

Krishna Vishwa Vidyapeeth (Deemed to be University)

Krishna Institute of Nursing Sciences, Karad



Syllabus

M. SC. Nursing

Community Health Nursing

.....

Program code: 4304

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 undergraduate 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
Total hours for 2 years	3440 hours

Course of Instruction

	Theory (hrs)	Practical (hrs)
1st year		
Nursing Education	150	150
Advance Nursing Practice	150	200
Nursing Research And Statistics	150	100
*Clinical Speciality –I	150	650
Total	600	1100

II nd Year

Nursing Management	150	150
Nursing Research(Dissertation)		300
*Clinical Speciality-II	150	950
Total	300	1400

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 speciality –I	3	25	75		100	100
Total		100	300		150	150
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
Total		50	150		200	200

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

CONTENT

SN	CONTENT	
1	Philosophy	
2	Aim /Objectives	
3	Scheme of Examination	
FIRST YEAR		
4	Nursing Education	
5	Advance Nursing Practice	
CLINICAL SPECIALITY-I		
	- Medical Surgical Nursing	
	- Obstetric &Gynecological Nursing	
	- Child Health (Pediatric) Nursing	
	- Mental Health (Psychiatric) Nursing	
	-Community Health Nursing	
	Nursing Research & Statistics	
SECOND YEAR		
	Nursing Management	
CLINICAL SPECIALITY –II		
	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 . 1ST YEAR M Sc NURSING (4304 -11).

Nursing Education

M. SC. N. Community Health Nursing

Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description:

This Course is designed to assist students in developing a broad understanding of fundamental principles, concepts, trends and issues related to education and nursing education. Further, it would provide an 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 analyse 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	<i>Contents with distributed Hours</i>			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 Attitude: in corporate in theory & clinical for better learning.	Introduction : <ul style="list-style-type: none"> • Education:- definition, aims(1hr) Concepts, (1hr) • Philosophies their education implications(1hr) • Impact of social, economical, political & technological changes education:(1hr) • Professional education current trends and issues in education(1hr) • Educational Trends in development of nursing education in India (1hr) (6hrs) 	<ul style="list-style-type: none"> • Professional organizations and unions-self defense Individual and collective bargaining.(1 hours) • Educational preparations, Continuing education, career opportunities professional advancement & role and scope of nursing education.(1hr) • Role of research, leadership and management. (1hr) (2hrs)	<ul style="list-style-type: none"> • Reforms and national educational Policy, various educational commissions-reports(1hr) (1hr)	<ul style="list-style-type: none"> • Lectures & • Discussion • charts , graphs • Models, films and slides • seminars 	Formative summative Ia-25 Ea-75 Total-100
--------------------	--	--	--	--	---	---

II T- 20 hours P-30	At the end of unit students are able to knowledge: understand the teaching learning process, theories of teaching . Skill: use appropriate resources of ic give effective health education. Operate telemedicine system.	Teaching – learning process □ concepts of teaching and learning: Definition, • Theories of teaching and learning (1hr) • Relationship Between teaching and learning.(1hr) • Educational aims and objectives • typesdomains, 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,	• 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) • Active Learning Strategies in Nursing o Inquiry-based learning (IBL) o Peer-assisted learning (PAL) o Experiential learning & reflective practice (2 hrs) Competency-Based Nursing Education (CBNE) O Outcome-based education & assessment (1hr)	--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.
------------------------------	---	--	---	---	---	---

		<p>Panel, Symposium, problem solving, problem based Learning (PBL) (1hr)</p> <ul style="list-style-type: none"> • Workshop, project <p>Clinical teaching methods (1hr) --Collaborative learning (2hr) (10hr)</p>	<p>O Self-directed learning strategies (1hr)</p> <ul style="list-style-type: none"> o Use of simulation-based learning in nursing education (1hr) <p>Performance-based assessment strategies in clinical settings</p> <ul style="list-style-type: none"> • Direct observation and workplace-based assessments (2hrs) 			
--	--	---	--	--	--	--

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.	Measurement and evaluation: concept <ul style="list-style-type: none"> • Meaning • Process • Purposes • principles of assessment, formative(1hr) • Summative Assessment- internal assessment External.(1hr) (2hrs)	<ul style="list-style-type: none"> • Criterion and norm referenced evaluation, (1hr) • Nature of measurement and evaluation • Problems in evaluation and measurement (1hr) (2hrs)	Examination, advantages and disadvantages (1hr)	Lectures & Discussion <ul style="list-style-type: none"> • charts , graphs Models, films and slides <ul style="list-style-type: none"> •seminars 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 :	Standardized and non-standardized tests : Meaning, characteristics, objectivity, validity Reliability, usability, norms, construction of tests-(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 &

	<p>□ meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students</p> <p>Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p>Essay, short answer questions</p> <p>Multiple choice questions.(1hr)</p> <p>--Rating scales, checklist (1hr)</p> <p>--OSCE (Objective Structured Clinical Examination) (1hr)</p> <p>* OSPE (Objective Structured Practical Examination)(1hr)</p> <p>*Differential scales, and summated scales</p> <p>Critical incident technique</p> <p>*Socio-metry, anecdotal record, attitude scale (1hrs) (6hrs)</p>				
--	---	--	--	--	--	--

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.	Standardized tools <ul style="list-style-type: none"> • Standardized tools(1hr) • Tests of intelligence Aptitude (1hr) • Interest (1hr) Personality • Achievement (1hr) • Standardized techniques (2hrs) (6hrs)	<ul style="list-style-type: none"> • Test for special mental and abilities Disabilities(1hr) • Test for special physical abilities and disabilities (1hr) • Non standardized techniques (1hr) (3hrs)	<ul style="list-style-type: none"> • Socio-economic status scale, (1hr) (1hr)	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs Models, films and slides •Seminars 	
-----------------------------	---	---	---	--	--	--

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	Continuing education in nursing □ 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) Continuing Nursing Education (CNE) requirements in different countries.(1hr) • Soft skills training (communication, critical thinking, team management). (1hr)		Lectures & Discussion • charts , graphs Models, films and slides •seminars	
-----------------------------	---	---	--	--	---	--

<p>XI T-8 hours P-4</p>	<p>At the end of unit students are able to</p> <p>Knowledge: understand the teacher preparation Teacher roles & responsibilities, functions, Characteristics, competencies, qualities,</p> <p>Skill: able to do teacher preparation, Teacher roles & responsibilities</p>	<p>Teacher preparation</p> <ul style="list-style-type: none"> Teacher – roles and responsibilities(1 hr) Functions,(1 hr.) Characteristics (1hr) competencies, qualities(1hr) Organizing professional aspects of teacher preparation programs (1hr) <p>Faculty Development and Leadership in Nursing Education</p> <ul style="list-style-type: none"> Leadership roles of nurse educators in academia Continuing professional development (CPD) for nursing faculty <p>Research and scholarship in nursing education. (2hrs)</p>	<ul style="list-style-type: none"> Critical analysis of various programs of teacher Education in India.(1hr) Preparation of professional teacher(1hr) (2hrs) 	<p>Evaluation: self and peer(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> charts , graphs Models, films and slides seminars 	
-------------------------------------	---	---	--	---------------------------------------	--	--

		<p>informed consent in counseling</p> <p>- Ethical dilemmas in nurse-led counseling</p> <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	Administration of nursing curriculum <ul style="list-style-type: none"> • Role of curriculum coordinator (1hr) • planning Implementation (1hr) • Evaluation.(1hrs) 	<ul style="list-style-type: none"> • Different models of collaboration between education and service <p>Concept of faculty supervisor (dual) position (1hr)</p>	<p>Factors influencing faculty staff relationship (1hr)</p> <p>Techniques of working together (1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs <p>Models, films and slides</p> <p>Seminars</p>	

	<p>Role of curriculum coordinator planning,, Implementation and evaluation. Skill: able to do administration of nursing curriculum.</p>	<ul style="list-style-type: none"> • Evaluation of educational programs in nursing course and program.(1hr) • Curriculum research in nursing.(1hrs) • Current changes in Nursing curriculum (1hr) • Factors influencing curriculum development in Nursing education (1 hr) • Curriculum Construction (1 hr) • Patterns of curriculum organization (1hr) <p>Policies and Regulations in Nursing Education</p> <ul style="list-style-type: none"> - National and international accreditation standards (INC, WHO, NMC, CCNE, etc.) - Regulatory frameworks and 	<ul style="list-style-type: none"> • Evidenced based research in nursing Education. <p>Curriculum Administration (1hr) Components of nursing curriculumam .(2hr)</p> <p>(4hrs)</p>	(2hrs)		
--	---	--	---	--------	--	--

--	--	--	--	--	--	--

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.	Development and maintenance of standards *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	
---------------------------	---	---	---	--	---	--

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). 1ST YEAR M Sc NURSING (4304 -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

I (9 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies. Gain knowledge regarding professional organizations Understand quality assurance. <p>Attitude: Incorporate in clinical field for better patient care.</p>	<p>Nursing as a profession</p> <ul style="list-style-type: none"> History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global Code of ethics (INC), code of professional conduct (INC), Role of regulatory bodies (1 hour) Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (1 hour) 	<p>Professional organizations and unions-self defense,</p> <ul style="list-style-type: none"> Individual and collective bargaining. (1 hour) Educational preparations, Continuing Education, career opportunities professional advancement & Role and scope of nursing education. (1 hour) 	<ul style="list-style-type: none"> Futuristic nursing. (1 hour) 	<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>
----------------	---	---	---	--	---	---

		<ul style="list-style-type: none"> • leadership and management. • Bioethics (2 hours) • Role of research . (1 hour) , Quality assurance in nursing (1 hour)				
II (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the healthcare delivery system at all levels in India. • Gain knowledge regarding stakeholders in the health care system, pattern of nursing care delivery system in 	<ul style="list-style-type: none"> • Health care delivery system-national, state, • District and local level. (1 hour) • Major stakeholders in the health care system- Government, non-govt., (1 hour) • Industry and other professionals. (1 hour) 	<ul style="list-style-type: none"> • Information, education and communication (IEC) • Political process vis a vis nursing profession Tele- medicine. (1 hr) National educational policy 2020 (3 hours) 	<ul style="list-style-type: none"> • Health care environment, economics, constraints, planning process, policies, (1 hour) 	Panel Discussion Debate	

	<p>India and different family welfare programmes. Gain knowledge of telemedicine.</p> <ul style="list-style-type: none"> • Skill: Use appropriate resources of IEC give effective health education. Operate telemedicine system. 	<p>Patterns of nursing care delivery in India. (1 hour)</p> <ul style="list-style-type: none"> • Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-governmental agencies. (1 hour) 				
III (10hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the cellular division, mutation and the law of inheritance. Gain 	<p>Genetics</p> <p>Basic concepts of Genes,</p> <ul style="list-style-type: none"> • Chromosomes & DNA Genetic counseling. (1 hour) <p>Review of cellular division, Mutation and law of inheritance(1 hour)</p>	<ul style="list-style-type: none"> • Human genome project, The Genomic era. Common genetic disorders (3 hours) Approaches to common genetic disorders. (1 hour) • Genetic testing- basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & 	<ul style="list-style-type: none"> • Practical application of genetics in nursing. (1 hour) 	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

	<p>knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis</p> <ul style="list-style-type: none"> Understand important of genetic counseling <p>Skill:</p> <ul style="list-style-type: none"> Able to do basic genetic counseling 		<p>screening, Approaches to common genetic disorders. (1 hour)</p> <ul style="list-style-type: none"> Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hour) 			
IV (12 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> Knowledge: Understand scope, 	<ul style="list-style-type: none"> Epidemiology Scope, (1 hour) Epidemiological 	<ul style="list-style-type: none"> Morbidity, Mortality. Screening. Role of nurse. (1 hour) 	<ul style="list-style-type: none"> Concepts of causation of diseases (1 hour) 	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

	<p>epidemiological approaches morbidity, mortality and concept of causation of disease.</p> <ul style="list-style-type: none"> Understand the health informatics and role of nurse. Attitude: Apply epidemiology in health care delivery system. 	<ul style="list-style-type: none"> approach(1 hour) methods(1 hour) Application of epidemiology in health care delivery, (1 hour) Health surveillance Health informatics. (1 hour) 	<ul style="list-style-type: none"> Epidemiological survey and its importance in health care management (3 hours) 			
V (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand Pathology and 	<ul style="list-style-type: none"> Bio psychosocial pathology Cardio pulmonary resuscitation. 	<ul style="list-style-type: none"> Pathophysiology and Psychodynamics of disease causation Life processes, (1 hour) homeostatic mechanism, biological and psycho- 	<ul style="list-style-type: none"> Treatment aspects: pharmacological (1 hour) pre-post operative care 	<p>Lecture cum discussion</p> <p>Seminar Presentation</p> <p>Demonstration</p> <p>E learning</p> <p>Completion of e learning GFATM modules from</p>	<p>Seminar</p> <p>SAQ/LAQ</p> <p>Assignments</p>

	<p>psychodynamics of disease causation, common problems in health care.</p> <ul style="list-style-type: none"> • Known CPR and EBP • Skill: Able to give CPR effectively • Attitude: Incorporate with clinical and community practice for better care. 	<ul style="list-style-type: none"> • ACLS BLS • Child CPR (1 hour) (2 hours practical) • Care of dying and dead (1 hour) • Infection prevention (including HIV) (1 hour) • standard safety measures, bio-medical waste management (1 hour) • Role of nurse-Evidence based nursing practice (1 hour) 	<p>social dynamics in causation of disease, (1 hour) life style (1 hour)</p> <ul style="list-style-type: none"> • Common problems: 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) 	aspects(1 hour)	INC web site	
VI (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand nursing 	<ul style="list-style-type: none"> • Philosophy and theories of nursing Nursing theories 	<ul style="list-style-type: none"> • Values, (1 hour) • parasc, etc and their application. (1 hour) 	<ul style="list-style-type: none"> • Conceptual models, approach. (2 hour) 	Panel Discussion Debate	Seminar SAQ/LAQ Assignments

	theories, conceptual models, concept of self health care and evidence based practice model.	Nightingale's , (1 hour) Henderson's, (1 hour) • Roger's,(1 hour) Peplau's , • (1 hour) • Abdell's(1 hour) • Lewine's, (1 hour) • Orem's, (1 hour) • Johnson's, (1 hour) King's, (1 hour) Neumann's, (1 hour) • Roy's, (1 hour) • Watson (1 hr)	• Health belief models, (1 hour) • communication and management, etc. (1 hour) • Evidence based practices model.(2Hr)	• Concept of Self health • (1 hour) • Application of Nursing Process based on each theory (2 hour)		
VII (10 hours)	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand health assessment, signs and 	Nursing process approach Health Assessment – illness status of patients / clients (Individuals, family, community)	• Formulation of nursing care plans, health goals, Implementation, modification evaluation of care. (1 hour) Priority setting in different needs and goals	• health behaviors, (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	symptoms of clients. • Gain knowledge regarding nursing process. Skill: • Develop skill in implementing nursing process. • Attitude : Incorporate knowledge of nursing process for patient care.	(1 hour) • Identification of health-illness problems, (1 hour) • signs and symptoms of clients(1 hour) • Methods of collection, (1 hour) • Analysis and utilization of data relevant to nursing process. (2 hour)	to have holistic approach . (2 hour)			
VIII (23 hours) Psychological aspects and	At the end of unit students are able to Knowledge: • Understand	Human behavior, • Life processes	• Coping with loss, (1 hour) death (1 hour) grieving (1 hour) Principles of Counseling	Organizational behavior (1 hours) • Group dynamics. (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

human relations	<p>growth and development in different stages of human life and defense mechanism.</p> <ul style="list-style-type: none"> • Understand stress and adaptation and techniques of counseling . <p>Attitude:</p> <ul style="list-style-type: none"> • Incorporate with patient care in clinical and community settings. • Incorporate with 	<ul style="list-style-type: none"> • growth and development, • personality development, (1 hour) Defense mechanisms (1 hour) communication in nursing and therapeutic approach (4 hour) • Basic human needs(1 hour) Growth and development, (Conception through preschool, (1 hour) School age through adolescence, (1 hour) • Young & middle adult, (1 hour) • Older adult) (1 hour) 	<ul style="list-style-type: none"> • Techniques of Counseling (1 hour) Interpersonal relationships, individual (1 hour) group, (1 hour) 			
------------------------	--	--	--	--	--	--

	profession al ethics.	Stress(1 hour) and adaptation, (1 hour) <ul style="list-style-type: none"> • crisis (1 hour) • Intervention (1 hour) Sexuality (1 hour) <ul style="list-style-type: none"> • Sexual health. (1 hour) 				
IX (26 hours)	At the end of unit students are able to <ul style="list-style-type: none"> • Knowledge: Understand alternative modalities of care, complementary therapies, disaster management and the extended and expanded 	<ul style="list-style-type: none"> • Nursing practice Models of Prevention. • Family nursing, Models of Prevention. • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) Triage (4 hours) 	<ul style="list-style-type: none"> • Health promotion(1 hour) and primary health care. (1 hour) Independent practices issues, (1 hour) Independent nurse-midwifery practitioners. (1 hour) Collaboration issues(1 hour) • Models-within and outside nursing.(1 hour) • Gender sensitive issues(1 hour) • Women empowerment. (1 hour) 	<ul style="list-style-type: none"> • Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	<p>role of nurse</p> <ul style="list-style-type: none"> • Know promotive , preventive , curative and restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing. • Skill: Able to prepare different models of EBP and its 	<ul style="list-style-type: none"> • Evidence based nursing practices theory (1 hour) • Applications (1 hour) • Trans-cultural Nursing Scope. Practices. (1 hour) • Framework, scope and trends. (1 hour) • Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in 				
--	---	---	--	--	--	--

	<p>applicatio ns.</p> <ul style="list-style-type: none"> • Attitude: Incorporat e knowledg e while providing comprehe nsive care. 	<p>promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hours)</p>				
X (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the importance of use of computer applicatio n in patient care & nursing. <p>Skill:</p> <ul style="list-style-type: none"> • Use computers in profession al practice. 	<p>• Computer applications for patient care delivery system</p> <ul style="list-style-type: none"> • Use of computers in teaching, learning, (1 hour) • Research and nursing practice. (1 hour) • Windows, MS office: • WORD, (1 hour) 	<ul style="list-style-type: none"> • Hospital management information system: (1 hour) Demonstration of HMS (2 hour) • Software (1 hour) <ul style="list-style-type: none"> • Internet, literature search. (1 hour) 	<ul style="list-style-type: none"> • Statistical packages. (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	Attitude: <ul style="list-style-type: none"> Incorporate this knowledge in professional and day today's life. 	<ul style="list-style-type: none"> Excel, Power Point. (1 hour) 				
--	---	--	--	--	--	--

Evaluation-

Formative ASSIGNMENT Medical Case Study -50 Surgical Case Study -50 Family Care Plan -25 Assignment -25 Visit Report -15 Holistic Report- 10 Seminar 25 Total 200 Out Of 25 Send To University	Summative IA-25M EA-75M MIDTERM:75 LAQ-10x4: 40M SAQ-7x5: 35M PRELIM:75 LAQ-10x4: 40M SAQ-7x5: 35M
References: 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: Japjee brothers; 3 Black JM.Textbook of Medical Surgical Nursing 7 th ed.vol II: Elsevier publication P.1599-1627 4 Brunner &Suddarth'sTextbook of Medical-Surgical Nursing10th edition New Delhi: Japjee 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).	

KVV, KINS M SC NURSING 1ST YEAR M Sc NURSING (4304-13).

CLINICAL SPECIALITY-I

SUBJECT: COMMUNITY HEALTH NURSING-I

Placement : First Year

Theory: 150 Hrs

Practical: 650 Hrs

Course Description:

The course is designed to assist students in developing expertise and in depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families & groups and develop skills to function as Community Health Nurse specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

Objectives :

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Perform physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health

KIMSDU, KINS, 1ST YEAR MSc (N) (4304-13)
CLINICAL SPECIALITY -I
SUB: COMMUNITY HEALTH NURSING-I
2021-22

<i>Unit No. &</i>	<i>Objectives</i>	<i>Contents with distributed Hours</i>			<i>T/L Method</i>	<i>A/V Aids</i>	<i>F/S Evaluation</i>	<i>Met hod</i>
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>				

<i>total hours</i>								Of Eval uati on
I (10 Hr)	At the end of unit students are able to Knowledge: Know the worldwide historical development of CHN practice. Understands the scope of CHN, legal, socio cultural and ethical issues in CHN Attitude: Understand her or his role in attaining national goals.	Introduction: <ul style="list-style-type: none"> • Current status, trends and challenges of Community Health Nursing • Scope of community health nursing practice • Health status of the Community National Policies, plans & programmes National Health Policy, National Population policy National Health goal/ indicators/ Millennium developmental goals (MDG)/ Strategies (1 Hr) National Urban Health Mission (NUHM) <ul style="list-style-type: none"> • Sustainable Developmental Goal (SDG) 2020 • Role of nurse in SDG (1 Hr) 	<ul style="list-style-type: none"> • Historical development of Community health and Community health Nursing- World and India, various health and family welfare committees. (1Hr) ▪ Planning process: Five year plans ▪ National Rural Health Mission (1Hr) • Ethical and legal issues (1Hr) Total- 3 Hr	<ul style="list-style-type: none"> • Socio-cultural issues in Community Health Nursing (1 Hr) Total=1Hr	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks	Short answers Essay type

		<p>National Health Protection Mission (NHPM) (1 Hr)</p> <p>□ Ayushman Bharat(2 Hr)</p> <p>□ Universal Health Coverage(1 Hr)</p> <p>□ Participation of community and stakeholders in health planning (1Hr)</p>					External assessment University examination: Theory 75 Marks	
II (10 Hr)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain the concepts and determinants of health. Understand the importance of use of technology in health care delivery. Know the relationship between genetics and health.</p> <p>Skill: Identify the problems of waste disposal and modify them to contribute in improving health and promotion of</p>	<p>Health:</p> <ul style="list-style-type: none"> • Concepts, issues • Determinants • Measurements (1 Hr) • Waste disposal • Biomedical Waste disposal at community centres (2 Hr) • Health economics (1 Hr) • Health Technology (1 Hr) • Genetics and health. (1Hr) 	<p><i>Eco system</i> <i>Ecological Models</i> <i>Role of ecosystem services in community wellbeing</i> (1 Hr)</p> <p>□ Biodiversity: Classification, value of biodiversity, threats to biodiversity, conservation of biodiversity (2 Hr) Total= 3 Hr</p>	<ul style="list-style-type: none"> • Alternate system For health promotion and management of health problems. Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles (1 Hr) <p>Total = 1 Hr</p>	Method Lecture discussion	Explain using Charts, PPT, field visit	<p>FORMATIVE</p> <p>Clinical Evaluation Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks</p>	Short answers Essay type Short answers

	eco system suitable to health. Attitude: Incorporate alternative system of medicine in promotion of health.	Total- 6 Hr					(225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	
III (15 Hrs)	At the end of unit students are able to Knowledge: Understand the demography and population dynamics. Know the national population policy and program. Skill: Motivates people for adopting small family norms. Attitude: Incorporate research knowledge in promoting health of community.	Population Dynamics and Control: • Demography (1 Hr) • National population policy (3 Hr) • National population programmes. (3 Hr) • Method of family limiting and spacing (2 Hr) Total= 9Hr	• Research, Census, National Family Health Survey (2 Hr) • Population control and related programmes (3 Hr) Total= 5 Hr	• Transition and theories of population (1 Hr) Total= 1Hr	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks	Short answers Essay type Short answers

							Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	
IV (30 Hr)	At the end of unit students are able to Knowledge: Understands philosophy, aims and objectives, scope and principles of CHN. Know the CHN theories and apply them in assessing quality of care Skill: Do the health appraisal of individual, families and community.	Community Health Nursing: <ul style="list-style-type: none"> Philosophy, Aims, Objectives, Scope, Principles, Functions(3 Hr) Health assessment- individuals, groups and community. (5 Hr) Roles and responsibilities of Community Health Nurse(3 Hr) Nursing care for special groups: 	<ul style="list-style-type: none"> Community Health Nursing Theories. (3 Hr) Quality Assurance: Community Health Nursing standards, competencies, Monitoring community health nursing, nursing audits (3 Hr) 	<ul style="list-style-type: none"> Family nursing and Family health centered nursing approach. (2 Hr) Intervention: Micro and nursing plans, operationali 	Method Lecture discussion	Explain using Charts, PPT, group discussion, field visit.	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation	Short answers Essay type Short answers

	<p>Attitude: In corporate quality assurance norms while providing health care at all levels and all settings.</p>	<p>children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large.(4 Hr)</p> <ul style="list-style-type: none"> Community diagnosis, setting objectives.(3 Hr) <p>Total= 18 Hr</p>	<ul style="list-style-type: none"> Concept, role and responsibilities of community health nurse practitioners- decision making skills, follow nursing practice standards, advanced nursing practice, professionalism , legal issues. <p>(3Hr)</p> <p>Total=9 Hr</p>	<p>zation and evaluation (1 Hr)</p> <p>Total= 3 Hr</p>			<p>report: 25 Marks</p> <p>Total: 225 Marks</p> <p>(225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p> <p>University examination: Theory 75 Marks</p>	
V (45 Hr)	<p>At the end of unit students are able to</p> <p>Knowledge: Know the IMNCI and diseases incorporated in it.</p> <p>Skill :Provides effective nursing care to neonate and children for the diseases incorporated under IMNCI</p> <p>Attitude: Becomes sensitive for drives</p>	<p>Unit-V (45 Hr) IMNCI:</p> <ul style="list-style-type: none"> Integrated management of neonatal and childhood illness: Outpatient management of young infants. (3 Hr) Assessment of sick young infants. (3 Hr) 	<ul style="list-style-type: none"> Respiratory Infections and Diarrheal Diseases (1Hrs) Management of Low birth weight and Malnutrition (1 Hr) Infant and young child feeding and counseling 	<ul style="list-style-type: none"> Principles of integrated care. The IMNCI case management process. <p>(2 Hr)</p> <p>Concept, iniquities in the Indian situation.</p>	Method Lecture discussion	Explain using Charts, PPT	<p>FORMATIVE</p> <p>Clinical Evaluation</p> <p>Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p>	Short answers Essay type Short answers

	<p>under taken by Government to control morbidity and mortality among under 5 children.</p>	<ul style="list-style-type: none"> • Treatment of sick young infants. (3 Hr) • Outpatient management of children • Age 2 month to 5 years. Assessment of sick children. (4 Hr) • Checking main symptoms. Cough or difficult breathing (3Hr) Diarrhoea, Fever, Ear problem, malnutrition, anemia immunization etc. (3 Hr) • Assessment of child for local infection at home (2 Hr) • Management of Child with feeding problem (3 Hr) • Counsel the mother for feeding during sickness and health (1 Hr) • Counsel the care giver for care for child development(2 Hr) 	<p>(2 Hr)</p> <ul style="list-style-type: none"> • Principles of management of sick children in a small hospital. (2 Hr) • Rationale for evidence-based syndrome approach. • Components of the integrated approach. (3 Hr) <p>Counsel the mother about feeding problems and guidance on infant feeding in HIV context . (4 Hr)</p> <p>Total= 13 Hr</p>	<p>(1 Hr)</p> <p>Role of nurse in treatment of sick young infants (2 Hr)</p> <p>Total= 5 Hr</p>			<p>iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
--	---	--	--	---	--	--	---	--

		<ul style="list-style-type: none"> • Skilled Birth Attendant (SBA) (2 Hr) <p>Introduction to Rashtriya Bal Sureksha Karyakaram (RBSK) Programme (1Hrs)</p> <p>□ Safe child birth checklist (1 Hr)</p> <p>Total= 27 Hr</p>						
VI (15 Hr)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the concepts of disaster. Know the measures to prevent disasters.</p> <p>Skill: Able to seek cooperation and contribution of all in prevention and management of disaster.</p> <p>Attitude: Able to work as leader in disaster management.</p>	<p>Unit- VI (15 Hr)</p> <p>Disaster Nursing:</p> <ul style="list-style-type: none"> • Introduction: Concept, Definition. • Goal of Disaster Nursing • Principles of disaster Nursing (1 Hr) • Types and phases of disaster (1 Hr) • International assistance and collaboration. • Health effects of disasters • Phases of disaster (1Hr) • Disaster management: • Disaster Management Cycle (1 Hr) 	<ul style="list-style-type: none"> • Epidemiologic al surveillance and disease control. • Integrated Disease surveillance Programme (1 Hr) • Time trends in disease occurrence in epidemiology (1 Hr) <p>Disaster Triage-</p> <ul style="list-style-type: none"> • Need • Principles • Advantages • Types of Triage (1 Hr) 	<ul style="list-style-type: none"> • Role of District, Taluka& • Gram Panchayat. • Role of NGO. • Role of community participatio n in dealing disasters manageme nt • Role of Local , State and central Govt . in Disaster (1 Hr) 	Method Lecture discussion	Explain using Charts, PPT		

		<ul style="list-style-type: none"> Disaster response, disaster preparedness, and disaster mitigation. (1 Hr) Risk reduction, Disease prevention and health Promotion (1 Hr) Epidemiological surveillance and disease control. Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation. (1Hr) Long term effect of disaster on community Health (1 Hr) Care of Vulnerable Populations . (1 Hr) <p>Total= 9 Hr</p>	<ul style="list-style-type: none"> Management of Mass casualties (1 Hr) <p>Total= 4 Hr</p>	<p>Role and responsibilities of nurse in disasters.</p> <p>(1 HR)</p> <p>Total= 2 Hr</p>				
VII (10 Hr)	At the end of unit students are able to Knowledge: Know the principles and strategies of IEC. Skill: Communicate	Information, Education and Communication: <ul style="list-style-type: none"> IEC: Principles and strategies (1 Hr) 	<ul style="list-style-type: none"> Tele-medicine and tele-nursing (2 Hr) Journalism. (1Hr) <p>IEC activities under health facilities (2 Hr)</p>	<ul style="list-style-type: none"> Mass media, Folk media (1 Hr) 	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks	Short answers Essay type

	effectively and use the principles of IEC while giving health education. Attitude: Listens carefully & develops habit of reading between the lines.	<p>Communication channel and tool for IEC(2 Hr)</p> <ul style="list-style-type: none"> • Thirst areas of IEC/ BCC Activities (2 Hr) • Communication skills • Behaviour change communication and soft skill (1 Hr) • Management information and evaluation system: Records and reports (1Hr) • Information technology (1 Hr) <p>Health belief model: concepts & definition, ways to influence behaviour (1Hr)</p> <p>□ Barriers to effective communication, and methods to overcome them(1Hr)</p> <p>Total= 6 Hr</p>	Total= 3 Hr	<p>Role of Nurse in IEC activities (1 Hr)</p> <p>Total= 1 Hr</p>			<p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks</p> <p>(225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment University examination: Theory 75 Marks</p>	Short answers
--	---	--	-------------	--	--	--	--	---------------

VIII (15 Hr)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain the organizational and functional structure of health care delivery system at all levels.</p> <p>Skill: Review critically the functions of health personal at all levels.</p> <p>Attitude: Communicate effectively and enhance Intersectoral co-ordination and co-operation in meetings health needs of population.</p>	<p>Health Care Delivery System: Urban and Rural:</p> <ul style="list-style-type: none"> Health Planning and health care delivery system in India (IPHS Guidelines) (2 Hr) Functions, staffing, pattern of assistance, layout, drugs, equipments and supplies: Village, Sub-centre, Primary health centre, Community health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution. (2 Hr) <p>Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles(1 Hr) <input type="checkbox"/> CPHC through SC/Health Wellness Center (HWC) (1 Hr)</p>	<ul style="list-style-type: none"> Training and supervision of health workers (1 Hr) Programme management including supervision and monitoring (1 Hr) Critical review of functioning of various levels , evaluation studies, recommendations and nursing perspectives. (2 Hr) 	<ul style="list-style-type: none"> Inter - sectoral coordination (1 Hr) Public private partnership. Role of MLHP/CHP (1 Hr) 	Method Lecture discussion	Explain using Charts, PPT	<p>FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment</p>	Short answers Essay type Short answers
-------------------------	---	---	---	--	-------------------------------------	---------------------------	--	--

		<ul style="list-style-type: none"> Alternative System of Medicine. (2 Hr) Health agencies: Roles and functions. (1 Hr) <p>Total= 9 Hr</p>	Total=4 Hr	Total= 2 Hr			University examination: Theory-Marks 75	
		Total hrs=90 60 %	Total hrs=45 30 %	Total Hrs=15 10 %				

LIST OF RECOMMENDED BOOKS:

- ‘Park’s Text Book of Preventive and Social Medicine’ Banarasidas Bhanot Publishers, Jabalpur, India.
- ‘Text Book of Preventive and Social Medicine’ Dr. Gupta and others, Jaypee Brothers.
- ‘Essentials of Community Health Nursing’ S. Kamalam, Jaypee Brothers.
- ‘Community Health Nursing Principles and practice’, K. K. Gulani, Kumar Publishing House, New Delhi.
- ‘Community and Public Health Nursing’ Maria Stanhope & Jeanette Lancaster, Mosby Publication.
- ‘Community health Nursing’ B.T. Basavanthappa, Jaypee Brothers.
- ‘Hand book of Preventive and Social Medicine’, VidyaRatan, Jaypee Brothers.
- ‘Pocket Manuel of Community Health Nursing’, Maheshwari Jaikumar, Jaypee Brothers.
- ‘Evaluating Community Nursing’, Karl Atkin& Others, Bailliere Tindall, London.
- ‘Comprehensive Community Health Nursing’ Clement Stone & Others, Mosby, Elsevier.
- ‘Community Health Nursing Mannuel’, NajooKotwal, TNAI.
- ‘An Introduction to Community Health Nursing’ Kasturi Sunder Rao.
- Textbook of nursing Theories and practices. Julia George

KVV, KINS. M SC NURSING (4301). 1ST YEAR M Sc NURSING (4304-14).

**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	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to Cognitive: Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies , evidence based practice and ethics in research. Psychomotor :Apply evidence based practice in nursing research. Affective: Incorporate with nursing research.	Introduction: <ul style="list-style-type: none">• Methods of acquiring knowledge – problem solving and scientific method. Need for research in nursing, (1 hour)• Research – definition, Characteristics purposes, kinds of research.(1 hour)• Historical Evolution of research in Nursing.(1 hour)• Basic research terms.(1hour)• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)• Concept of Evidence based practice.(2hour)	History of bio ethics.		<ul style="list-style-type: none">• Lecture cum discussion• Seminar• Presentation	<ul style="list-style-type: none">• Short answer question• Long answer question• Quiz• Test• Assignment• Presentation• Project Work

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

III (12 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and describe qualitative and quantitative research.</p> <p>Psychomotor: Select appropriate design for research work and critically evaluate research designs.</p> <p>Affective: Identify characteristics of qualitative & quantitative research design.</p>	<p>Research Approaches and Design:</p> <ul style="list-style-type: none"> Type: Quantitative and Qualitative.(2 hours) Historical, survey and experimental Descriptive.(2 hours) Characteristics, type's advantages and disadvantages. (2 hours) Qualitative: Phenomenology grounded Theory, ethnography.(2 hours) Research designs, its importance.(2 hours) <p>1. Identify the significant values of the profession through a value clarification process.</p> <p>2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation.</p> <p>3. Discuss the relationship of the caring ethic to the profession of nursing.</p>	<ul style="list-style-type: none"> Characteristics of good design. (1 hours) Threats to internal and external validity. (1hours) <p>. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.</p>		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentation Project Work
-------------------	--	---	---	--	--	---

		<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>				
IV (10 hours)	At the end of unit students are able to Cognitive Identify and	<p>Research Problem:</p> <ul style="list-style-type: none"> • Identification of research problem,(2 hours) 	<ul style="list-style-type: none"> • Sources of research problem. (1 hours) • Definition of terms. (1 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	

	<p>describe research problem, sources of research problem & define various terms</p> <p>Psychomotor : Formulate research hypothesis.</p> <p>Affective: Recognize assumptions delimitations and limitations.</p>	<ul style="list-style-type: none"> • Formulation of problem statement and research objectives Guidelines for formulation of research problem statements (3 hrs) • Assumptions and delimitations and Limitation (1 hrs) • Identification of variables • Hypothesis – definition, formulation and types. (2 hrs) <ol style="list-style-type: none"> 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 decision-making and apply to individual nursing practice. 4. Discuss the use of communication, 	<p>Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case study of a healthcare related ethical dilemma using a decision making model of the student's choice</p>		<ul style="list-style-type: none"> • Library exercise 	
--	---	---	--	--	--	--

		<p>negotiation, and mediation skills in the ethical decision making process</p> <p>Identifying Research Gaps in Nursing</p> <ul style="list-style-type: none"> • Sources of research problems (clinical practice, literature review, policies, and expert opinions) • Strategies to identify research gaps in nursing and healthcare <ul style="list-style-type: none"> • Prioritizing research problems based on relevance and feasibility (2 hours) <p>Refining and Narrowing Down Research Problems</p> <ul style="list-style-type: none"> • Criteria for selecting a research problem <p>Techniques for refining broad research</p>				
--	--	--	--	--	--	--

		<ul style="list-style-type: none"> • topics into specific problems • Common pitfalls in defining research problems <p>(2 hour)</p>				
V (05 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the nature, characteristics , purposes and uses of various nursing theories.</p> <p>Psychomotor : Develop conceptual framework for their research work.</p> <p>Affective: Identify and test various theories.</p>	<p>Developing Theoretical/Conceptual framework:</p> <ul style="list-style-type: none"> • Theories: Nature, Characteristics, Purpose and Uses (2 hours) • Using, testing and developing Conceptual framework, models and theories.(3 hour) 	<ul style="list-style-type: none"> • Concept Mapping and Diagrammatic Representation of Frameworks • Techniques for creating conceptual models <ul style="list-style-type: none"> • Flowcharts, mind maps, and graphical representation of frameworks • Case studies of theoretical frameworks applied in nursing research (3hrs) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	

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

VII (20 hours)	At the end of unit students are able to Cognitive: Describe tools and methods of data collection. Skill: Calculate reliability of tools. Affective: Formulate tools for data collection.	Tools and Method of Data Collection: <ul style="list-style-type: none"> Data sources, methods/techniques - Quantitative and qualitative. (2 hrs) Tools for data collection – types, characteristics and their development (2 hrs) Validity and reliability of tools (4 hrs) Use of standard and valid tools (4hrs) Procedure for data collection. (4 hrs) 	<ul style="list-style-type: none"> Concepts of data collection. <p>Technological Advancements in Data Collection</p> <ul style="list-style-type: none"> Use of mobile apps and wearable devices for health data collection Electronic health records (EHRs) and big data in nursing research <p>AI and machine learning-based data collection tools (2 hours)</p>		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	
VIII (05 hours)	At the end of unit students are able to Cognitive: Define and describe pilot study. Psychomotor : Conduct pilot study. Affective:	Implementing Research Plan: <ul style="list-style-type: none"> Pilot study (1 hr) Planning for data collection (1 hr) Administration of tool .(1 hr) Interventions Collection of data. (1 hr) 	<ul style="list-style-type: none"> Review research plan (design) (1 hr) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	

	Formulate plan for data collection.					
IX (10 hours)	At the end of unit students are able to Cognitive: Know and describe various methods for data analysis. Psychomotor : Analyze data by using appropriate analysis method. Affective: Formulate plan for data analysis.	Analysis and Interpretation of Data: <ul style="list-style-type: none"> Plan for data analysis: quantitative and Qualitative. (2 hrs) Descriptive and Inferential Analysis. (2 hrs) Statistical analysis. (2 hrs) Interpretation of data.(1 hrs) 	<ul style="list-style-type: none"> Conclusion and generalizations Summary and discussion. (2 hrs) 	<ul style="list-style-type: none"> Preparing data for computer analysis and presentation (1hrs) 	<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise Statistical exercise 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentation Project Work
X (10 hours)	At the end of unit students are able to Cognitive Understand and describe various methods and styles of writing research report.	Reporting and Utilizing Research Findings: <ul style="list-style-type: none"> Writing research report purposes, methods and style- Vancouver, American Psychological Association (APA), Campbell etc(4 hrs) 	<ul style="list-style-type: none"> Communication of research results; oral and written. (2 hrs) <p>Guidelines for Research Publication</p> <ul style="list-style-type: none"> Selecting appropriate 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	

	Psychomotor : Communicate research results effectively and Compare research reports.	<ul style="list-style-type: none"> Writing scientific article for publication: purposes & style (4 hrs) 	nursing journals for publication <ul style="list-style-type: none"> Understanding journal impact factors and indexing (Scopus, PubMed, Web of Science) Manuscript preparation and submission process (2hrs) 			
XI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe criteria's for critical analysis. Psychomotor : Analyze and communicate research articles critically. Affective:	<ul style="list-style-type: none"> Critical analysis of research articles. Structure of Research Article (1 hrs) Presenting and communicating critique. Planning An Article Critique Critiquing Research Articles (2 hrs) 			<ul style="list-style-type: none"> Lecture cum discussion Journal Club 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentation Project Work)

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

Nursing Research and Statistics
Section 'B' -Statistics

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

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

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

**KVV, KINS. M SC NURSING (4304). 2ND YEAR M Sc NURSING (4304-21).
KIMSDU. KINS. M SC NURSING
2nd 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	Content			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	Introduction: <ul style="list-style-type: none"> ● Philosophy, .(1 Hr) ● purpose,(1hr) ● elements, (1 hr) ● principles ● and scope of administration Nature of Administration(1 hr) <ul style="list-style-type: none"> ● Importance of Administration(1 hr) 	<ul style="list-style-type: none"> ● 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). 	<ul style="list-style-type: none"> ● Indian Administrative system vis a vis health care delivery system: National, State & Local, Indian constitution.(1hr) ● Level of Management(1 hr) 	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	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. Skill: Formulate the philosophy, aim and objectives for administration in nursing education institute and hospital. Attitude: Utilize the knowledge of general administration into nursing practice.	Management : <ul style="list-style-type: none"> • Functions of administration. (1Hr) • Planning and control. (1Hr) • Co-ordination and delegation. • Decision making- decentralization basic goals of decentralization. Concept of management.(2Hr) Nursing Management: <ul style="list-style-type: none"> • Concept, types & principles. (1Hr) • Current trends and issues in Nursing Administration. • <i>Application to nursing service & education. (1 Hrs)</i> 	<ul style="list-style-type: none"> • Vision and Mission Statements. • Philosophy, aims and objective of Nursing Administration.(1 hr) • Management Process (2hrs) • Quality assurance programs and patient safety initiatives (1 Hr) • Accreditation standards (JCI, NABH, ISO) in nursing management (1 Hr) • Role of nurse managers in maintaining clinical excellence (1 Hr) 	<ul style="list-style-type: none"> • Theories and models of Nursing Administration • <i>Application to nursing service & education. (1Hrs)</i> 	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	
III (15Hrs)	At the end of unit students are able to: Knowledge: Explain the importance of	Planning: <ul style="list-style-type: none"> • Planning process: concept, principles s, Institutional policies, • Mission, 	<ul style="list-style-type: none"> • Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs) • Management by objectives (MBO). 	Application to nursing service and education. (2 Hrs)	Lectures & Discussion	

	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.	<ul style="list-style-type: none"> ● Philosophy ● Objectives (2 hr) ● Strategic planning. Operational plans. (2Hr) ● Difference between strategic and operational plan(3 hr) ● Management plans.(2Hrs) 	<ul style="list-style-type: none"> ● (2 hr) 			
IV (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various patterns of organization. Skill: Develop the organizational charts and organization of nursing services in the hospital.	Organization : <ul style="list-style-type: none"> ● Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs) ● Advantages and disadvantages, primary nursing care.(2Hrs) ● Planning and Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, 	<ul style="list-style-type: none"> ● Disaster management: plan, resources, drill, etc. (2 Hrs) Developing an organizational Structure, levels, . Organizational effectiveness and organizational Climate.(2Hrs). Role and function of a Nurse administrator (2 hrs) 	Concept, principles, objectives, Types and theories, Minimum requirements for organization. (1 Hr). <ul style="list-style-type: none"> ● <i>Application to nursing service and education. (2Hrs)</i> 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS 	

	Attitude: Incorporate this knowledge in developing effective nursing services.	kitchen, laboratory & emergency services <ul style="list-style-type: none"> • Concept of organizational culture and its impact on nursing practice (1Hr) • Creating a positive workplace culture for nurses (1Hr) • Leadership strategies for improving organizational climate in healthcare (1Hr) • <i>Application to nursing service and education. (2Hrs)</i> 				
V (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the staffing process and INC norms for staffing.	Human Resource for Health : <ul style="list-style-type: none"> • Staffing-Philosophy, .(2Hrs) • Estimation of nursing staff requirement – activity analysis, Various research 	<ul style="list-style-type: none"> • Norms : Staff inspection units (SIU), .(1Hr) • Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. 	<ul style="list-style-type: none"> • Personnel policies • Termination. • <i>Personnel. Applications to nursing service and education. (2Hrs)</i> • Current HR Issues in Health 	Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS	

	<p>Skill: Forecast the staff requirement for various institutions</p> <p>Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.</p>	<p>studies. (2Hrs)</p> <ul style="list-style-type: none"> Recruitment: credentialing, selection, placement, promotion. (1Hr) Duties and responsibilities of various categories of nursing. (2Hrs) <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 	<p>Retention. (1Hrs)</p> <ul style="list-style-type: none"> Challenges Facing HRM(2 hr) Causes and consequences of nursing workforce shortages (1Hr) Strategies to reduce burnout and stress among nurses(1Hr) Workplace wellness programs and mental health support for nurses (1Hr) 	Care (2 hrs)		
VI (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Illustrate the process of direction.</p> <p>Skill: Motivate various categories of personnel for higher positions and quality output.</p>	<p>Directing :</p> <ul style="list-style-type: none"> Roles and functions. (2Hrs) Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. (2Hrs) Communication: process, types, strategies, Interpersonal communication, 	<p>Confidentiality, Public relations. (1Hrs)</p> <p>Elements and principles of direction (2 hrs)</p>	<ul style="list-style-type: none"> Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (1Hr) Application to nursing service and education. (2Hrs) 	<ul style="list-style-type: none"> Lectures & Discussion Charts , graphs models, films and slides Seminars with PPTS 	

	<p>Attitude: Identify conflict situations promptly and manage effectively</p>	<p>channels, barriers, problems. .(2Hrs)</p> <ul style="list-style-type: none"> ● Nursing care Assignment(2 hrs) Delegation: common delegation errors. .(2Hrs) ● Managing conflict: process, management, negotiation, consensus. ● Occupational health and safety. ● Importance of teamwork in nursing management ● Strategies for building high-performing nursing teams ● Enhancing Collaboration between nurses, doctors, and other healthcare professionals (2Hrs) 				
--	---	---	--	--	--	--

VII (10Hrs)	At the end of unit students are able to: Knowledge: Understands and explains the procedures related to procurement of hospital supplies Skill: Practice VED and ABC analysis for maintaining inventories economically. Attitude: Shows interest in cost effective management of material and disseminates the same to others.	Material Management: <ul style="list-style-type: none"> • Concepts, principles and procedures. • ABC analysis, VED (very important and essential daily use) analysis .(2Hrs) • Material management cycle(2 hrs) • Planning equipments and supplies for nursing care : unit and hospital • Inventory Accounting System (2 hrs) • Inventory control. Condemnation. • Standardization of nursing equipment and supplies • Role of quality audits in healthcare material management <ul style="list-style-type: none"> • Ensuring patient safety through proper 	<ul style="list-style-type: none"> • Planning and procurement procedures : Specifications • <i>Application to nursing service and education. (1 hrs)</i> <i>Role of Nursing personal in material management(2 hrs)</i> 	<ul style="list-style-type: none"> • Procedures. ABC analysis, VED.(1Hrs) 	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	
-----------------	--	--	---	--	--	--

		<p>material handling</p> <ul style="list-style-type: none"> Application to nursing service and education. (2 hrs) 				
VIII (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service.</p> <p>Skill: Supervises the nursing services for quality performance and care.</p> <p>Attitude: Uses discipline constructively for the growth of the</p>	<p>Controlling:</p> <ul style="list-style-type: none"> Quality assurance, Standards, Models. (2rs) Nursing audit. (2Hrs) Performance appraisal : Tools, format (2Hrs) Supervision and management: concepts and principles. (2Hrs) <i>Application to nursing service & education. (2Hrs)</i> 	<p>Discipline: service rules, self discipline, constructive versus (1Hrs)</p> <p>Quality evaluation system in health care (2 hrs)</p>	<p>Management, interviews</p> <p><i>Application to nursing service & education.(2Hrs)</i></p> <p><i>Quality Assurance in hospitalmanagement(2 hrs)</i></p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	

	individual & organization.					
IX (15Hrs)	At the end of unit students are able to: Knowledge: Explain 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.	Fiscal Planning : <ul style="list-style-type: none"> Budget estimate, (2Hrs) revised estimate, (2Hrs) Performance budget Audit.(2Hrs) Cost effectiveness Health care reforms, Health economics <i>Application to nursing service & education. (2Hrs)</i> <i>Classification of budgeting(2 hrs)</i> Importance of financial auditing in healthcare institutions <ul style="list-style-type: none"> Internal and External auditing procedures for nursing services Ensuring transparency and accountability in nursing finance 	<ul style="list-style-type: none"> budgeting, Steps .(1Hrs) Plan and non-plan, zero mid-term appraisal, capital and revenue. (2 hrs) 	<ul style="list-style-type: none"> Budgeting for various units and levels. <i>Application to nursing service & education. (2Hrs)</i> <i>Leadership role in fiscalplanning(2 hrs)</i> 	Lectures & Discussion <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	

		.(2Hrs)				
X (10Hrs)	At the end of unit students are able to: Knowledge: Explain the importance of nursing informatics and understands its place in rendering quality care. Skill: Participates in development of nursing informatics system. Attitude: Pay special attention to user friendly information system to enhance cooperation from all.	Nursing Informatics : <ul style="list-style-type: none"> • <i>Use of computers in hospital and community.(2hrs)</i> • Patient record-system. (2 hrs) • Nursing records and reports. (2hrs) • Management information and evaluation system (MIES) • Electronic medical records.(2hrs) 	<ul style="list-style-type: none"> • Trends • General purpose. (1hr) 	<ul style="list-style-type: none"> • Group dynamics,(1 hrs) • <i>Use of computers in hospital and community.(2hrs)</i> 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS 	
XI (10Hrs)	At the end of unit students are able to:	Leadership: <ul style="list-style-type: none"> • Concepts, Types, Theories, Styles (2 hr) 	<ul style="list-style-type: none"> • Power and politics • Lobbying (1 hrs) 	<ul style="list-style-type: none"> • Stress management. (1 hr). • <i>Applications to</i> 	<ul style="list-style-type: none"> • Lectures & Discussion • Lectures & Discussion 	

	<p>Knowledge: Understands and explains various leadership styles and their implications. Skill: practices & uses power appropriately to foster individual development and quality administration. Attitude: Incorporates critical thinking in decision making related to leadership roles.</p>	<ul style="list-style-type: none"> ● Manager behavior. Leader behavior (2 hr) ● Effective leader: Characteristics, Skills, ● Critical thinking and decision making.(2hr) <i>Applications to nursing service and education. (2Hrs)</i> 		<p><i>nursing service and education.</i> (2Hrs)</p>	<ul style="list-style-type: none"> • Charts , graphs models, films and slides •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</p>	<p>Legal and Ethical Issues Laws and Ethics :</p> <ul style="list-style-type: none"> ● Legal system: Types of law, tort law, and liabilities.(1 hrs) ● Legal issues in nursing: negligence, 	<ul style="list-style-type: none"> ● Ethical committee ● Code of ethics and professional conduct. (1hr) ● Professional responsibility and accountability. (1hr). 	<ul style="list-style-type: none"> ● Infection control. Standard safety measures. (1hrs) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	

	nursing as a profession. Skill: Practices nursing skills legally and ethically. Attitude: Protect rights of the clients with different vulnerable status.	malpractice, invasion of privacy, defamation of character.(2hr) <ul style="list-style-type: none"> ● Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms : licensure, renewal, accreditation (2hrs) ● Patient's rights. Rights of special groups : children, women, HIV, handicap (2 hrs) 				
--	---	--	--	--	--	--

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:

Examination	Marks	Send to university
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)

REFERENCES:

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

11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.

12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi

KVV, KINS, 2nd YEAR MSc (N) (4304-22)
CLINICAL SPECIALITY -II
SUB: COMMUNITY HEALTH NURSING-II

Placement : II Year MSc(N)

Hours of Instruction Theory- 150 Hr
Practical's- 950 Hr
Total- 1100 Hr

Course Description:

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

Objectives :

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

1. Appreciate trends and issues related to community health Nursing reproductive and child health, school health, Occupational health, international health, rehabilitation, geriatric and mental health.
2. Apply epidemiological concepts and principles in community health nursing practice
3. Perform community health assessment and plan health programmes
4. Describe the various components of Reproductive and child health programme.
5. Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach.
6. Describe the role and responsibilities of community health nurse in various national health and family welfare programmes

7. Participate in the implementation of various national health and family welfare programme
8. Demonstrate competencies in providing family centered nursing care independently
9. Participate/Conduct research for new insights and innovative solutions to health problems
10. Teach and supervise nurses and allied health workers.
11. Design a layout of sub center/Primary health center/Community health centre and develop standards for community health nursing practice.

Unit No. & total hours	Objectives	Contents with distributed Hours			T/L Method	A/V Aids	F/S Evaluation	Method of Evaluation
		Must know	Desirable to know	Nice to know				
Unit - I 20 Hr	At the end of unit students are able to: Cognitive: Understand and discuss the concept, principles and importance of epidemiology in community health nursing. Psychomotor: Use the knowledge of epidemiology in the practice of community health nursing. Affective : Apply the principles of epidemiology in establishing	Epidemiology <ul style="list-style-type: none"> • Concepts, scope, definition, trends History of modern Epidemiology(1 Hr) <ul style="list-style-type: none"> • Epidemiology of Covid-19 (1 Hr) • Patho physiology • Transmission (1 Hr) • Symptoms • Investigation (1 Hr) • Diagnosis and treatment (1 Hr) • Epidemiological methods • Epidemiological approaches & 	<ul style="list-style-type: none"> • Contribution of epidemiology & its implication in nursing • Measurement of health and Disease • Emerging and re-emerging diseases Epidemics. • Epidemiology study and reports. (1 Hr) • Investigation of an Outbreak • Time Trends In Disease Occurrence In Epidemiology (1Hr) 	<ul style="list-style-type: none"> • Branches of epidemiology (1 Hr) • Role of Nurse in Covid -19 Vaccines safety (1 Hr) (Total=2 Hr)	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum	Short answers Essay type Short answers

	relationship between disease causation and disease prevalence and contribute in control of epidemics and improving the health of the given community.	<p>study of disease causatives (1 Hr)</p> <ul style="list-style-type: none"> • Health promotion (1 Hr) • Epidemiology of Communicable diseases • Levels of prevention(1 Hr) • Epidemiology of Non-communicable diseases(1 Hr) • Modern concepts of epidemiology(1Hr) • Importance of epidemiology in community Health Nursing Practice especially in Pandemics(2 Hr) <p>(Total = 12 Hr)</p>	<p>National Integrated disease Surveillance Programme (IDSP) (1Hr)</p> <ul style="list-style-type: none"> • Health policies • Health information system • Development of modern Epidemiology. • Relationship of epidemiology with public health (1 Hr) Antimicrobial Resistance (AMR) Epidemiology of Aging • Prevention and control measures in Covid-19 (2 Hr) <p>(Total = 6 Hr)</p>				<p>SUMMATIVE</p> <p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p> <p>University examination: Theory 75 Marks</p>	
Unit- II 40 Hr	At the end of unit students are able to: Cognitive	National Health and Family Welfare Programmes---	<ul style="list-style-type: none"> • National Vector Borne Disease 	<ul style="list-style-type: none"> • Organization/manpo 	Method Lecture	Explain using	FORMATIVE Clinical Evaluation	Short answers Essay type

	<p>: Illustrate the objectives of National Health Programme and discuss the activities undertaken in implementation of each national Health Programme.</p> <p>Psychomotor: Understand and incorporate provisions made for each national Health Programme in the field of community health nursing practice.</p> <p>Affective : Appreciate the importance of inter sectoral approach in achieving the goals and targets.</p>	<ul style="list-style-type: none"> • National Filaria Control Programme (2Hr) • National Mental Health Programme <i>Mental Health Act (2 Hr)</i> • Drug De-addiction Programme (1Hr) • Assessment and management of mental health problems (3 Hr) • Counseling and Gather approach (3 Hrs) • National AIDS Control Programme (3 Hr) • National Cancer Control Programme (3 Hr) • NRHM + NUHM 	<p>Control Programme (NVBDCP) (1 Hr)</p> <ul style="list-style-type: none"> • National Leprosy Eradication Programme (1 Hr) • National programme for Control of Blindness (1 Hr) • National Iodine Deficiency disorders Control Programme. (1 Hr) <p>Health Schemes:</p> <ul style="list-style-type: none"> • ESI • CGHS • Health Insurance (2 Hr) • Ayushman Bharat -National Health Protection Scheme (2 Hr) • National AYUSH Mission 	<p>wer/resources,</p> <ul style="list-style-type: none"> • Activities and goals. <p>Role and responsibilities of community health nurse.</p> <p>Inter-sectoral approach Implementation, item/purpose (2 Hr)</p> <p>Role of nurse in National Health and Family Welfare Programme</p> <ul style="list-style-type: none"> • (2 Hr) <p>(Total = 4 Hr)</p>	discussion	Charts, PPT	<p>Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment University examination: Theory 75 Marks</p>	Short answers
--	---	--	--	---	------------	-------------	--	---------------

		(3 Hr) <ul style="list-style-type: none"> National Family Welfare programme National Family Planning Programme Post Partum Intra Uterine Contraceptive Device (PPIUCD) (2 Hr) Reproductive and Child Health Programme (2 Hr) (Total = 24 Hr)	(1 Hr) <ul style="list-style-type: none"> Rashtriya Bal Sureksha Karyakram (RBSK) (1 Hr) New National Health Programme- <ul style="list-style-type: none"> National family planning Programme (1 Hr) National Viral Hepatitis Surveillance Programme (1Hr) (Total = 12 Hr)					
Unit-III 15 Hr	At the end of unit students are able to: Cognitive: Explain the concept and objectives of school health programme. Psychomotor :Work as effective member of school health team, teach	School Health <ul style="list-style-type: none"> Introduction, definition, concepts, objectives History of school health nursing (1Hr) Health assessment, Screening, identification, 	Inter-Sectoral Coordination <ul style="list-style-type: none"> Guidance and counseling (2 Hr) Prevention and management of substance misuse. (1 Hr)	Roles and responsibilities of community health Nurse (1 Hr) Total=1 Hr	Method Lecture discussion	Explain using Charts, PPT Visit to School	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks	Short answers Essay type Short answers

	<p>nursing students to work as member of school health team.</p> <p>Affective :Recognize the importance of school health services and motivate children to develop health habits. Encourage teachers and parents to cooperate and contribute in school health services.</p>	<p>referral and follow up. (1Hr)</p> <ul style="list-style-type: none"> • Safe school environment (1 Hr) • Adolescent health • Physical changes during adolescence (2Hr) • Gender Equality • Promotion of Healthy Lifestyle (1 Hr) • Sex Education for adolescents(1 Hr) • Reproductive health and HIV prevention (2 Hr) • Health Equity in Schools (2 Hr) • Crisis Preparedness and Response School-Based Health Center <p>Total=9 Hr</p>	<ul style="list-style-type: none"> • School health records maintenance and its importance (1 Hr) • Services, programme and plans -first aid, treatment of minor ailments • Management of common infectious diseases (1Hr) <p>Environmental Health and Safety (1 Hr)</p> <p>Social-Emotional Learning (SEL): (1Hr)</p> <p>Total= 5 Hr</p>				<p>iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
--	--	---	--	--	--	--	--	--

Unit- IV 15 Hr	<p>At the end of unit students are able to:</p> <p>Cognitive: Know global health priorities, health related issues and problems. Elaborate international nursing practice standards.</p> <p>Psychomotor :Educate others and Participate as a member of disaster management team following international nursing practice standards.</p> <p>Affective : Appreciate the importance of health related rules and regulations and promote health tourism in the institution.</p>	<p>International Health</p> <ul style="list-style-type: none"> • Health and food legislation, laws, adulteration of Food (1Hr) • Disaster management (1 Hr) • Forecasting of natural disaster to protect the public health (1 Hr) • Migration(1 Hr) • International health agencies- World health assembly- UNICEF, UNFPA, SIDA, USAID, DFID, AusAID etc (1 Hr) • International health issue and problems(1Hr) • International nursing practice standards(1 Hr) 	<ul style="list-style-type: none"> • International cooperation and assistance, International trade and travel. • International health celebration days and their significance • Inter national Health Policies and procedures (2 Hr) • International quarantine and Health tourism. (1 Hr) • Global health priorities and programmes (1 Hr) <p>(Total=4 Hr)</p>	<ul style="list-style-type: none"> • Global burden of disease and Global health rules to Halt disease spread (2 Hr) <p>(Total=2 Hr)</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT</p>	<p>FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment</p>	<p>Short answers Essay type Short answers</p>
-------------------------------------	--	--	---	---	---	----------------------------------	---	---

		<ul style="list-style-type: none"> International Health vis-a- vis National Health (1 Hr) International Health Regulation(1 Hr) (Total=9 Hr)					University examination: Theory 75 Marks	
--	--	--	--	--	--	--	---	--

Unit-V 15 Hr	<p>At the end of unit students are able to:</p> <p>Cognitive : Discuss the institutional, national and international standards, policies, protocols and procedures.</p> <p>Psychomotor :Strive for improving quality of health services and does the critical evaluation of quality of rendered health services.</p> <p>Affective :Emphasize quality and standards in nursing practice.</p>	<p>Education and administration-</p> <p>Quality assurance</p> <ul style="list-style-type: none"> Standards, protocols, Policies, Procedures(1Hr) Infection control, standard safety measures(1Hr) Nursing audit (1 Hr) Staffing, Supervision and monitoring – Performance appraisal(1 Hr) Referral chain-community outreach services (1 Hr) <p>Role and responsibilities of different categories of personnel in community health</p>	<ul style="list-style-type: none"> Budgeting. Material Management. (2 Hr) Transportation (1 Hr) Public Relations Planning in-service educational programme (1 Hr) <p>(Total=4 Hr)</p>	<ul style="list-style-type: none"> Design of sub centre, primary health centre and community health centre. (2 Hr) <p>(Total=2 Hr)</p>	<p>Method</p> <p>Lecture discussion</p>	<p>Explain using Charts, PPT</p> <p>Visit to subcentre, PHC, CHC, hospital Infection Control Centre, Quality Control Centre if any, & In service Education Department</p>	<p>FORMATIVE</p> <p>Clinical Evaluation Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p>	<p>Short answers</p> <p>Essay type</p> <p>Short answers</p>
-----------------------------------	--	---	---	---	--	---	---	---

		(2 Hr) <ul style="list-style-type: none"> • Training of various categories of health workers and preparation of manuals (2 Hr) (Total=9 Hr)					University examination: Theory 75 Marks	
UNIT- VI 10 Hr	At the end of unit students are able to: Cognitive : Discuss the concept, problems and issues related to geriatric nursing. Psychomotor : Provide comprehensive care to old people and educate students, colleagues and family members for caring geriatric population. Affective : Respect elderly; use their skills and	Geriatric Nursing <ul style="list-style-type: none"> • Introduction to Gerontological Nursing • Definition of Gerontological Nursing (1 Hr) • Principles of gerontological nursing (1 Hr) • Aging process and changes • Health problems and needs. • Psycho-social stressors and disorders 	Concept and scope of gerontological nursing (1 Hr) <ul style="list-style-type: none"> • Myths and facts of aging. Elderly abuse Adaptation to new changing Era Advantages and disadvantages of old age Homes <ul style="list-style-type: none"> • Government welfare measures- programmers' for elderly and role of NGOs. (1 Hr) 	<ul style="list-style-type: none"> • Laws and Acts for protection of Geriatrics Roles and responsibilities of Geriatric nurse. (1 Hr) Total=1 Hr)	Method Lecture discussion	Explain using Charts, PPT Visit to old age	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE	Short answers Essay type Short answers

	<p>knowledge wherever possible.</p> <ul style="list-style-type: none"> • Health assessment Care of elderly and rehabilitation of elderly • Elderly abuse • Concept • Home for aged- various agencies • Theories of aging • Training and supervision of care givers • Telehealth and remote monitoring • Age friendly health system • Geriatric Technology Advances • Nutrition in Aging Populations • Elder Abuse Awareness (4 Hrs) <p>Total=6 Hr</p>	<ul style="list-style-type: none"> • Services for geriatric Care <p>Geriatric Inter disciplinary Team (1 Hr)</p> <p>Total=3 Hr</p>					<p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p> <p>University examination: Theory 75 Marks</p>	
--	--	---	--	--	--	--	--	--

Unit- VII 10 Hr	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain the concept, principles and models & methods of rehabilitation.</p> <p>Skill: Rehabilitate all types of challenged individuals in all settings. Motivate and educate individuals and family members to overcome their disability and become useful member of the society.</p> <p>Attitude: Shows concern towards challenged members of the society and recognize the importance of team approach and inter sectoral</p>	<p>Rehabilitation</p> <p>Rehabilitation team</p> <ul style="list-style-type: none"> Community based rehabilitation (1Hr) Disability and Rehabilitation- Use of various prosthetic devices (1 Hr) Rehabilitation of chronic diseases, Restorative rehabilitation and Vocational rehabilitation(1Hr) Psychosocial Rehabilitation (1Hr) Restorative rehabilitation Guidance and counseling(1Hr) Roles and responsibilities of Community health nurse(1Hr) <p>Holistic and Complementary Approaches</p>	<ul style="list-style-type: none"> Introduction: Concept, principles Role of voluntary organizations (2 Hr) Substance Abuse Rehabilitation (1 Hr) Welfare measures by Govt/ Private sector (1Hr) <p>Total=3 Hr</p>	<ul style="list-style-type: none"> Trends, issues Models, Methods Ethical issues Rehabilitation Council of India (1 Hr) <p>Total=1 Hr</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT</p>	<p>FORMATIVE</p> <p>Clinical Evaluation Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p>	<p>Short answers Essay type Short answers</p>
--------------------------------------	--	---	---	--	---	----------------------------------	--	---

	coordination in rehabilitation.	(1 Hr) Total=6 Hr					University examination: Theory 75 Marks	
Unit- VIII 10 Hr	Community Psychiatry At the end of unit students are able to: Knowledge: Discuss the changing trend in mental health nursing and National mental health programme. Skill: Utilize services of welfare agencies while providing comprehensive nursing care to mentally ill client. Attitude: Integrate mental health services in general health services and contribute in preventing mental health problems.	Community Mental Health - Magnitude <ul style="list-style-type: none"> National Mental Health Program- Community mental health program Populations at Risk The community as Client- <ul style="list-style-type: none"> - Primary Prevention - - Secondary prevention - Tertiary Prevention(1Hr) Community based rehabilitation Human rights of mentally ill Adolescent Counseling(1 Hr) Mental Health Rehabilitation	<ul style="list-style-type: none"> Managing stress Mental health issues faced by family members Self care management (2 Hr) The Changing Focus of care, management, Collaborative care and Crisis intervention trends and issues (1 Hr) (Total=3 Hr)	Role of Community health nurse (1Hr) Welfare agencies Public Health Model, (Total=1Hr)	Method Lecture discussion	Explain using Charts, PPT Visit to Human Rights Office	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks	Short answers Essay type Short answers

		(1Hr) Mental health problems in Covid 19: <ul style="list-style-type: none"> Identifying symptoms of mental disorders / Psychological distress in Covid 19 (1 Hr) Assessment & screening of psychological symptoms (1 Hr) Psycho social management – essential counseling skill (1 Hr) (Total= 6 Hr)					Total: 125 Marks External assessment University examination: Theory 75 Marks	
UNIT- IX 15 Hr	Occupational Health At the end of unit students are able to: Knowledge: Illustrate ergonomics, ergonomics solutions	Occupational Health <ul style="list-style-type: none"> Introduction: History of Occupational health nursing, 	Salient features of work environment. <ul style="list-style-type: none"> Ergonomics and Ergonomic solutions(1Hr) 	<ul style="list-style-type: none"> Child labour Factories act ESI Act 	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks	Short answers Essay type Short answers

	<p>and components & legal provisions for preventing occupational diseases.</p> <p>Skill: Contribute as efficient team member in preventing occupational health hazards and promoting health of the employees.</p> <p>Attitude: Educate and motivate employees to use safety devices.</p>	<p>trends, issues, Definition, aims and objectives.</p> <p>Workplace safety (1Hr)</p> <ul style="list-style-type: none"> Occupational environment- Physical and social <p>Decision making, Critical thinking.(1Hr)</p> <ul style="list-style-type: none"> Occupational hazards of different categories- physical, chemical, biological, mechanical, Accidents, Foreign bodies(1Hr) Occupational diseases and disorders(1Hr) Controlling migration of the employees during the pandemics to prevent further spread of disease (2 Hr) 	<ul style="list-style-type: none"> Occupational Educational and Counseling Legal issues, Legislation, (1Hr) labour unions, ILO and WHO recommendations (1Hr) <p>(Total=5 Hr)</p>	<ul style="list-style-type: none"> Role of Community health nurse, Occupational health team (1Hr) <p>Total= 1 Hr</p>		<p>Visit to an industry/factory</p>	<p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment University examination: Theory 75 Marks</p>	
--	--	---	---	---	--	-------------------------------------	---	--

		<ul style="list-style-type: none"> Measures for Health promotion of workers, Prevention and control of occupational diseases, disability, limitation and rehabilitation (1Hr) Women and occupational health Violence at Workplace(2 Hr) <p>Total=9 Hr</p>						
		Total Hrs= 90 (60%)	Total Hrs - 45 (30%)	Total Hrs -15 (10%)				

LIST OF RECOMMENDED BOOKS:

- ‘Park’s Text Book of Preventive and Social Medicine’ Banarasidas Bhanot Publishers, Jabalpur, India.
- ‘Text Book of Preventive and Social Medicine’ Dr. Gupta and others, Jaypee Brothers.
- ‘Essentials of Community Health Nursing’ S. Kamalam, Jaypee Brothers.
- ‘Community Health Nursing Principles and practice’, K. K. Gulhani, Kumar Publishing House, New Delhi.
- ‘Community and Public Health Nursing’ Maria Stanhope & Jeanette Lancaster, Mosby Publication.

- ‘Community health Nursing’ B.T. Basavanthappa, Jaypee Brothers.
- ‘Hand book of Preventive and Social Medicine’, Vidya Ratan, Jaypee Brothers.
- ‘Pocket Manuel of Community Health Nursing’, Maheshwari Jaikumar, Jaypee Brothers.
- ‘Evaluating Community Nursing’, Karl Atkin & Others, Bailliere Tindall, London.
- ‘Comprehensive Community Health Nursing’ Clement Stone & Others, Mosby, Elsevier.
- ‘Community Health Nursing Mannuel’, Najoo Kotwal, TNAI.
- ‘An Introduction to Community Health Nursing’ Kasturi Sunder Rao

