problem		
VII (15hrs)	At the end of unit students are able to <b>Knowledge:</b> Know the programmes of Preventive Pediatrics. <b>Skill:</b> Prepare the parents to have a healthy child.	<b>Preventive Pediatrics and Pediatric Nursing</b> <ul style="list-style-type: none"> <li>• Concept, Aims and Scope of Preventive Pediatrics, (2Hr)</li> <li>• Maternal Health And Its Influence on Child Health (1 Hr)</li> <li>• Antenatal Aspects of Preventive Pediatrics(1hrs)</li> <li>• Immunization, Expanded Program On Immunization (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional Programs</li> <li>• National Organizations related to child Health</li> <li>• International Organizations related to child health,(1hrs)</li> <li>• Role of Pediatric Nurse in the hospital,(1hrs)</li> <li>• Role of Pediatric nurse in the Hospital Community.(1hrs)</li> </ul> (Total 5hrs)	<ul style="list-style-type: none"> <li>• Health Education, Nutritional Education For Children (1hrs)</li> <li>• <b>Prevention and management of child with Covid - 19 (2 hr)</b></li> </ul>	Lectures & Discussion • Charts , Graphs Models, Films And Slides •Seminars	Essay Type • Laq •Short Answers	

		<ul style="list-style-type: none"> <li>• Universal Immunization Program(1 Hr)</li> <li>• Cold Chain,(1hrs)</li> <li>• Nutrition And Nutritional Requirements Of Children (Changing,Patterns Of Feeding,</li> <li>• Baby- Friendly Hospital Initiative And Exclusive Breast Feeding, (2 Hrs)</li> </ul> <p>(Total 9 Hrs)</p>					
VIII (30hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand the assessment of Newborn &amp; Identify the problems of Neonate.</p> <p><b>Skill:</b> Organize the different levels of Neonate Care Units &amp; Provide effective nursing care to</p>	<p><b>Neonatal Nursing</b></p> <ul style="list-style-type: none"> <li>• Nursing Care of the new born at Birth(1hrs)</li> <li>• Newborn Resuscitation (1hrs)</li> <li>• Care of the new born and family (1hrs)</li> <li>• High Risk New Born- Identification, Classification (1hrs)</li> <li>• Nursing Management of High Risk Newborn (1hrs)</li> <li>• Neonatal Hyperbilirubinaemia (1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• New Born Baby- Profile .(1hr)</li> <li>• Characteristics of the New Born.(1hr)</li> <li>• Assessment of the normal new Born. (1hrs)</li> <li>• Assessment of the preterm baby.</li> <li>• Assessment of the new born. Clinical Assessment(1hrs)</li> <li>• Assessment of the preterm baby. Clinical assessment</li> <li>• organization of NICU.(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of Neonatal Care, Services (1 Hr)</li> <li>• (Levels), Transport, Neonatal Intensive Care Unit (1 Hrs) (Total 2 Hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films And Slides</li> <li>• Seminars</li> <li>• Demonstration</li> </ul>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>• Short Answers</li> </ul> <p>Workshop on Neonatal care in present scenario (7 hrs)</p> <p>Workshop on Neonatal care in present scenario (8hrs)</p>	

	<p>neonate with problems . Develop Skill In Neonatal Resuscitation. <b>Attitude:</b> Develop considerate attitude towards problem neonate and parents of such neonate and develop Neonatal Resuscitation.</p>	<ul style="list-style-type: none"> <li>• Infant of Diabetic Mother</li> <li>• Inborn Error of Metabolism(1hrs)</li> <li>• High Risk Newborn-Pre Term (1hrs)</li> <li>• Nursing Management of Pre Term (1hrs)</li> <li>• High Risk Newborn-Congenital Defect (1hrs)</li> <li>• Nursing Management of High Risk Newborn-Congenital Defect (1hrs)</li> <li>• Pre Term Assessment(1hrs)</li> <li>• Assessment -Term Neonate(1hrs)</li> <li>• Assessment &amp; Management of Growth Retarded Babies.(1hrs)</li> <li>• Identification and Classification of Neonates With Infections (1 Hrs)</li> <li>• Management of Neonates With Infections (1 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Management of nursing services in NICU (1hrs)</li> <li>• Workshop on Newborn Resuscitation (2hrs)</li> <li>Ethical, Legal, and Advanced Nursing Roles in Neonatal Care-3 <ul style="list-style-type: none"> <li>□ Ethical dilemmas in neonatal decision-making</li> <li>□ Neonatal palliative care and end-of-life considerations</li> <li>□ Role of neonatal nurses in research and evidence-based practice</li> </ul> </li> <li>Workshop on Neonatal care in present scenario (8hrs)</li> </ul>				
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		<ul style="list-style-type: none"> <li>• Nursing Management of Neonates With Infections (2 Hrs)</li> <li>• Management of Neonate With Hiv&amp; Aids, (1hrs)</li> <li>• Ophthalmic Neonatorum Congenital Syphilis.(1hrs)</li> </ul> <p>(Total 20 Hrs)</p>					
Ix 30	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Know the Concept &amp; Principles of (IMNCI)</p> <p><b>Skill:</b> Develop The Reproductive &amp; Child Health Programme.</p> <p><b>Attitude:</b> Provides the Comprehensive Nursing Care To Patient With Infertility.</p>	<p><b>IMNCI (Integrated Management of Neonatal and Childhood Illnesses)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept of IMNCI</b>(1hr)</li> <li>• <b>Importance and objectives of the IMNCI Strategy</b>(1hr)</li> <li>• Rationale for an Evidence Based Syndromic Approach ( 1hour)               <ul style="list-style-type: none"> <li>• Components of IMNCI ( 1hour)</li> </ul> </li> <li>• Principles of IMNCI (1hr)</li> <li>• The Integrated Case Management Process (1hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Outpatient Management of Young Infants Age Up To 2 Months (1hours)</li> <li>• Outpatient Management of Children Age 2 Months Up To 5 Years (1hours)</li> <li>• Communicate and Counsel-Use Good Communication Skills (1hr)</li> <li>• Teach the caretaker to give oral Drugs at Home (1hr)</li> <li>• Teach the caretaker to treat local (1hr)</li> <li>• infections at home(1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• National Population Policy 2000 (1hour)</li> <li>• Reproductive and Child Health. (1hours)</li> </ul> <p>(Total 2 Hrs)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films and Slides</li> <li>• Seminars</li> <li>• PBL</li> </ul>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>• Short Answers</li> </ul> <p>Near pear teaching on IMNCI (3 Hrs)</p>	

		<ul style="list-style-type: none"> <li>Selecting &amp; Uses of the appropriate case management charts(1hour)</li> <li>Principles of Management of Sick Children in Small Hospital (1hours)</li> <li>General Danger Signs (Gds) (1hour)</li> <li>Cough Or Difficult Breathing (1hr)</li> <li>Diarrhoea, Treat Severe Dehydration Quickly (1hr)</li> <li>Fever (1hr)</li> <li>Ear Problem (1hr)</li> <li>Malnutrition and Anaemia Immunization Status(2hr)</li> <li>· (Total 14hrs)</li> </ul> <p><b>(90 Hrs -60%)</b></p>	<ul style="list-style-type: none"> <li>Counsel the mother about breastfeeding problems (1hr)</li> <li>Counsel the mother about feeding and fluids (1hr)</li> <li>Counsel the mother about when to return and about her own health(1hr)</li> <li>Follow-Up Care For The Sick Child</li> <li>Follow-Up Care For The Sick Young Infant(1hr)</li> <li>Clinical Assessment Outpatient Management Of Young Infants Age Up To 2 Months &amp; Age 2 Months Up To 5 Years (3hr)</li> </ul> <p>(Total 14 Hrs) (45hrs – 30%)</p>	(15 Hrs- 10%)			
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**Revision :**

**Internal Assessment: Formative Evaluation**

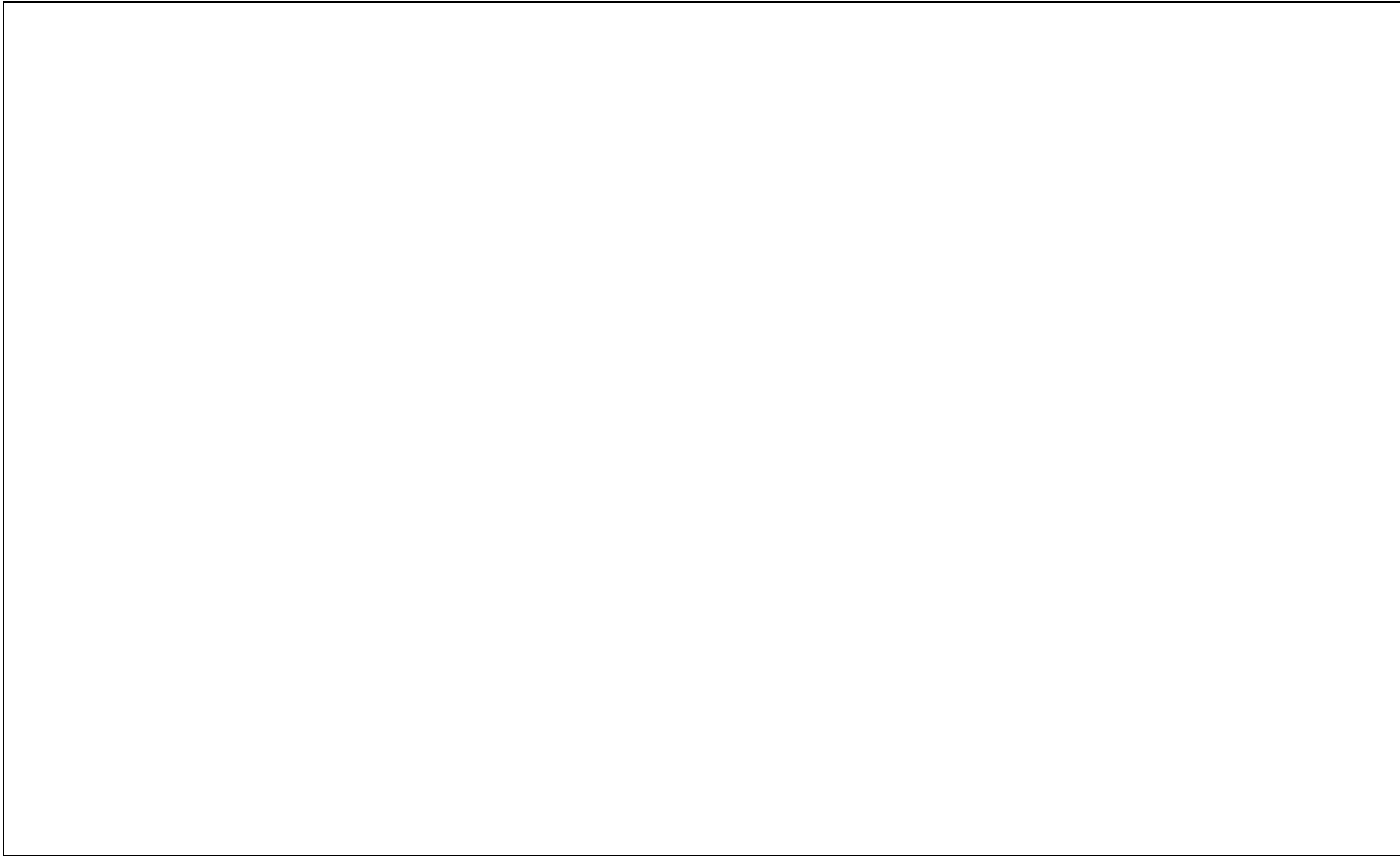
S.No	Requirement	Prescribed No.	Marks For Each	Total Marks	Send To University
1.	Clinical Presentations	➤ Medical -1 ➤ Surgical- 1	50 Marks	100 Marks	
2.	Case Study	➤ Medical -1 ➤ Surgical- 1	50 Marks	100 Marks	
3.	Assessment	➤ Newborn – 1	25 Marks	50 Marks	

		➤ Preterm - 1				
4.	Growth & Developmental Assessment	➤ Infant-1 ➤ Toddler – 1 ➤ Preschooler – 1 ➤ Schooler – 1 ➤ Adolescent - 1	20 Marks	100 Marks		
5.	Nursing Care Plan	➤ Medical -1 ➤ Surgical- 1	25 Marks	50 Marks		
6.	Project Work	1	50- Marks	50 Marks		
7.	Health Education	2	25marks	50 Marks		
8.	Midterm Practical Exam	1	50	50marks		
9	Prefinal Practical Exam	1	100	100 Marks		
	<b>Grand Total</b>			<b>650</b>	<b>100 Marks</b>	
	<b>Summative Evaluation:</b>					
	<b>Theory Examination:</b> Sect - I = LAQ 10mx2=20m , SAQ 5m X 4 = 20      Total Sect - II = LAQ 10mx2=20m , Saq 5m X 3 = 15 } 75 M	Midterm: 75 M Prefinal: 75 M	75 75	150 Marks		
	<b>Seminar Presentation 2</b>		25	50 Marks		
	<b>Journal Presentation 5</b>		10	50 Marks		
	<b>Grand Total</b>			<b>250</b>	<b>25 Marks</b>	
	<b>University Examination: Theory – 75 Marks</b>					

#### Reference Books:

1. Achar St And Viswanathan ; “Text Book Of Paediatrics; A Clinical Approach “Orient Longman, Mumbai
2. Alexander Nm,Brown Ms; “ Paediatric Physical Diagnosis For Nurses” Mcgrew Hill Book Co, New York
3. Ball; “ Paediatric Nursing Caring For Children” Prenticehall, 1999
4. Behrman, Richard K & Vaughan; ”Nelson,S Textbook Of Paediatrics” ; Wb Saunders Company
5. Blake G, Florence & Wright; “ Essentials Of Paediatric Nursing”
6. Barbara Ew; “ Guidelines In The Care Of The Low Birth Weight” Orient Longman
7. Bowden Greenberg; “ Paediatric Nursing Procedure” Lippincott ,Williams& Wilkins

8. Browder J J; "Nursing Care Of Children" Fadavis
9. Cameron, Jelinek Et Al; "Text Book Of Emergency Paediatric Medicine"
10. Cloherty, John P & Stark, Ann R; "Manual Neonatal Care" Lippincott
11. David Hull & Johnstan D; "Essentials Of Paediatrics" Churchill Livingstone
12. Elizabeth Hurlock; "Child Development"
13. Ghai O P; "Essential Text Book Of Paediatrics" Jaypee Brothers
14. Ghosh Shanti; "Nutrition And Child Care" Jaypee Brothers
15. Ghosh Shanti; "Know Your Child" Jaypee Brothers
16. Gupte Suraj; "Neonatal Emergencies" Jaypee Brothers
17. Gupte Suraj; "A Short Text Book Of Paediatrics" Jaypee Brothers
18. Guha Dk; "Neonatology" Jaypee Brothers
19. Guha Dk; "Manual Of Practical Newborn Care" Jaypee Brothers
20. Hathfield N; "Introductory Paediatric Nursing" Lippincott, 2003
21. Helens Cl & Roberts; "Paediatric Nursing" Cv Mosby & Co
22. Khilnany; "Practical Approach To Paediatric Intensive Care" Jaypee Brothers
23. Kulkarni Mc; "Manual Of Neonatology" Jaypee Brothers
24. Klosner & Nancy Hathfield; "Introductory Maternity And Paediatric Nursing" Lippincott ,Williams& Wilkins
25. Merenstein & Gardner; "Handbook Of Neonatal Intensive Care" Cv Mosby Co
26. Mcmillan,Fergin Et Al; "Oski's Paediatrics-Principle & Practice" Lippincott ,Williams& Wilkins
27. Marlow Dorothy ; "Textbook Of Paediatric Nursing" W B Saunders Co
28. Parthasarthy Et Al; "Iap Textbook Of Paediatrics" Jaypee Brothers
29. Park's "Text Book Of Preventive And Social Medicine" 18 Edn, Banarasi Das
30. Roberts Kd Edwards Jm; "Paediatric Intensive Care" Blackwell Scientific Publications, Oxford,
31. Richard Polin; "Paediatric Secrets" Mosby Co
32. Selekman; "Paediatric Nursing" Springhouse, 2004
33. Singh Meherban; "Care Of Newborn" Sagar Publications New Delhi
34. Singh Meherban; "Drugs Used In Children" Sagar Publications New Delhi
35. Slota; "Core Curriculum For Paediatric Critical Care Nursing" Wb Saunders Co
36. Speer; "Paediatric Care Planning" Springhouse,1999
37. Vidhyasagar & Sarnaik; "Neonatal & Paediatric Intensive Care" Jaypee Brothers
38. Wagle Cs; "Short Text Book Of Paediatrics" Vohra Book Centre, Mumbai
39. Whaley & Wong; "Nursing Care Of Infants And Children" Cv Mosby Company
40. Whaley, Lucilla F Donna L; "Essentials Of Paediatric Nursing" Cvmosby Co , St Louis
41. Udani Rh; "Neonatal Resuscitation" Kem Hosp



**KVV, KINS M SC NURSING (4301). 1<sup>ST</sup> YEAR M Sc NURSING (4303-14).**

**Nursing Research and Statistics  
Section A - Nursing Research**

**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.

**Nursing Research and Statistics  
Section 'A' - Nursing Research**

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know 60%	Desirable to know 30%	Nice to know 10%		
I (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. <b>Psychomotor:</b> Apply evidence based practice in nursing research. <b>Affective:</b> Incorporate with nursing research.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and scientific method. Need for research in nursing, (1 hour)</li> <li>• Research – definition, Characteristics purposes, kinds of research.(1 hour)</li> <li>• Historical Evolution of research in Nursing.(1 hour)</li> <li>• Basic research terms.(1hour)</li> <li>• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)</li> <li>• Concept of Evidence based practice.(2hour)</li> <li>• Elements in research</li> </ul>	History of bio ethics.		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>

		<p>Ethics in research (2 hour)</p> <ul style="list-style-type: none"> <li>• Overview of Research process. (1 hour)</li> <li>• Introduction to Bioethics &amp; Principles of Ethics</li> </ul>				
II (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b> Describe the importance, purpose, scope, and sources of ROL.</p> <p><b>Psychomotor:</b> Apply steps in reviewing literature.</p> <p><b>Affective:</b> Recognize criteria for selection of resources.</p>	<p><b>Review of Literature:</b></p> <ul style="list-style-type: none"> <li>• Importance, Purposes Five 'C's while writing a literature review (1 hour)</li> <li>• Scope, Sources Use of searchengine like Scopus, googl scholer etc (1 hour)</li> <li>• Criteria for selection of resources. (2Hrs)</li> <li>• Steps in reviewing literature.(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarly databases (PubMed, CINAHL, Cochrane Library, Scopus, Google Scholar) (1 Hr)</li> <li>• Reference management tools (Zotero, Mendeley, EndNote)</li> <li>• Criteria for evaluating the quality of research article (1 Hr)</li> <li>• PRISMA guidelines for systematic review</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library Exercise</li> </ul>	

III (12 hours)	At the end of unit students are able to <b>Cognitive:</b> Define and describe qualitative and quantitative research. <b>Psychomotor:</b> Select appropriate design for research work and critically evaluate research designs. <b>Affective:</b> Identify characteristics of qualitative & quantitative research design.	<b>Research Approaches and Design:</b> <ul style="list-style-type: none"> <li>• Type: Quantitative and Qualitative.(2 hours)</li> <li>• Historical, survey and experimental Descriptive.(2 hours)</li> <li>• Characteristics, type's advantages and disadvantages. (2 hours)</li> <li>• Qualitative: Phenomenology grounded Theory, ethnography.(2 hours)</li> <li>• Research designs, its importance.(2 hours)</li> </ul> 1. Identify the significant values of the profession through a value clarification process. 2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation. 3. Discuss the relationship of the	<ul style="list-style-type: none"> <li>• Characteristics of good design. (1 hours)</li> <li>• Threats to internal and external validity. (1hours)</li> </ul> . Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>
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		<p>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)	At the end of unit students are able to <b>Cognitive:</b> Identify and describe research problem, sources of research problem & define various terms <b>Psychomotor:</b> Formulate research hypothesis. <b>Affective:</b> Recognize assumptions delimitations and limitations.	<b>Research Problem:</b> <ul style="list-style-type: none"> <li>• Identification of research problem (2 hrs)</li> <li>• Formulation of problem statement and research objectives Guidelines for formulation of research problem statements (3 hrs)</li> <li>• Assumptions and delimitations and Limitation (1 hrs)</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types. (2 hrs)</li> </ul> 1. Describe the relationship between ethical theory, ethical decision-making frameworks and nursing practice. 2. Discuss ethical theories and principles involved in contemporary bioethics. 3. Compare and contrast various models of ethical	<ul style="list-style-type: none"> <li>• Sources of research problem. (1 hours)</li> <li>• Definition of terms. (1 hours)</li> </ul> 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		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	
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		<p>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> <p><b>Identifying Research Gaps in Nursing</b></p> <ul style="list-style-type: none"> <li>• Sources of research problems (clinical practice, literature review, policies, and expert opinions)</li> <li>• Strategies to identify research gaps in nursing and healthcare <ul style="list-style-type: none"> <li>• Prioritizing research problems based on relevance and feasibility (2 hours)</li> </ul> </li> </ul> <p><b>Refining and Narrowing Down Research Problems</b></p> <ul style="list-style-type: none"> <li>• Criteria for selecting a</li> </ul>				
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		<p>research problem</p> <p>Techniques for refining broad research</p> <ul style="list-style-type: none"> <li>• topics into specific problems</li> <li>• Common pitfalls in defining research problems</li> </ul> <p>(2 hour)</p>				
V (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand and describe the nature, characteristics, purposes and uses of various nursing theories.</p> <p><b>Psychomotor:</b> Develop conceptual</p>	<p><b>Developing Theoretical/Conceptual framework:</b></p> <ul style="list-style-type: none"> <li>• Theories: Nature, Characteristics, Purpose and Uses (2 hours)</li> <li>• Using, testing and developing Conceptual framework, models and theories.(3 hour)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Concept Mapping and Diagrammatic Representation of Frameworks Techniques for creating conceptual models</li> <li>• Flowcharts, mind maps, and graphical representation of frameworks</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> </ul>	

	framework for their research work. <b>Affective:</b> Identify and test various theories.		Case studies of theoretical frameworks applied in nursing research (3hrs)			
VI (06 hours)	At the end of unit students are able to –  <b>Cognitive:</b> Understand, Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error. <b>Psychomotor:</b> Select and use appropriate sampling technique. <b>Affective:</b> Identify & select appropriate population, sample,	<b>Sampling:</b> <ul style="list-style-type: none"> <li>Population and sample (1 hour)</li> <li>Sampling techniques (1 hour)</li> <li>Sample size (1 hour)</li> <li>Probability and sampling Error (1 hour)</li> <li>Problems of sampling (1 hour)</li> </ul> 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.	<ul style="list-style-type: none"> <li>Factors influencing sampling. (1 hour)</li> </ul> Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Class room exercise</li> </ul>	<ul style="list-style-type: none"> <li>Short answer question</li> <li>Long answer question</li> <li>Quiz</li> <li>Test</li> <li>Assignment</li> <li>Presentation</li> <li>Project Work</li> </ul>

	sampling technique and sample size.	4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply				
VII (20 hours)	At the end of unit students are able to <b>Cognitive:</b> Describe tools and methods of data collection. <b>Skill:</b> Calculate reliability of tools. <b>Affective:</b> Formulate tools for data collection.	<b>Tools and Method of Data Collection:</b> <ul style="list-style-type: none"> <li>Data sources, methods/techniques - Quantitative and qualitative. (2 hours)</li> <li>Tools for data collection – types, characteristics and their development (2 hours)</li> <li>Validity and reliability of tools (4 Hours)</li> <li>Use of standard and valid tools (4hrs)</li> <li>Procedure for data collection. (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of data collection. (4 hours)</li> <li>Technological Advancements in Data Collection <ul style="list-style-type: none"> <li>Use of mobile apps and wearable devices for health data collection</li> <li>Electronic health records (EHRs) and big data in nursing research</li> <li>AI and machine learning-based data collection tools (2 hours)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Library exercise</li> </ul>	
VIII (05 hours)	At the end of unit students are able to	<b>Implementing Research Plan:</b> <ul style="list-style-type: none"> <li>Pilot study (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review research plan (design) (1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> </ul>	

	<b>Cognitive</b> Define and describe pilot study. <b>Psychomotor:</b> Conduct pilot study. <b>Affective:</b> Formulate plan for data collection.	<ul style="list-style-type: none"> <li>• Planning for data collection (1 hour)</li> <li>• Administration of tool .(1 hour)</li> <li>• Interventions Collection of data. (1 hour)</li> </ul>			<ul style="list-style-type: none"> <li>• Class room exercise</li> </ul>	
IX (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Know and describe various methods for data analysis. <b>Psychomotor:</b> Analyze data by using appropriate analysis method. <b>Affective:</b> Formulate plan for data analysis.	<b>Analysis and Interpretation of Data:</b> <ul style="list-style-type: none"> <li>• Plan for data analysis: quantitative and Qualitative. (2 hours)</li> <li>• Descriptive and Inferential Analysis (2 hours)</li> <li>• Statistical analysis. (2 hours)</li> <li>• Interpretation of data.(1 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion and generalizations</li> <li>• Summary and discussion. (2 hours)</li> </ul> <p><b>Guidelines for Research Publication</b></p> <ul style="list-style-type: none"> <li>• Selecting appropriate nursing journals for publication</li> <li>• Understanding journal impact factors and indexing (Scopus, PubMed, Web of Science)</li> <li>• Manuscript preparation and</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing data for computer analysis and presentation (1hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> <li>• Statistical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>

			submission process • (2hrs)			
X (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand and describe various methods and styles of writing research report. <b>Psychomotor:</b> Communicate research results effectively and Compare research reports.	<b>Reporting and Utilizing Research Findings:</b> <ul style="list-style-type: none"> <li>Writing research report purposes, methods and style-Vancouver, American Psychological Association (APA), Campbell etc(4 hours)</li> <li>Writing scientific article for publication: purposes &amp; style (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Communication of research results; oral and written. (2 hours)</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Library exercise</li> </ul>	
XI (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe criteria's for critical analysis. <b>Psychomotor:</b> Analyze and communicate	<ul style="list-style-type: none"> <li>Critical analysis of research articles. Structure of Research Article (1 hours)</li> <li>Presenting and communicating critique. Planning An Article Critique Critiquing Research Articles (2 hours)</li> </ul>			<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Journal Club</li> </ul>	<ul style="list-style-type: none"> <li>Short answer question</li> <li>Long answer question</li> <li>Quiz</li> <li>Test</li> <li>Assignment</li> <li>Presentation Project Work)</li> </ul>

	research articles critically. <b>Affective:</b> Initiate critical analysis.					
XII (04 hours)	At the end of unit students are able to - <b>Cognitive:</b> Understand and describe criteria's for presenting research proposal. <b>Psychomotor:</b> Present research proposal. <b>Affective:</b> Prepare research proposal.	<ul style="list-style-type: none"> <li>Preparation, presentation and approval of research proposal. Steps of preparation and presentation of research proposal (4 hours)</li> </ul>			<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Library exercise</li> </ul>	

## Nursing Research and Statistics

### Section 'B' -Statistics

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

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

	<p><b>Cognitive :</b> Understand and describe different types of research design.</p> <p><b>Psychomotor:</b> Analyze and use research designs accurately.</p>	<ul style="list-style-type: none"> <li>• Comparison in pairs, randomized block design.</li> </ul>			<p>discussion</p> <ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	
VII (08 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand and describe the significance of statistics and difference between two statistics.</p> <p><b>Psychomotor:</b> Test hypothesis.</p> <p><b>Affective:</b> Recognize and correlate hypothesis with statistical differences.</p>	<p><b>Significance of statistic and significance of difference between two Statistics: (testing hypothesis)</b></p> <ul style="list-style-type: none"> <li>• Non parametric test – Chi – square test (4 hours)</li> <li>• Parametric test – ‘t’ test, ANOVA, Pearson’s r (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Sign median test, Mann-Whitney test. (1 hour)</li> <li>• Manova, ancova, (1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Statistical exercise</li> <li>• Demonstration</li> </ul>	
VIII (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive :</b> Understand and describe the uses of statistical methods in psychology and education.</p> <p><b>Psychomotor:</b> Develop skill for using statistical methods in psychology and education.</p>	<p><b>Use of statistical methods in psychology and education:</b></p> <ul style="list-style-type: none"> <li>• Reliability of test Scores: test-retest method, parallel forms, split half method. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Scaling – Z Score , Z Scaling. (1 hour)</li> <li>• Standard Score and T score.(1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	
IX (04 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b> Understand the importance and meanings of vital health statistics.</p>	<p><b>Application of statistics in health:</b></p> <ul style="list-style-type: none"> <li>• Ratios, Rates, Trends</li> <li>• Vital health statistics – Birth and death rates. (1 hour)</li> <li>• Measures related to fertility, morbidity and mortality.(1 hour)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Statistical exercise</li> </ul>	

	<b>Psychomotor:</b> Apply this knowledge in professional work. <b>Affective:</b> Contributes in collecting and calculating vital statistics correctly.				• Demonstration	
X (04 hours)	At the end of unit students are able to <b>Cognitive :</b> Know the different available statistical packages.			• Use of statistical package. (1 Hr)	Demonstration	• Short answer question • Long answer question • Class room statistical exercise Test

**KVV, KINS. M SC NURSING (4301). 2 ND YEAR M Sc NURSING (4303-21).**  
**2<sup>nd</sup> YEAR MSc NURSING**  
**NURSING MANAGEMENT**

**Placement:** II Year

**Hours of Instruction**

**Theory** : 150 Hours

**Practical** : 150 Hours

**Total:** 300 Hours

**Course Description**

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

**Objectives**

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi-sectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyze legal and ethical issues in nursing administration

10. Describe the process of quality assurance in nursing services.

11. Demonstrate leadership in nursing at various level

Unit No. & total hours	Objectives	T/L Method			Method of Evaluation	T/L Method
		Must know	Desirable to know	Nice to know		

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	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Philosophy, .(1 Hr)</li> <li>purpose,(1hr)</li> <li>elements, (1 hr)</li> <li>principles</li> <li>and scope of administration</li> </ul> Nature of Administration (1 hr) <ul style="list-style-type: none"> <li>Importance of Administration(1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.(3 Hrs).</li> </ul>	<ul style="list-style-type: none"> <li>Indian Administrative system vis a vis health care delivery system: National, State &amp; Local, Indian constitution.(1hr)</li> <li>Level of Management(1 hr)</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Seminars with PPTS</li> </ul>	FORMATI VE SUMMATI VE IA-25 EA-75 TOTAL- 100
II (10Hrs)	At the end of unit students are able to: Knowledge: Understand and classify the functions of administrator.	<b>Management :</b> <ul style="list-style-type: none"> <li>Functions of administration. (1Hr)</li> <li>Planning and control. (1Hr)</li> <li>Co-ordination and delegation.</li> </ul>	<ul style="list-style-type: none"> <li>Vision and Mission Statements.</li> <li>Philosophy, aims and objective of Nursing Administration.(1 hr)</li> <li>Management Process (2hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Theories and models of Nursing Administration</li> <li><i>Application to nursing service &amp; education. (1Hrs)</i></li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Seminars with PPTS</li> </ul>	

	<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>	<ul style="list-style-type: none"> <li>Decision making-decentralization basic goals of decentralization. Concept of management.(2Hr)</li> </ul> <p>Nursing Management:</p> <ul style="list-style-type: none"> <li>Concept, types &amp; principles. (1Hr)</li> <li>Current trends and issues in Nursing Administration.</li> <li><i>Application to nursing service &amp; education. (1 Hrs)</i></li> </ul>	<ul style="list-style-type: none"> <li>Quality assurance programs and patient safety initiatives (1 Hr)</li> <li>Accreditation standards (JCI, NABH, ISO)</li> <li>in nursing management (1 Hr)</li> <li>Role of nurse managers in maintaining clinical excellence (1 Hr)</li> </ul>			
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III (15Hrs)	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.	<b>Planning:</b> <ul style="list-style-type: none"> <li>● Planning process: concept, principles s, Institutional policies,</li> <li>● Mission,</li> <li>● Philosophy</li> <li>● Objectives (2 hr)</li> <li>● Strategic planning. Operational plans. (2Hr)</li> <li>● Difference between strategic and operational plan (3 hr)</li> <li>● Management plans.(2Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>● Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs)</li> <li>● Management by objectives (MBO). (2 hr)</li> </ul>	Application to nursing service and education. (2 Hrs)	Lectures & Discussion	
IV (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various patterns of organization. Skill: Develop the organizational	<b>Organization :</b> <ul style="list-style-type: none"> <li>● Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs)</li> <li>● Advantages and disadvantages, primary nursing care.(2Hrs)</li> <li>● Planning and</li> </ul>	<ul style="list-style-type: none"> <li>● Disaster management: plan, resources, drill, etc.(2 Hrs)</li> </ul> <p>Developing an organizational Structure, levels, .</p> <p>Organizational effectiveness and organizational Climate.(2Hrs).</p>	<p>Concept, principles, objectives, Types and theories, Minimum requirements for organization. (1 Hr).</p> <ul style="list-style-type: none"> <li>● <i>Application to nursing service and education. (2Hrs)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>•Seminars with PPTS</li> </ul>	

	<p>charts and organization of nursing services in the hospital.</p> <p>Attitude: Incorporate this knowledge in developing effective nursing services.</p>	<p>Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, kitchen, laboratory &amp; emergency services</p> <ul style="list-style-type: none"> <li>● <i>Application to nursing service and education. (2Hrs)</i></li> <li>● <i>Concept of organizational culture and its impact on nursing practice (1Hr)</i></li> <li>● <i>Creating a positive workplace culture for nurses (1Hr)</i></li> <li>● <i>Leadership strategies for improving organizational climate in healthcare (1Hr)</i></li> </ul>	<p>Role and function of a Nurse administrator (2 hrs)</p>			
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V (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the staffing process and INC norms for staffing. Skill: Forecast the staff requirement for various institutions Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.	<b>Human Resource for Health :</b> <ul style="list-style-type: none"> <li>Staffing-Philosophy, .(2Hrs)</li> <li>Estimation of nursing staff requirement – activity analysis, Various research studies. (2Hrs)</li> <li>Recruitment: credentialing, selection, placement, promotion. (1Hr)</li> <li>Duties and responsibilities of various categories of nursing .(2Hrs)</li> <li><i>Personnel. Applications to nursing service and education. (2Hrs)</i></li> </ul>	<ul style="list-style-type: none"> <li>Norms : Staff inspection units (SIU), .(1Hr)</li> <li>Bajaj Committee, High power committee, Indian Nursing Council (INC) Staff development programme. Retention. .(1Hrs)</li> <li>Challenges Facing HRM(2 hr) <ul style="list-style-type: none"> <li>Causes and consequences of nursing workforce shortages (1Hr)</li> <li>Strategies to reduce burnout and stress among nurses(1Hr)</li> <li>Workplace wellness Programs and mental health support for nurses (1Hr)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Personnel policies</li> <li>Termination.</li> <li><i>Personnel. Applications to nursing service and education. (2Hrs)</i></li> <li>Current HR Issues in Health Care (2 hrs)</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Seminars with PPTS</li> </ul>	
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VI (15Hrs)	At the end of unit students are able to: 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	<b>Directing :</b> <ul style="list-style-type: none"> <li>• Roles and functions. .(2Hrs)</li> <li>• Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. .(2Hrs)</li> <li>• Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems. .(2Hrs)</li> <li>• Nursing care Assignment(2 hrs)</li> <li>Delegation: common delegation errors. .(2Hrs)</li> <li>• Managing conflict: process, management, negotiation, consensus.</li> <li>• Occupational health and safety.</li> <li>• Application to nursing service</li> </ul>	Confidentiality, Public relations. (1Hrs)  Elements and principles of direction (2 hrs)	<ul style="list-style-type: none"> <li>• Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>•Seminars with PPTS</li> </ul>	
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		<p>and education. .(2Hrs)</p> <p>Importance of teamwork in nursing management</p> <ul style="list-style-type: none"> <li>• Strategies for building high-performing nursing teams</li> <li>• Enhancing Collaboration between nurses, doctors, and other healthcare professionals</li> <li>• (2Hrs)</li> </ul>				
VII (10Hrs)	At the end of unit students are able to: Knowledge: Understands and explains the procedures related to procurement of hospital supplies	<p><b>Material Management:</b></p> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures.</li> <li>• ABC analysis, VED (very important and essential daily use) analysis .(2Hrs)</li> <li>• Material management</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and procurement procedures : Specifications</li> <li>• <i>Application to nursing service and education. (1 hrs)</i></li> <li>• <i>Role of Nursing personal in material management(2 hrs)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Procedures. ABC analysis, VED.(1Hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	

	<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>cycle(2 hrs)</p> <ul style="list-style-type: none"> <li>● Planning equipments and supplies for nursing care : unit and hospital</li> <li>● INVENTORY ACCOUNTING SYSTEM (2 hrs)</li> <li>● Inventory control. Condemnation.</li> </ul> <p><i>Standardization of nursing equipment and supplies</i></p> <p><input type="checkbox"/> <i>Role of quality audits in healthcare material management</i></p> <p><input type="checkbox"/> <i>Ensuring patient safety through proper material handling</i></p> <ul style="list-style-type: none"> <li>● <i>Application to nursing service and education. (2 hrs)</i></li> </ul>				
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VIII (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service. Skill: Supervises the nursing services for quality performance and care. Attitude: Uses discipline constructively for the growth of the individual & organization.	<b>Controlling :</b> <ul style="list-style-type: none"> <li>• Quality assurance, Standards, Models. (2rs)</li> <li>• Nursing audit. (2Hrs)</li> <li>• Performance appraisal : Tools, format (2Hrs)</li> <li>• Supervision and management: concepts and principles. (2Hrs)</li> <li>• <i>Application to nursing service &amp; education. (2Hrs)</i></li> </ul>	Discipline: service rules, self discipline, constructive versus (1Hrs) Quality evaluation system in health care (2 hrs)	Management, Interviews <i>Application to nursing service &amp; education.(2Hrs)</i> <i>Quality Assurance in hospitalmanagemen t( 2 hrs)</i>	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>•Seminars with PPTS</li> </ul>	
IX (15Hrs)	At the end of unit students are able to: Knowledge: Explain	<b>Fiscal Planning :</b> <ul style="list-style-type: none"> <li>• Budget estimate, (2Hrs)</li> <li>• revised estimate, (2Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• budgeting, Steps (1Hrs)</li> <li>• Plan and non-plan, zero mid-term appraisal, capital and</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting for various units and levels.</li> <li>• <i>Application to nursing service &amp;</i></li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> </ul>	

	different types of budgets with their importance at various levels. Skill: Prepare budget for the unit/institution Attitude: Practices budgeting within the constraints to manage the unit effectively and efficiently.	<ul style="list-style-type: none"> <li>● Performance budget Audit.(2Hrs)</li> <li>● Cost effectiveness Health care reforms,</li> <li>● Health economics</li> <li>● <i>Application to nursing service &amp; education. .(2Hrs)</i></li> <li>● <i>Classification of budgeting(2 hrs)</i></li> <li>● Importance of financial auditing in healthcare institutions</li> <li>● Internal and external auditing procedures for nursing services</li> <li>● Ensuring transparency and accountability in nursing finance .(2Hrs)</li> </ul>	revenue. (2 hrs)	<i>education. .(2Hrs)</i> <ul style="list-style-type: none"> <li>● <i>Leadership role in fiscal planning(2 hrs)</i></li> </ul>	•Seminars with PPTS	
X (10Hrs)	At the end of unit students are able to:	<b>Nursing Informatics :</b> <ul style="list-style-type: none"> <li>● <i>Use of computers in hospital and</i></li> </ul>	<ul style="list-style-type: none"> <li>● Trends</li> <li>● General purpose. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>● Group dynamics, (1 hrs)</li> <li>● <i>Use of computers in hospital and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs</li> </ul>	

	<p><b>Knowledge:</b> Explain the importance of nursing informatics and understands its place in rendering quality care.</p> <p><b>Skill:</b> Participates in development of nursing informatics system.</p> <p><b>Attitude:</b> Pay special attention to user friendly information system to enhance cooperation from all.</p>	<p><i>community.(2hrs)</i></p> <ul style="list-style-type: none"> <li>● Patient record-system. (2 hrs)</li> <li>● Nursing records and reports. (2hrs)</li> <li>● Management information and evaluation system (MIES)</li> <li>● Electronic medical records.(2hrs)</li> </ul>		<p><i>community.(2hrs)</i></p>	<p>models, films and slides</p> <ul style="list-style-type: none"> <li>•Seminars with PPTS</li> </ul>	
XI (10Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understands and explains various</p>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>● Concepts, Types, Theories, Styles (2 hr)</li> <li>● Manager behavior. Leader behavior (2 hr)</li> </ul>	<ul style="list-style-type: none"> <li>● Power and politics</li> <li>● Lobbying (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>● Stress management. (1 hr).</li> <li>● <i>Applications to nursing service and education.</i> (2Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>•Lectures &amp; Discussion</li> <li>Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> </ul>	

	<p>leadership styles and their implications.</p> <p><b>Skill:</b> practices &amp; uses power appropriately to foster individual development and quality administration.</p> <p><b>Attitude:</b> Incorporates critical thinking in decision making related to leadership roles.</p>	<ul style="list-style-type: none"> <li>● Effective leader: Characteristics, Skills,</li> <li>● Critical thinking and decision making.(2hr) <i>Applications to nursing service and education.</i> (2Hrs)</li> </ul>			•Seminars with PPTS	
XII (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understands and explains the ethical and legal aspects of nursing as a profession.</p> <p>Skill: Practices nursing skills</p>	<p><b>Legal and Ethical Issues Laws and Ethics :</b></p> <ul style="list-style-type: none"> <li>● Legal system: Types of law, tort law, and liabilities.(1 hrs)</li> <li>● Legal issues in nursing: negligence, malpractice, invasion of privacy,</li> </ul>	<ul style="list-style-type: none"> <li>● Ethical committee</li> <li>● Code of ethics and professional conduct. (1hr)</li> <li>● Professional responsibility and accountability. (1hr).</li> </ul>	<ul style="list-style-type: none"> <li>● Infection control. Standard safety measures. (1hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>•Seminars with PPTS</li> </ul>	

	legally and ethically. Attitude: Protect rights of the clients with different vulnerable status.	defamation of character.(2hr) <ul style="list-style-type: none"> <li>● Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms : licensure, renewal, accreditation (2hrs)</li> <li>● Patient's rights. Rights of special groups : children, women, HIV, handicap (2 hrs)</li> </ul>				
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**Placement: II Year**

Theory 150 Hours

Practical 150 Hours

**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:**

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

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

**Clinical Assignment:**

Assignment /Examination	Marks	Send to university
Performance appraisal	50	
Clinical evaluation 01	100	
Assignment 1x25	25	
Report	50	
	225	10

**University examination -Theory marks – 75**

Clinical Assignment: 10 Marks

Practicum: Posting of ward management: 225Marks

(225 Marks from Clinical Assignment to be converted into 10 Marks)

External Assessment (Theory):

75 Marks

(University Examination)

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**KVV, KINS. M SC NURSING (4303) KINS. MSC NURSING 4303-22**  
**CLINICAL SPECIALITY –II**  
**Child Health (Pediatric) Nursing**

**Placement :** II Year

**Hours of Instruction:**  
Theory 150 hours  
Practical :950 Hours  
Total:1100Hours

**Course Description**

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

**Objectives:**

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

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high risk children

6. Prepare a design for layout and describe standards for management of pediatric units/hospitals

7. Identify areas of research in the field of pediatric nursing

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRE TO KNOW	NICE TO KNOW		
<b>I (5hrs) Introduction</b>	<b>At the end of unit students are able to:</b> <b>Cognitive:</b> <ul style="list-style-type: none"> <li>Describe national policy programmes &amp; legislations in relation to child health &amp; welfare.</li> <li>Explain Current principles, practices in Pediatric Nursing.</li> </ul> <b>Psychomotor:</b> <ul style="list-style-type: none"> <li>Render comprehensi</li> </ul>	<b>Introduction</b> Current principles Pediatrics practices in Pediatric <ul style="list-style-type: none"> <li>Trends in Pediatric Nursing (1 Hr)</li> <li>Evidence based practice in Pediatric Nursing (1 Hr)</li> </ul> Total = 3 hrs	Role of pediatric nurse in various settings – Expanded (1 Hr) and extended (1 Hr)  Total = 2hrs		<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models, films and slides</li> <li>Seminars</li> </ul>	Essay type <ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type of question</li> </ul> Assessment of skill-assessment with check list <ul style="list-style-type: none"> <li>Clinical Work</li> </ul>

	<p>ve care to a hospitalized child.</p> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• Make self aware about the changing Role of Paediatric nurse ,modern concept of child care &amp; principles Changing trends in Child health nursing.</li> </ul>					
<p><b>II (35hrs)</b></p> <p><b>Patho physiology, assessment(including interpretation of various invasive and non-invasive</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Explain The Pathophysiology, signs and symptoms and advance medical, surgical and nursing management</li> </ul>	<p><b>Pathophysiology, assessment,treatment modalities and nursing intervention</b></p> <p>Child with respiratory disorders:</p> <p><b>Lower respiratory tract:</b></p> <ul style="list-style-type: none"> <li>• Broncheolitis</li> <li>• Bronchopneumonia(1 Hr),</li> <li>• Asthma(1 Hr),</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Upper respiratory tract:</b>choanal atresia, tonsillitis, epistaxis, aspiration. (1 Hr)</li> <li>• Diarrheal diseases, gastro-esophageal reflux. (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Common Communicable diseases(1HR)</li> <li>-Stem cell (1hr)</li> <li>-Nutrition Rehabilitation Center (1 hr )</li> </ul>	<ul style="list-style-type: none"> <li>•Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions</li> <li>•Seminars</li> <li>•Clinical practice</li> <li>•Drug book</li> <li>•Exposure to related</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>•Short answers</li> <li>•Skill assessment with check list</li> <li>•Clinical work</li> </ul>

<b>diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders</b>	<p>of child with childhood diseases.</p> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Apply the nursing process in the care of ill infants to pre adolescents in hospital and community</li> <li>• Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems.</li> <li>• Apply evidence based practices in child care.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the feeling of the parents and role of</li> </ul>	<ul style="list-style-type: none"> <li>• cystic fibrosis (1 Hr)</li> </ul> <p><b>Child with gastro-intestinal disorders:</b></p> <ul style="list-style-type: none"> <li>• Hepatic disorders: Hepatitis, Indian childhood cirrhosis, (1Hr)</li> <li>• liver transplantation(1 Hr).</li> <li>• Malnutrition(1 Hr)</li> <li>• Kidney transplantation(1Hr)</li> </ul> <p><b>Child with cardiovascular disorders:</b></p> <ul style="list-style-type: none"> <li>• Acquired: Rheumatic fever, Rheumatic heart disease, (1 Hr)</li> <li>• Congenital: Cyanotic (2hrs) and acyanotic(2 Hr)</li> <li>• Child with Neurological disorders:</li> <li>• Convulsions,</li> <li>• Meningitis, (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Malabsorption syndrome, (1 Hr)</li> <li>• <b>Child with renal/urinary tract disorders:</b> Nephrotic syndrome(1 Hr), Nephritis, Hydronephrosis, hemolytic-uremic syndrome(1 Hr)</li> <li>• polycythemia, thrombocytopenia, and disseminated intravascular coagulation(1 Hr)</li> <li>• Child with skin disorders(1 Hr)</li> <li>• Common Eye(2 Hr) and ENT disorders(2 Hr)</li> </ul> <p>Total = 11 hrs</p>	<p>Total =3 hrs</p>	<p>procedures Nutrition Rehabilitation Center visit (2 hr )</p>	
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	<p>pediatric nurse.</p> <ul style="list-style-type: none"> <li>• Identify measures to prevent common childhood diseases</li> <li>• including immunization.</li> </ul>	<ul style="list-style-type: none"> <li>• Common Communicable diseases</li> <li>• Prevention And Management Of Child With Covid - 19 (2Hrs)</li> <li>• encephalitis, guillian- Barre syndrome(1 Hr)</li> <li>• Child with blood disorders: Anemias(1 Hr),</li> <li>• thalassemias, Hemophilia. (1 Hr)</li> <li>• Child with oncological disorders: Leukemias Lymphomas,(1 Hr)</li> <li>• Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM(1 Hr), hyper and hypothyroidism, phenylketonuria, galactosemia(1 Hr)</li> </ul> <p>Total = 21hrs</p>				
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<p><b>III (35hrs)</b></p> <p><b>Assessment( including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Describe the recent technology and various treatment modalities in the management of high risk children.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Assist the child and family for various diagnostic procedures and treatment modalities in Paediatric surgical problems.</li> <li>Implement the comprehensive</li> </ul>	<p><b>Assessment, treatment modalities including cosmetic surgery and nursing intervention</b></p> <p><b>Gastrointestinal system:</b></p> <ul style="list-style-type: none"> <li>Cleft lip, cleft palate and conditions requiring plastic surgery (1 Hr),</li> <li>Tracheo esophageal fistula/atresia, (1 Hr)</li> <li>Hirschsprung's disease/ megacolon, malrotation, intestinal obstruction(1 Hr), duodenal atresia, (1 Hr)</li> <li>gastrochisis, exomphalus, (1 Hr)</li> <li>anorectal malformation, (1 Hr)</li> <li>omphalocele, diaphragmatic hernia(1 Hr)</li> <li><b>Anomalies of the nervous system:</b></li> <li>Spina bifida, (1 Hr)</li> <li>Meningocele, (1 Hr)</li> </ul>	<p><b>Anomalies of the skeletal system</b></p> <ul style="list-style-type: none"> <li>Eye(1 Hr) and ENT disorders(1 Hr)</li> <li><b>Child with oncological disorders:</b></li> <li>Solid tumors of childhood(1 Hr),</li> <li>Nephroblastoma(1 Hr)</li> <li>Neuroblastoma, (1 Hr)</li> <li>Hodgkin's/Non Hodgkin's Lymphoma, (2 Hr)</li> <li>Hepatoblastoma, (1 Hr)</li> <li>Rhabdomyosarcoma (1 Hr)</li> <li>Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, (1 Hr)</li> </ul>	<p>General principles of managing Pediatric trauma</p> <ul style="list-style-type: none"> <li>Nursing management of the child with traumatic injuries: (1 Hr)</li> <li>Management of stomas, catheters and tubes(1 Hr)</li> <li>Management of wounds and drainages(1 Hr)</li> </ul> <p>Total = 4hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs, models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Care plans</li> <li>Drug book</li> <li>Exposure to related Procedures</li> <li>Clinical teaching on emergency instruments (2hr)</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>
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	<p>ve nursing care to children with various surgical problems.</p> <ul style="list-style-type: none"> <li>• Apply evidence based practices in child care.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the stress, feeling of the parent and provide psychological support to the child and family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Myelomeningocele(1 Hr), hydrocephalus(1 Hr)</li> <li>• <b>Anomalies of the genito-urinary system:</b> <ul style="list-style-type: none"> <li>• Hypospadias, (1 Hr)</li> <li>• Epispadias(1 Hr),</li> <li>• Undescended testes(1 Hr),</li> <li>• Extrophy bladder(1 Hr)</li> <li>• Head injury(1 Hr),</li> <li>• abdominal injury (1 Hr)</li> <li>• poisoning, (1 Hr)</li> <li>• foreign body obstruction, (1 Hr) <ul style="list-style-type: none"> <li>• burns (1 Hr)</li> <li>• Bites(1 Hr)</li> </ul> </li> </ul> </li> <li>• Total = 21hrs</li> </ul>	<p>)retinoblastoma , hepatoblastoma , bone tumors (1 Hr) = NK to DK Merged</p> <p>Total = 10hrs</p>			
<p><b>IV (10hrs)</b></p> <p><b>Intensive care for pediatric clients</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Explain Legal and ethical issues in pediatric</li> </ul>	<p><b>Intensive care for paediatric clients</b></p> <p>Resuscitation, stabilization &amp; monitoring of pediatric patients. (1 Hr)</p>	<ul style="list-style-type: none"> <li>• Legal and ethical issues in pediatric intensive care(2 Hr)</li> <li>• Intensive care procedures, (1Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment and techniques</li> <li>• Documentation (1 Hr)</li> </ul>	<p>•Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions</li> <li>•Seminars</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>•Short answers</li> <li>•Skill assessment with check list</li> <li>•Clinical work</li> </ul>

	<p>intensive care.</p> <ul style="list-style-type: none"> <li>Describe the Nutritional needs of critically ill child.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Recognize and manage emergencies in children.</li> <li>Demonstrate the skill of Paediatric resuscitation.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the stress, feeling of the parent and provide psychological support to the parents</li> </ul>	<ul style="list-style-type: none"> <li>Care of child requiring long-term ventilation. (1 Hr)</li> <li>Anatomical &amp; physiological basis of critical illness in infancy and childhood. (1 Hr)</li> <li>Nutritional needs of critically ill child. (1 Hr)</li> <li>Intensive care procedures (1 Hr)</li> <li>Intensive care procedures (1 Hr)</li> <li>PALS (Pediatric Advance Life Support) (1Hr Theory + 3hrs practical)</li> </ul> <p>Total = 6hrs</p>	Total = 3hrs	Total = 1hrs	<ul style="list-style-type: none"> <li>Clinical practice</li> <li>Drug book</li> <li>Exposure to related procedures</li> <li>Clinical teaching - Assessment and management of pain (2Hr)</li> </ul>	
<b>V (20hrs)</b>	<b>At the end of unit students are able to:</b>	<b>High risk newborn Nursing management of</b>	Nursing management of <ul style="list-style-type: none"> <li>Post-mature infant, and baby of diabetic and</li> </ul>	<ul style="list-style-type: none"> <li>Concept, goals, assessment, principles.</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models, films and slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> </ul>

<b>High Risk Newborn</b>	<p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Explain causes.clinic alfeatueres,p athophysiolo gyinvestigati ons,medical,s urgical nursing management of high risk newborns.</li> <li>• Describe standards for management of NICU.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Assess ,plan and Implement the comprehensi ve nursing care to high risk newborns.</li> <li>• Prepare a design for</li> </ul>	<p><b>Respiratory conditions;</b></p> <ul style="list-style-type: none"> <li>•Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, (1 Hr)</li> <li>pneumo thorax, pneumo mediastinum(1 Hr)</li> <li>• Icterus neonatorum. (1 Hr)</li> <li>• Birth injuries. (1 Hr)</li> <li>• Hypoxic ischaemic encephelopathy(1 Hr)</li> <li>• Congenital anomalies. (1 Hr)</li> <li>• Neonatal seizures. (1 Hr)</li> <li>• Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. (1 Hr)</li> <li>• Neonatal heart diseases. (1 Hr)</li> <li>• Neonatal hemolytic diseases(1 Hr)</li> <li>• Advanced neonatal procedures. (1 Hr)</li> <li>• Calculation of fluid requirements. (1 Hr)</li> </ul>	<p>substance use mothers.</p> <ul style="list-style-type: none"> <li>• Neonatal infections : neonatal sepsis, ophthalmia neonatorum, (1 Hr), cogenital syphilis, (1 Hr) HIV/AIDS(1 Hr)</li> <li>• Hematological conditions – erythroblastosis fetalis,(1hr) hemorrhagic disorder in the newborn(2 Hr)</li> </ul> <p>Total = 6hrs</p>	<ul style="list-style-type: none"> <li>• Organization of neonatal care, services(Levels ), transport,</li> <li>• Neonatal Intensive Care Unit, Organization and management of nursing services in NICU. (1 Hr)</li> </ul> <p>Management of nursing services in NICU. (1 Hr)</p> <p>Human Milk Bank (1hr Theory + 1 hr Visit)</p> <p>Total = 2hrs</p>	<ul style="list-style-type: none"> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions</li> <li>•Seminars</li> <li>•Clinical practice</li> <li>•Drug book</li> <li>•Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>•Clinical Workshop on Neonatal care in present scenario (7 hrs)</li> </ul>
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	layout of NICU.  <b>Affective:</b> <ul style="list-style-type: none"> <li>Appreciate the stress, feeling of the parents of high risk newborn and provide psychological support to the parents.</li> </ul>	Total = 12hrs				
<b>VI (10hrs)</b>  <b>Developmental disturbances and implications for nursing</b>	<ul style="list-style-type: none"> <li>At the end of unit students are able to:</li> <li>Cognitive:</li> <li>Explain developmental disturbances and their implications for paediatric nursing.</li> <li>Psychomotor :</li> <li>Develop skill of developmental assessment</li> </ul>	<b>Developmental disturbances and implications for nursing</b> <ul style="list-style-type: none"> <li>Conduct disorders, (1 Hr)</li> <li>Early infantile autism(1 Hr)</li> <li>Early infantile autism Management (1 Hr)</li> <li>Attention deficit hyperactive disorders (ADHD) (1 Hr)</li> <li>Learning disabilities(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Habit disorders(1 Hr)</li> <li>speech disorders(1 Hr)</li> <li>depression and childhood schizophrenia (1 Hr)</li> <li>Total = 3hrs</li> </ul>	<ul style="list-style-type: none"> <li>Adjustment reaction to school(1 Hr),</li> <li>Total = 1hrs</li> </ul>	<b>Lectures &amp; Discussion</b> <ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Drug book</li> <li>Educational visit</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>

	to identify developmental • Disturbances at the earliest • Guide the parents for corrective therapeutic modalities for developmental disturbances. • Affective: • Appreciate the stress, feeling of the parent of child with developmental disturbances and provide psychological support to the parents.	• Habit disorders(1 Hr)  Total = 6hrs				
<b>VII (10hrs)</b>	• At the end of unit students are able to: • Cognitive:	<b>Challenged child and implications for nursing</b>	Physically challenged, causes, (1 Hr)	Training & rehabilitation of	•Lectures & Discussion • Charts , graphs	•Essay type •Short answers •Skill assessment

<b>Challenged child and implications for nursing</b>	<ul style="list-style-type: none"> <li>• Discuss the causes. Clinical features, early detection and nursing management of challenged child.</li> <li>• <b>Psychomotor:</b></li> <li>• Demonstrate skill of assessment of challenged child.</li> <li>• Provide comprehensive nursing care to challenged child.</li> <li>• <b>Affective:</b></li> <li>• Appreciate the stress, feeling of the parent and provide psychological support.</li> </ul>	<ul style="list-style-type: none"> <li>• Cerebral palsied child, (1 Hr)</li> <li>• Management of Cerebral palsied child, (1 Hr)</li> <li>• Mentally challenged child. (1 Hr)</li> <li>• Management of Mentally challenged child. (1 Hr)</li> <li>• Training (1hr) &amp; rehabilitation Mentally challenged child. (1 Hr)</li> </ul> <p>Total = 6hrs</p>	<p>features, (1 Hr)</p> <p>early detection &amp; management. (1 Hr)</p> <p>Total = 3hrs</p>	<p>challenged children. (1 Hr)</p> <p>Total = 1hrs</p>	<p>models, films and slides</p> <ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions</li> <li>• Seminars</li> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Educational visit</li> </ul>	<p>with check list</p> <ul style="list-style-type: none"> <li>• Clinical work</li> </ul>
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<p><b>VIII (5hrs)</b></p> <p><b>Crisis and nursing intervention</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Explain the nature of crisis situation for paediatric client.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Recognize the various crisis situations and perform promptly and efficiently.</li> <li>• Provide health education to parents for the prevention of crisis among paediatric population.</li> </ul> <p><b>Affective:</b></p>	<ul style="list-style-type: none"> <li>• Crisis and nursing intervention</li> <li>• The hospitalized child</li> <li>• (1 Hr )</li> <li>• Crisis Intervention (1Hr)</li> <li>• Nursing intervention-counseling(1 Hr)</li> </ul> <ul style="list-style-type: none"> <li>• Total = 3hrs</li> </ul>	<ul style="list-style-type: none"> <li>• Terminal illness (1 Hr )</li> <li>• &amp; death during childhood (1 Hr )</li> </ul> <p>Total = 2hrs</p>		<ul style="list-style-type: none"> <li>•Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions</li> <li>•Seminars</li> <li>•Clinical practice</li> <li>•Drug book</li> <li>•Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>•Short answers</li> <li>•Skill assessment with check list</li> <li>•Clinical Work</li> </ul>
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	<p>observe for their effect.</p> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Educate the parents about administration of medications safely to their child.</li> </ul>	Total = 3hrs				
<p><b>X (10hrs)</b></p> <p><b>Administration and management of pediatric care unit</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Describe the different policies, protocols and uses of various equipment in the paediatric ward.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the standards for paediatric care.</li> </ul>	<p><b>Administration and management of pediatric care unit</b></p> <ul style="list-style-type: none"> <li>Norms policies and protocols Staffing, (1 Hr)</li> <li>Practice standards for pediatric care unit</li> <li>Documentation (1 Hr)</li> <li>Recent advances in Pediatrics</li> </ul> <p>-</p> <p>-Advances in Pediatric pharmacology(1hr)</p> <p>-Advances in Pediatric diagnosis(1hrs)</p> <p>-Advances in Pediatric therapies (2hr)</p>	<ul style="list-style-type: none"> <li>Equipment, supplies (1 Hr).</li> <li>Design &amp; layout(1 Hr)</li> </ul> <p>Advances in pediatric comfort(1 Hr)</p> <p>Total = 3hrs</p>	<p>Equipment, supplies (1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>

	<ul style="list-style-type: none"> <li>Plan and design Paediatric care unit.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate all the time safety and security of children.</li> </ul>	Total = 6hrs				
<b>XI</b> <b>(5hrs)</b> <b>Education and training in Pediatric care</b>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain the need of ,In-service education program, Staff orientation, training and development ,Clinical teaching programs in Paediatric nursing.</li> </ul> <p><b>Psychomotor:</b></p>	<p><b>Education and training in Pediatric care</b></p> <ul style="list-style-type: none"> <li>In-service education program(1 Hr)</li> <li>In-service education program(1 Hr)</li> <li>Staff Training and development (1 Hr)</li> </ul> <p>• Total = 3hrs</p>	<ul style="list-style-type: none"> <li>Clinical teaching programs.(1 Hr)</li> </ul> <p>Recent Immunization schedule (1hr)</p> <p>Total = 1hrs</p>	<p>Staff orientation Programme, (1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models, films and slides</li> <li>Demonstrations</li> </ul> <p>Inservice education programme Prevention and Management of Child With Covid -19 (6Hrs)</p>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill -Clinical Teaching</li> </ul>

	<ul style="list-style-type: none"> <li>Plan and implement In-service education programs for staffs.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the need of paediatric nurses for updating advance knowledge .</li> </ul>					
		Total hrs = 90 = 60%	Total hrs = 45=30%	Total hrs = 15=10%		

**INTERNAL ASSESSMENT - FORMATIVE EVALUATION:**

REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Send to university
Case presentation	<b>Total-2</b> <ul style="list-style-type: none"> <li>➤ Paed Medical <b>01</b></li> <li>➤ Surgical <b>01</b></li> </ul> (Paediatric Medical & Paediatric Surgical ward)	<b>50</b>	<b>100</b>	
Case study	<b>Total-2</b> <ul style="list-style-type: none"> <li>➤ Paed Medical <b>01</b></li> <li>➤ Surgical <b>01</b></li> </ul> (Paediatric Medical & Paediatric Surgical ward)	<b>50</b>	<b>100</b>	

Nursing care plan	<b>Total-2</b> ➤ Paed Medical – 01 (Paed Medical ward) ➤ Paed Surgical – 01, (Paed Surgical ward)	25	50	
Project work	<b>Total-1</b>	50	50	
Health Education	<b>Total-1</b> (PaedMedical ward/PaedSurgical ward/ NICU/Paed.OPD)	25	25	
<b>NICU Report</b>	<b>Total-1</b> (NICU)	50	50	
Practical Examinations (Midterm &Prefinal Exam)	➤ Midterm exam ➤ Prefinal exam	50 100	150	
		<b>GRAND TOTAL:</b>	525	100
<b>THEORY EXAMINATION:</b> <b>MIDTERM: 75 M                      PREFINAL: 75 M</b>  <b>SECT - I = LAQ 10MX2=20M , SAQ 5M X 4 = 20</b> <b>SEX - II = LAQ 10MX2=20M , SAQ 5M X 3 =</b> <b>15 } TOTAL 75 M</b> Seminar Presentation : 50 Marks Journal Presentation: 50 Marks			250	25

<b>EXTERNAL ASSESSMENT : THEORY FINAL EXAM :</b>  <b>PRACTICAL FINAL EXAM :</b>	<b>GRAND TOTAL:</b> <b>75</b> <b>100</b>		
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