

Krishna Vishwa Vidyapeeth (Deemed To Be University)

Krishna Institute of Nursing Sciences, Karad



Syllabus

M. Sc. Nursing

Obstetric & Gynecological Nursing



Program code: 4302

Philosophy

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

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

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

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

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

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

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

Aim

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

Objectives

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

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

Duration

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

Available	52 weeks
Vacation	4 weeks
Examination	2 weeks
Gazetted holidays	3 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
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 Specialty –I	150	650

Total	600	1100
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II nd Year

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

Scheme of Examination

	Theory			Practical		
	Hours	Internal	External	Hours	Internal	External
Ist year						
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and Statistics	3	25**	75*			
Clinical specialty –I	3	25	75		100	100
Total		100	300		150	150
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Specialty-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 (4301). 1ST YEAR M Sc NURSING (4302-11).

Nursing Education

M. SC. N. Obstetric & Gynecological Nursing

Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description:

This Course is designed to assist students to develop a broad understanding of fundamental principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, Curriculum Development, Implementation, Maintenance of Standards and accreditation of various nursing educational programs.

Objectives:

At the end of the Course, Students will be able to:

1. Explain the aims of education, Philosophies, trends in education and health: its impact on Nursing Education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and Conduct Continuing Nursing Education Programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate Skill in guidance and counselling.

10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify Research priorities in Nursing Education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation

Unit no. & total hours	Objectives	Contents			T/L method	Method of evaluation
		Must know	Desirable to know	`Nice to know`		
I T-10 Hours	At the end of unit students are able to :- Knowledge: understand the aims of education , philosophies and trends in nursing education gain knowledge regarding impact of nursing education.	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) 	<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 	<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

	<p>Skill: quality education Attitude: in corporate in theory & clinical for better learning.</p>	<ul style="list-style-type: none"> Professional education current trends and issues in education(1hr) Educational Trends in development of nursing education in India (1hr) (6hrs) 	<p>nursing education.(1hr)</p> <ul style="list-style-type: none"> Role of research, leadership and management. (1hr) <p>(2hrs)</p>			
<p>II T- 20 hours P-30</p>	<p>At the end of unit students are able to knowledge: understand the teaching learning process, theories of teaching</p> <p>Skill: use appropriate resources of ic give effective health education. Operate telemedicine system.</p>	<p>Teaching – learning process</p> <p>□ concepts of teaching and learning: Definition,</p> <ul style="list-style-type: none"> 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) <p>--Instructional</p>	<ul style="list-style-type: none"> Micro-Teaching, computer assisted instruction(CAI) Computer assisted learning (CAL) (1hr) Role- play(socio-drama Competency based education(CBE) OutcomeBased education(OBE) (1hr) <p>--Spaced learning (2hr)</p> <p>--Expirencial learning (2hr)</p> <ul style="list-style-type: none"> 	<p>--Programmed Instruction and Self directed learning(SDL) (1hr)</p> <p>VAK Visual, audio, & kinesthetic teaching (2hr)</p> <p>(3hrs)</p>	<ul style="list-style-type: none"> lectures & Discussion charts , graphs Models, films and slides seminars 	<p>Essay type</p> <ul style="list-style-type: none"> 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>design: planning and designing the Lesson (1hr)</p> <ul style="list-style-type: none"> writing lesson plan : meaning, its need and Importance, formats.(1hr) <p>--Instruction strategies</p> <ul style="list-style-type: none"> lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) --seminar, Panel, Symposium, problem solving, problem based Learning (PBL) (1hr) Workshop, project <p>Clinical teaching methods (1hr)</p> <p>--Collaborative learning (2hr) (10hr)</p>	<p>Active Learning Strategies in Nursing</p> <ul style="list-style-type: none"> Inquiry-based learning (IBL) Peer-assisted learning (PAL) Experiential learning & reflective practice (2 hrs) <p>Competency-Based Nursing Education (CBNE)</p> <p>O Outcome-based education & assessment (1hr)</p> <p>O Self-directed learning strategies (1hr)</p> <ul style="list-style-type: none"> Use of simulation-based learning in nursing education (1hr) <p>Performance-based assessment strategies</p>			
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			<p>in clinical settings</p> <ul style="list-style-type: none">• Direct observation and workplace-based assessments (2hrs)			
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<p>III T- 10hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the instructional media and methods. Gain knowledge of basic concept of selection and use of media in education. Skill: use appropriate resources of IEC give effective education.</p>	<p>Instructional media and methods</p> <ul style="list-style-type: none"> • Key concepts in the selection (1hr) --Use of media in Education(1hr) --Instructional aids – types (1hr) --Uses, selection (1hr) -Preparation (1hr) Utilization (1hr) <p>(6hrs)</p>	<ul style="list-style-type: none"> • Teacher’s role in procuring and managing (1hr) • Multi media (1hr) • Video-Tele conferencing Instructional aids – projected aids, non-projected aids (1hr) <p>(3hrs)</p>	<p>Developing learning resource material using different Media(1hr)</p> <p>(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
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IV T-10 hours	At the end of unit students are able to knowledge: measurement and evaluation: Concept and nature of measurement and evaluation, Meaning, process attitude: apply measurement and evaluation teaching learning process.	Measurement and evaluation: concept • 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 • charts , graphs Models, films and slides •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, validityReliability, usability, norms,	*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, characteristic s, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p>construction of tests- (1hr) Essay, short answer questions Multiple choice questions.(1hr) --Rating scales, checklist (1hr) --OSCE (objectivStructured clinical examination) (1hr) * OSPE (objective Structured practical examination)(1hr) *Differential scales, and summated scales Critical incident technique *Socio-metry, anecdotal record, attitude scale (1hrs) (6hrs)</p>				
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<p>VII T- 10hours P-6</p>	<p>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.</p>	<p>Standardized tools</p> <ul style="list-style-type: none"> • Standardized tools(1hr) • Tests of intelligence Aptitude (1hr) • Interest (1hr) Personality • Achievement (1hr) • Standardized techniques (2hrs) <p>(6hrs)</p>	<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) <p>(3hrs)</p>	<p>^</p> <ul style="list-style-type: none"> • Socio-economic status scale, (1hr) <p>(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs Models, films and slides •Seminars 	
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<p>VIII T- 5 hours P-6</p>	<p>At the end of unit students are able to Knowledge: understand nursing educational programs Perspectives of nursing education: global and National . Attitude: incorporate with nursing educational programs Current need of the community.</p>	<p>Nursing educational programs</p> <ul style="list-style-type: none"> • Perspectives of nursing education: global and National(1hr) • Patterns of nursing education and training programmes in India. (1hr) <p>Non-university and university Programs: ANM, GNM, Basic B.sc. Nursing, post Certificate B.sc. Nursing, M.sc(n) programs, M.phil And ph.D) in nursing,(1hr) (3hrs)</p>	<ul style="list-style-type: none"> • Post basic diploma programs, (1 hour) • Nurse Practitioner programs. (1 hour) <p>Total- (2hrs)</p>		<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
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<p>X T-10 hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the importance of use of curriculum development skill: use of curriculum development in professional practice. Attitude: incorporate this curriculum development in professional and day today's life.</p>	<p>Curriculum development</p> <ul style="list-style-type: none"> • Definition, curriculum determinants, process (1hr) • Factors affecting curriculum development.(2 hr) • Steps of curriculum development, (1hr) <p>Curriculum Models, types and framework. (1hr)</p> <ul style="list-style-type: none"> • Formulation of philosophy, objectives, selection and Organization of learning experiences; (1hr) • Master plan, Course plan, unit plan Evaluation strategies process of curriculum change. Role of students, faculty (1hr) <p>(6hrs)</p>	<p>Administrators Statutory Bodies Other stakeholders(1 hour)</p> <p>Curriculum research .(2 hr)</p> <p>(3hrs)</p>	<p>• Equivalency of courses: transcripts, credit system. (1 hour)`</p> <p>(1hr)</p>	<p>Lecture cum discussion Seminar</p>	
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<p>XI T-8 hours P-4</p>	<p>At the end of unit students are able to Knowledge: understand the teacher preparation Teacher roles & responsibilities, functions, Characteristics, competencies, qualities, Skill: able to do teacher preparation, Teacher roles & responsibilities</p>	<p>Teacher preparation</p> <ul style="list-style-type: none"> Teacher – roles and responsibilities(1hr) 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 	
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<p>XII T-10 hours P- 5</p>	<p>At the end of unit students are able to Knowledge: understand the guidance and counseling <input type="checkbox"/> concept, principles, need, difference between Guidance and counseling ,counseling. Skill: able to do guidance and counseling.</p>	<p>Guidance and counseling</p> <ul style="list-style-type: none"> • Concept, Principles, Need (1hr) Difference between • Guidance and counseling, (1hr) • Guidance and counseling services : diagnostic and Remedial.(1hr) • Trends and issues. • Coordination and organization of services.(1hr) • Techniques of counseling : interview, case work, <p>Characteristics of counselor Types of counseling Ethical and Legal Aspects of Guidance and Counseling in Nursing</p> <ul style="list-style-type: none"> - Confidentiality and informed consent in counseling - Ethical dilemmas in 	<ul style="list-style-type: none"> • Professional preparation (1hr) • Training for counseling. (1hr) • Problems in counseling. (1hr) <p>(3hrs)</p>	<p>Different models of collaboration between education And service (1hr)</p> <p>(1hr)</p>	<p>Lecture cum discussion Seminar</p>	
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		nurse-led counseling Legal responsibilities of nurses providing guidance and counseling (2hrs)				
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<p>XIII T-15 hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the administration of nursing curriculum Role of curriculum coordinator planning, Implementation and evaluation. Skill: able to do administration of nursing curriculum.</p>	<p>Administration of nursing curriculum</p> <ul style="list-style-type: none"> • Role of curriculum coordinator (1hr) • planning Implementation (1hr) • Evaluation. (1hrs) • Evaluation of educational programs in nursing course and program. (1hr) • Curriculum research in nursing.(1hrs) • Current changes in Nursing curriculum (1hr) • Factors influencing curriculum development in Nursing education (1 hr) • Curriculum Construction (1 hr) • Patterns of curriculum 	<ul style="list-style-type: none"> • Different models of collaboration between education and service <p>Concept of faculty supervisor (dual) position (1hr)</p> <ul style="list-style-type: none"> • Evidenced based research in nursing Education. <p>Curriculum Administration (1hr) Components of nursing curriculum .(2hr)</p> <p>(4hrs)</p>	<p>Factors influencing faculty staff relationship (1hr) Techniques of working together (1hr)</p> <p>(2hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs <p>Models, films and slides Seminars</p>	
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<p>XIV T-10 hours</p>	<p>At the end of unit students are able to</p> <p>Knowledge: understand the management of nursing educational institutions .</p> <p>Skill: able to do management of nursing educational institutions Planning, organizing, Staffing, budgeting Recruitment, discipline, public relation, Performance Appraisal.</p>	<p>Management of nursing educational institutions</p> <ul style="list-style-type: none"> • Planning (1hr) • Organizing (1hr) • Staffing(1hr) • Budgeting(1hr) • Recruitment (1hr) • Discipline, public relation (1hr) <p>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 policies governing nursing curriculum - Quality assurance and benchmarking in nursing education 	<ul style="list-style-type: none"> • Performance Appraisal (1hr) • Welfare Services(1hr) • Library services, (1hr) <p>(3hrs)</p>	<p>Hostel Services (1hr)</p> <p>(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
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		- (2hrs)				
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<p>XV T-5 hours T-5</p>	<p>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.</p>	<p>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)</p>	<p>• State registration. Accreditation in nursing education programs.(1hr) -Role of professional bodies in maintenance of nursing standards (2hrs) (3hrs)</p>	<p>-</p>	<p>Lectures & Discussion • charts , graphs Models, films and slides •seminars</p>	
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Theory External Assessment- 75 Marks

Practical External Assessment:

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

References:

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

**KVV, KINS. M SC NURSING (4301). 1ST YEAR M Sc NURSING (4302-12).
Advance Nursing Practice**

Placement: I year MSc .N

Hours of Instruction

M. SC. N. Obstetric & Gynecological Nursing

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

		<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Knowledge: • 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 India and different family welfare programmes. • Gain knowledge of telemedicine. • Skill: 	<p>Health care delivery system-</p> <p>National, State, District and local level. (1 hr)</p> <ul style="list-style-type: none"> • Major stakeholders in the health care system- Government, non-govt., (1 hr) • Industry and other professionals. (1 hr) <p>Patterns of nursing care delivery in India. (1 hr)</p> <ul style="list-style-type: none"> • Health care delivery concerns, national health and family welfare programs, inter- sectoral coordination, role 	<ul style="list-style-type: none"> • Information, education and communication (IEC) • Political process vis a vis nursing profession <p>Tele- medicine. (1 hr)</p> <p>National educational policy 2020 (3 hr)</p>	<ul style="list-style-type: none"> • Health care environment, economics, constraints, planning process, policies, (1 hr) 	Panel Discussion Debate	

	<ul style="list-style-type: none"> • Use appropriate resources of IEC give effective health education. • Operate telemedicine system. 	of non-governmental agencies. (1 hour)				
III (10hours) Genetics	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis • Understand important of 	<ul style="list-style-type: none"> • Basic concepts of Genes, • Chromosomes & DNA Genetic counseling. (1 hour) Review of cellular division, Mutation and law of inheritance(1 hour) 	<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 & screening, Approaches to common genetic disorders. (1 hr) • Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hr) 	<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

	genetic counseling. Skill: • Able to do basic genetic counseling.					
IV (12 hours)	At the end of unit students are able to • Knowledge: Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. • Understand the health informatics and role of nurse. • Attitude: Apply epidemiology in health care delivery system.	Epidemiology • Scope, (1 hr) • Epidemiological approach (1 hr) • methods (1 hr) Application of epidemiology in health care delivery, (1 hr) Health surveillance • Health informatics. (1 hr)	• Morbidity, • Mortality. • Screening. • Role of nurse. (1 hr) • Epidemiological survey and its importance in health care management (3 hr)	• Concepts of causation of diseases (1 hr)	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

<p>V (20 hours) Bio psycho socio pathology</p>	<p>At the end of unit students are able to Knowledge:</p> <ul style="list-style-type: none"> • Understand Pathology and psychodynamics of disease causation, common problems in health care. • Known CPR and EBP • Skill: Able to give CPR effectively. • Attitude: Incorporate with clinical and community practice for better care. 	<ul style="list-style-type: none"> • Cardio pulmonary resuscitation. • ACLS BSLS • Child CPR (1 hr) (2 hours practical) • Care of dying and dead (1 hour) • Infection prevention (including HIV) (1 hr) • standard safety measures, bio-medical waste management (1 hr) • Role of nurse- Evidence based nursing practice (1 hr) 	<ul style="list-style-type: none"> • Pathophysiology and Psychodynamics of disease causation • Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style (1 hour) • Common problems: Oxygen insufficiency, (1 hr) fluid and electrolyte imbalance, (2 hr) • nutritional problems, (1 hr) • Hemorrhage and shock , (2 hr), altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (1 hr) 	<ul style="list-style-type: none"> • Treatment aspects: pharmacological (1 hour) pre-post operative care aspects (1 hr) 	<p>Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site</p>	<p>Seminar SAQ/LAQ Assignments</p>
<p>VI (20 hr)</p>	<p>At the end of unit students are able to Knowledge:</p>	<p>Philosophy and theories of nursing</p>	<ul style="list-style-type: none"> • Values, (1 hr) • parsec, etc and their application. 	<ul style="list-style-type: none"> • Conceptual models, approach. 	<p>Panel Discussion Debate</p>	<p>Seminar SAQ/LAQ Assignments</p>

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

	<p>symptoms of clients.</p> <ul style="list-style-type: none"> Gain knowledge regarding nursing process. <p>Skill:</p> <ul style="list-style-type: none"> Develop skill in implementing nursing process. Attitude: Incorporate knowledge of nursing process for patient care. 	<p>family, community) (1 hr)</p> <ul style="list-style-type: none"> Identification of health-illness problems, (1 hr) signs and symptoms of clients (1 hr) Methods of collection, (1 hr) Analysis and utilization of data relevant to nursing process. (2 hr) 	<p>Priority setting in different needs and goals to have holistic approach . (2 hr)</p>			
VIII (23 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand growth and development in different stages of human life 	<p>Psychological aspects and human relations</p> <p>Human behavior,</p> <ul style="list-style-type: none"> Life processes growth and development, 	<ul style="list-style-type: none"> Coping with loss, (1 hr) death (1 hr) grieving (1 hour) Principles of Counseling Techniques of Counseling (1 hr) 	<p>Organizational behavior (1 hrs)</p> <ul style="list-style-type: none"> Group dynamics. (1 hr) 	<p>Lecture cum discussion Seminar</p>	<p>Seminar SAQ/LAQ Assignments</p>

	<p>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 professional ethics. 	<ul style="list-style-type: none"> • personality development, (1 hr) Defense mechanisms (1 hr) communication in nursing and therapeutic approach (4 hr) • Basic human needs(1 hr) Growth and development, (Conception through preschool, (1 hr) School age through adolescence, (1 hr) • Young & middle adult, (1 hr) • Older adult) (1 hr) Stress(1 hr) and adaptation, 	<p>Interpersonal relationships, individual (1 hr) group, (1 hr)</p>			
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		(1 hr) <ul style="list-style-type: none"> • crisis (1 hr) • Intervention (1 hr) Sexuality (1 hr) <ul style="list-style-type: none"> • Sexual health. (1 hr) 				
IX (26 hours)	At the end of unit students are able to <ul style="list-style-type: none"> • Knowledge: Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse • Know promotive, preventive, curative and restorative health care and models of 	Nursing practice <ul style="list-style-type: none"> • Models of Prevention. • Family nursing, Models of Prevention. • Home nursing Models of Prevention. (1 hr) • Disaster nursing. (6 hrs) • Triage (4 hrs) • Evidence based nursing practices theory (1 hr) • Applications (1 hr) 	<ul style="list-style-type: none"> • Health promotion (1 hr) and primary health care. (1 hr) • Independent practices issues, (1 hr) • Independent nurse-midwifery practitioners. (1 hr) • Collaboration issues (1 hr) • Models-within and outside nursing. (1 hour) • Gender sensitive issues(1 hr) • Women empowerment. (1 hr) 	<ul style="list-style-type: none"> • Geriatric Nursing (1 hr) • Geriatrics considerations in nursing (1 hr) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	<p>prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <ul style="list-style-type: none"> • Skill: Able to prepare different models of EBP and its applications. • Attitude: Incorporate knowledge while providing comprehensive care. 	<ul style="list-style-type: none"> • Trans-cultural Nursing Scope. Practices. (1 hr) • Framework, scope and trends. (1 hr) • Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hr) 				
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<p>X (10 hours)</p>	<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 application in patient care & nursing. <p>Skill:</p> <ul style="list-style-type: none"> Use computers in professional practice. <p>Attitude:</p> <ul style="list-style-type: none"> Incorporate this knowledge in professional and day today's life. 	<p>Computer applications for patient care delivery system</p> <ul style="list-style-type: none"> Use of computers in teaching, learning, (1 hr) Research and nursing practice. (1 hr) Windows, MS office: (1 hr) WORD, (1 hr) Excel, Power Point. (1 hr) 	<ul style="list-style-type: none"> Hospital management information system: (1 hr) Demonstration of HMS (2 hr) Software(1 hr) <ul style="list-style-type: none"> Internet, literature search. (1 hr) 	<ul style="list-style-type: none"> Statistical packages. (1 hr) 	<p>Lecture cum discussion Seminar</p>	<p>Seminar SAQ/LAQ Assignments</p>
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Evaluation-

<p>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</p>	<p>Summative IA-25M EA-75M MIDTERM:75 LAQ-10x4: 40M SAQ-7x5: 35M PRELIM:75 LAQ-10x4: 40M SAQ-7x5: 35M</p>
<p>References:</p> <ol style="list-style-type: none"> 1 Lewis, Heitkemper, Dirken et al. Medical Surgical Nursing assessment and management of clinical problem. New Delhi: Elsevier Publication 2 Basawantappa B.T. Medical Surgical Nursing. 1st ed.2002. New Delhi: Japsee brothers; 3 Black JM.Textbook of Medical Surgical Nursing 7thed.vol II: Elsevier publication P.1599-1627 4 Brunner &Suddarth'sTextbook of Medical-Surgical Nursing10th edition New Delhi: Japsee brother 5 Long Phipps, Casseyer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993 6 Lewis, Collier, Heitcemper. Medical Surgical Assessment& management of clinical problems. <p>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).</p>	

KVV, KINS M SC NURSING (4301). 1ST YEAR M Sc NURSING (4302-13).

CLINICAL SPECIALITY-I

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement: 1st Year MSc.(N)

Theory – 150 Hours

Practical – 650 Hours

Total : 800 Hours

Objectives

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a specialty
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing
11. Describe the recent advancement in contraceptive technology and birth control measures.
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

UNIT NO. & TOTAL HOURS	OBEJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			TEACHING LEARINING METHOD	AUDIO - VISUAL AIDS
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		

<p>I (10 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Recognize the trends and issues in obstetrics and gynaecological nursing. Describe the role of nurse in family welfare programme. Identify and differentiate various approaches applied in midwifery practice. Skill: Apply the theories and models in midwifery practice. Attitude: Appreciate the importance of family welfare programme.</p>	<p>Introduction: -National health and family welfare programmes related to maternal and child health:-Health care delivery system. -National Rural health mission, Role of NGO's. (1 hr) <i>Prevention of sexually transmission of zika virus.</i> -Issues of maternal and child health; Age, Gender, Sexuality. Psycho socio-cultural factors. (1 hr) -Preventive obstetrics. -Evidence based midwifery practice (1 hr) -Role and scope of midwifery practice:- Independent Nurse midwifery practice, standing orders. (1 hr)</p> <ul style="list-style-type: none"> • Midwifery-led care units (MLCU) (1hr) • Legal provisions in midwifery practice in India • INC/MOH&FW regulations 	<p>-Historical and contemporary perspectives (1 hr) -Magnitude of maternal and child health problems. (1 hr) -Research priorities in obstetric and gynecological nursing.Theories, models and approaches applied to midwifery practice. Safe motherhood(1 hrs) Total -3 Hrs</p>	<p>-Epidemiological aspects of maternal and child health. (1 hr) Total -1Hr</p>	<p>-Lecture cum discussion - Quiz -Assignments</p>	<p>-PPT -Charts and graphs</p>
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		<ul style="list-style-type: none"> • ICM code of ethics. Essential competencies for midwifery practice (ICM) (1 hr) Total -6 Hrs				
II (15 hours)	At the end of unit students are able to Knowledge: Describe the anatomy and physiology of human reproductive system. Attitude: Combines various interaction skills for genetic counselling.	Human Reproduction: -Review of anatomy and physiology of human reproductive system:- male and female. (1 hr) - <i>Adolescent health</i> (1 hr) -Hormonal cycle (1 hr) -Embryology. (1 hr) -Introduction to Genetics (1 hr) -Purposes and types of genetic testing. (1 hr) -Clinical implications. (1 hr) -Prenatal diagnosis and screening. (1 hr) -Common diagnostic tests. (1 hr) -Steps of Genetic counselling Role of counsellor (1 hr)	-Exposure to teratogens. (1 hr) -Factors influencing Exposure to teratogens(1 hr) -Teratogenic drugs (1 hr) -Steps and process of Genetic counselling. (1 hr) -Teratology and Teratogens. (1 hr) Total -5Hrs	-Teratogenic counseling. (1 hr) (1hrs) Total -1Hr	-Lecture -Group discussion -Seminar/ Presentation	-PPT -Videos -Models

		<p>(9 hrs) Legal and ethical issues: code of ethics and standard of midwifery practice and standing orders. <i>Preconception office visit (1 hr)</i> Total -9Hrs</p>				
<p>III (25 hours)</p>	<p>At the end of unit students are able to Knowledge: Describe the diagnosis and management of women during antenatal period. Describe the concepts of biophysical and biochemical methods to assess maternal and fetal well being. Explain the role of midwives in preparation for child birth and parenthood.</p>	<p>Pregnancy: Maternal adaptation: -Physiological, Psychological. <i>Pregnancy issues and antenatal care (1 hr)</i> -Assessment:-Maternal and fetal measures.(1 hr) -Clinical parameters, bio chemical, human estriol(1 hr) -Maternal serum Alfa Feto Protein, Acetyl choline esterase (ache), -Triple test (1 hr) Maternal measures:- -History taking, (1 hr) Screening for perinatal depression -Examination-general, physical and obstetrical measures, identification of high risk(1 hr).</p>	<p>Fetal measures: -Amniocentesis -Cordocentesis -Preparation for child birth. (1 hr) -Parental counseling(1 hr) -Chronic villus sampling (CVS)(1 hr) -Amnioscopy, Foetoscopy. (1 hr) Role of Doula/ASHA's in 1st & 2nd Trimester of pregnancy. (1 hr) Total -5Hrs</p>	<p>- Alternative/complimentary therapies (1 hr) -Biophysical :-US IMAGEING (1 hr) -Radiological examination (1 hr) Total -3Hrs</p>	<p>-Lecture cum discussion -Demonstration -Assignment -Seminar/Presentation -Quiz</p>	<p>-PPT -Videos</p>

	<p>Skill: Identifies physiological changes during pregnancy. Detects the minor disorders of pregnancy. Identifies the high risk pregnancies.</p> <p>Attitude: Assist in fetal well being.</p>	<ul style="list-style-type: none"> -Nursing management of the women, minor disorders of pregnancy and management. (1 hr) -Foetal movement count (1 hr) -Ultrasonography (1 hr) - Cardio tocography(1 hr) - Contraction stress test(CST) Non stress test(NST) (1 hr) - Interpretation of diagnostic tests and nursing implications - Preparation for parenthood, (1 hr) - Importance of institutional delivery, (1 hr) - Choice of birth setting, importance and mobilizing of transportation, (1 hr) - Role of nurse and crisis intervention, identification of high risk pregnancy and referral. (1 hr) <p>Total -15Hrs</p>				
IV (25 hours)	At the end of unit students are able to Knowledge Interprets the	<p>Normal Labor and Nursing Management:</p> <ul style="list-style-type: none"> -Essential factors of labour (1hr) 	<ul style="list-style-type: none"> -Analgesia in labour. -Anesthesia in labour.(1hr) 	<ul style="list-style-type: none"> -Various child birth practices:-water birth, position change etc. -Hypnobirthing 	<ul style="list-style-type: none"> -Lecture cum discussion -Demonstration -Case-study 	<ul style="list-style-type: none"> -PPT -Videos

<p>partograph correctly. Skill: Identifies the early signs of stages of labour. Apply the partograph labour process. Attitude: Asses the newborn and performs newborn resuscitation.</p>	<p>-Stages and onset -First stage: Physiology of normal labour (1hr) <i>Importance of birth companionship</i> <i>Family centered maternity care (1hr)</i> -Partograph: -Principles of partograph -Use of partograph (1hr) -Nursing management of First stage of labour.(1hr) Non pharmacological pain relief measures <ul style="list-style-type: none"> - Birthing Ball - Patterned breathing - Movement and position changes - Superficial heat and cold - Counter pressure - Touch and massage - Hydrotherapy - Music therapy - Focus and distraction (1 hr) -Second stage: Physiology of Second stage of labour. (1 hr)</p>	<p>-Critical analysis of partograph (1hr) -Evidence based studies (Healthy birth practices) (1hr) -Initiate breast feeding(1hr) -Various positions for birth (1hr) -Critical analysis and nursing management.(1 hr) -Evidence based practice in relation to labour intervention. (1 hr) -Role of practitioner nurse midwife. (1 hr) Total -8Hrs</p>	<p>-Aromatherapy- Accupuncture -Accupressure (1 hr) -(Guidelines of National neonatology forum of India). (1hr) <i>Non clinical intervention to reduce unnecessary cesarean section (1hr)</i> Total -3Hrs</p>	<p>-Interdisciplinary seminar</p>	
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		<p>-Intra partum monitoring during Second stage of labour. (1 hr)</p> <p>-Nursing management during Second stage of labour. (1 hr)</p> <p><i>Breast crawl</i></p> <p>-Resuscitation</p> <p>-Immediate newborn care</p> <p>- Initiate breast feeding (1 hr)</p> <p>-Third stage: Physiology Third stage of labour (1 hr)</p> <p>- Nursing management during Third stage of labour (1 hr)</p> <p>-Fourth stage:- Observation during Fourth stage of labour</p> <ul style="list-style-type: none"> • Role of Doula/ASHA's in 1st & 2nd stage of labour. • Role of Doula/ASHA's in 3rd stage of labour. (1hr) • Insertion of postpartum IUCD • Women centered care, physiologic birthing and 				
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		<p>demedicalization of birth. (1 hr)</p> <p>Birth centers, water birth, lotus birth. (1Hr)</p> <p>Total -15Hrs</p>				
V (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the physiology of puerperium and its management. Describe the physiology of lactation.</p> <p>Skill: Detect the minor discomforts and complications of puerperium.</p>	<p>Normal; puerperium and Nursing management:</p> <ul style="list-style-type: none"> -Physiology of puerperium. (1 hr) -Physiology of lactation (1 hr) - lactation management (1 hr) -exclusive breast feeding (1 hr) -Assessment of postnatal women. (1 hr) -Evidence based studies. (1 hr) -Role of practitioner nurse midwife (1 hr) -Minor discomforts of puerperium . (1 hr) -complications of puerperium: puerperal infections (1 hr) -Perineal infections. (1 hr) -Breast infections. (1 hr) -Management of mothers during puerperium(1 hr) <p>Total -12Hrs</p>	<ul style="list-style-type: none"> -Temporary Family planning methods (1 hr) -Permanent Family planning methods (1 hr) -Rooming in, (1 hr) -bonding (1 hr) -Warm chain. (1 hr) -postnatal exercise (1 hr) <p>Total -6Hrs</p>	<ul style="list-style-type: none"> - Alternative/complementary therapies. -Baby friendly hospital imitative (BFHI). (1 hr) <p>Cultural competence (Taboos related to postnatal diet and practices) (1 hr)</p> <p>Total -2Hrs</p>	<ul style="list-style-type: none"> -Lecture cum discussion -Problem based learning -Seminar/ presentation -Demonstration 	<ul style="list-style-type: none"> -PPT -Videos -Charts

<p>VI (20 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the normal physiology of newborn. Describe the organization and management of neonatal services in NICU</p> <p>Skill: Perform neonatal assessment and identify the normal characteristics of newborn. Identifies the need of newborn.</p> <p>Attitude: Displays confidence while caring for newborn.</p>	<p>Normal newborn: -Physiology (1 hr) -Characteristics of normal newborn(1 hr) -Observation (1 hr) -Care of newborn.(1 hr) -Physical (1 hr) -Behavioral assessment of newborn. (1 hr) -Needs of newborn. (1 hr) -Essential newborn care: (1 hr) -Exclusive breast feeding (1 hr) - immunization (1 hr) -New Immunization schedule (1 hr) -hygiene measures (1 hr) Infection control precautions during COVID -19 situations in Newborn. (2hrs) Total -12Hrs</p>	<p>-Organization of neonatal care (1 hr) -Transport of newborn(1 hr) -Newborn nutrition (1 hr) Neonatal intensive care unit:- -Organization of NICU(1 hr) -Neonatal Intensive care unit.(1 hr) -Management of nursing services in NICU (1 hr) <i>Human milk banking(1hr)</i> Total -6Hrs</p>	<p>-Parenting process.(1 hr) -Services levels (1 hr) <i>Importance of behavioral assessment of newborn (1 hr)</i> <i>(1 hr)</i> Total -2Hrs</p>	<p>-Lecture cum discussion -Demonstration -Seminar/ Presentation</p>	<p>-PPT -Charts</p>
<p>VII (10 hours)</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the</p>	<p>Pharmacodynamics in Obstetric: -Drugs used in pregnancy (1 hr)</p>	<p>-Anaesthesia and analgesia in obstetrics.(1 hr) -Drugs used in newborn care (1hr)</p>	<p>-Calculation of drug dose and administration (1 hr) Antiviral drug safety during antenatal, intranatal and postnatal(1hr)</p>	<p>-Lecture cum discussion -Quiz</p>	<p>-PPT.</p>

	<p>pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs.</p> <p>Skill: Calculate the drug dose used. Identify the effects of drugs used.</p>	<p>-Drugs used in Labour (1 hr) -Drugs used in post partum (1 hr) -Effect of drugs used. (1 hr) -Standing orders and protocols and use of selected lifesaving drugs (1 hr) -Interventions of obstetric emergencies approved by the MOHFW (1hr)</p> <p>Total -6Hrs</p>	<p>-Role & responsibilities of midwifery nurse practitioner (1 hr)</p> <p>Total -3Hrs</p>	Total -1Hrs		
VIII (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the population dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in</p>	<p>Family welfare services: -Population dynamics. -Recent advancement in contraceptive technology. (1hr) -Role of nurses in family welfare programmes in all settings. -Teaching and supervision of health team members.(1hr) -Role of independent nurse midwifery practitioner. (1 hr)</p>	<p>-Evidence based studies. -Demography trends:- vital statistics -Calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems (1hr) ○ Gender sensitive health services including family planning. (1 hr) Youth friendly services – SRHR</p>	<p>-Information, education and communication (IEC), -Management information and evaluation system (MIES). (1 hr)</p> <p>Total -1Hr</p>	<p>-Lecture cum discussion -Seminar/ Presentation</p>	<p>-PPT -Charts,.</p>

	<p>family welfare programme. Skill: Calculate the indicators of maternal and child health.</p>	<p>-Family life education(1 hr)</p> <ul style="list-style-type: none"> • Family planning counseling using Balanced Counseling Strategy (BCS) (1hr) • Gender related issues in SRH <ul style="list-style-type: none"> ○ Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife. ○ Special courts for abused people. (1 hr) <p>Total -6Hrs</p>	<p>services, policies affecting SRHR and attitude of nurses and midwives in provision of service. (1hr)</p> <p>Total -3Hrs</p>			
IX (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Define infertility, Classify the infertility based on its etiology. Describe the ethical and legal aspects of ART.</p> <p>Skill: Identify the different</p>	<p>Infertility:</p> <ul style="list-style-type: none"> -Primary and secondary causes, Diagnostic procedures(1 hr) -Counseling:-Ethical and legal aspects of assisted reproductive technology (ART) (1 hr) -Recent advancement in infertility management(1hr) <p>Total -3Hrs</p>	<ul style="list-style-type: none"> -Adoption procedures(1 hr) -Role of nurse in infertility management. (1 hr) <i>Surrogacy (1hr)</i> <p>Total -2Hrs</p>		<ul style="list-style-type: none"> -Lecture cum discussion -Seminar <i>Visit to ART center(2hrs)</i> 	<ul style="list-style-type: none"> -PPT -Charts -Videos

	diagnostic procedures used for infertility treatment. Attitude: Provide comprehensive nursing care to client with infertility & promote the interpersonal relationship.					
X (5 hours)	At the end of unit students are able to Knowledge: Asses the physiological and psychosocial aspects in menopause and participate in counseling & guidance. Skill: Identify the effects of HRT. Attitude: Recognize the different HRT.	Menopause: -Physiological, psychological and social aspects. (1 hr) -Health advices related to hormone replacement therapy. (1 hr) -Counseling and guidance. (1 hr) (3 hrs) Total -3Hrs	Drugs used for hormone replacement therapy(1 hr) -Surgical menopause(1hr) -Role of midwifery nurse practitioner. (1 hr) Total -2Hrs		-Lecture cum discussion -Role play -Seminar	-PPT -Charts.

XI (5 hours)	At the end of unit students are able to Knowledge: Define abortion & classify the abortion and its causes. Skill: Perform different procedures related to abortion. Attitude: Initiate the building of interpersonal relationship with clients. Display confidents while caring patients with abortion.	Abortion: -Types, causes of abortion (1 hr) -Legislations, Clinical rights and professional responsibility. -Role of midwifery nurse practitioner.(1 hr) -Perinatal bereavement and its management (1 hr) Tota-3Hrs	-Abortion procedures -Complications and nursing management. of abortion (1 hr) . (1 hr) Tota-1Hr	-Organisation of preinatal bereavement cell (1 hr) (1hr) Tota-1Hr	-Lecture cum discussion -Role play -Seminar	<ul style="list-style-type: none"> • PPT • Charts • Videos
	Total	90 Hrs-60%	45 Hrs-30%	14 Hrs-10%		

References:

1. D. C. Dutta. Text book of Obstetrics. 7th Edition, New Central book Agency: Delhi; 2010
2. Littleton, Engebretson J C. Maternity Nursing Care. 2005: Thompson Canada 2005.
3. Myles M. Text book for midwives.9th ed. Edinburgh: Churchill Livingstone; 1981.

4. Datta D.C, Textbook of obstetrics, 6th ed. New central book agency (P) LTD, Calcutta, 2004.
5. Jacob Annamma, A Comprehensive text book of midwifery, 2nd ed., Jaypee Brothers Medial Publishers, New Delhi 2008.
6. Basavanthappa BT. Textbook of Midwifery and Reproductive Health Nursing. 1st Ed. B-3EMCA house, 23/23 B Ansari Road,Daryaganji: Jaypee Brothers:2006.
7. Lowdermilk Perry Cashion; Maternity Nursing; 8th ed.; Elsevier publications; Canada; 2010.
8. *Cunningham leveno bloom hauth rouse sponge Williams* Obstetrics 23rd edition New York Chicago San Francisco Lisbon London Madrid Mexico City Milan New Delhi San Juan Seoul Singapore Sydney Toronto.
9. Charles R. B. Beckmann, Obstetrics and Gynecology 6th edition Copyright © by Lippincott Williams & Wilkins, a Wolters Kluwer
10. Bobak. Maternity nursing. 4th ed. 2009

KVV, KINS. M SC NURSING (4301). 1ST YEAR M Sc NURSING (4302-14).

INTERNAL ASSESSMENT: theory

Evaluation Scheme

	CLINICAL SPECIALITY – I OBSTETRIC AND GYNAECOLOGICAL NURSING	Total marks	Average out of
Mid term	75	75	
Pre final	75	75	
Other Assignment Seminar	100	100	
Journal presentation	50	50	
Total	275	275	25
Send to university			25
Internal assessment			25
External Examination			75
Total			100

FORMATIVE EVALUATION

S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY OUT OF
1	Care plan – Antenatal	1	50	50	
2	Intranatal	1	50	50	
3	Postnatal	1	50	50	
4	Care plan – new born	1	50	50	
5	Clinical Presentation Antenatal	1	50	50	
6	Postnatal	1	50	50	

7	Case Book/ Journal	1	30	30	
8	Clinical Evaluation Antenatal, Postnatal Practice Teaching (Nursing Education)	2	100	200(100X2)	
	Examination	1			
10	Midterm practical examination	1	50	50	
11	Pre final practical examination	1	100	100	
			680	680	100

SUMMATIVE EVALUATION

UNIVERSITY EXAMINATION

1. Written examination - 75
2. Practical examination - 100

MID-TERM 75	PRE FINAL 75	UNIVERSITY EXAMINATION 75
SECTION –I LAQ –12 MARKS LAQ –11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ –12 MARKS LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS	SECTION –I LAQ –12 MARKS LAQ –11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ –12 MARKS LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS	SECTION –I LAQ –12 MARKS LAQ –11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ –12 MARKS LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS

Nursing Research and Statistics
Section A - Nursing Research

Aim:-

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

Objectives:-

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

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

Nursing Research and Statistics
Section ‘A’- Nursing Research

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know 60%	Desirable to know 30%	Nice to know 10%		
I (10 hours)	At the end of unit students are able to Cognitive: Understand the problem solving and scientific methods, inductive and deductive	Introduction: • Methods of acquiring knowledge – problem solving and scientific method. Need for research in nursing, (1 hr)	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

	<p>reasoning, research terminologies, evidence based practice and ethics in research.</p> <p>Psychomotor: Apply evidence based practice in nursing research.</p> <p>Affective: Incorporate with nursing research.</p>	<ul style="list-style-type: none"> • Research – definition, Characteristics purposes, kinds of research.(1 hr) • Historical Evolution of research in Nursing.(1 hr) • Basic research terms.(1hr) • Scope of nursing research : Areas, problems in nursing, health and social research.(1 hr) • Concept of Evidence based practice.(2hr) • Elements in research Ethics in research .(2 hr) • Overview of Research process. (1 hr) • Introduction to Bioethics & Principles of Ethics 				
II (05 hours)	At the end of unit students are able to	<p>Review of Literature:</p> <ul style="list-style-type: none"> • Importance, Purposes 	•Scholarly databases (PubMed, CINAHL,		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	

	<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>Five ‘C’s while writing a literature review (1 hr)</p> <ul style="list-style-type: none"> • Scope, Sources Use of search engine like Scopus, google scholar etc (1 hr) • Criteria for selection of resources. (2hrs) • Steps in reviewing literature.(1 Hr) 	<p>Cochrane Library, Scopus, Google Scholar)</p> <ul style="list-style-type: none"> • (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"> • 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</p>	<p>Research Approaches and Design:</p> <ul style="list-style-type: none"> • Type: Quantitative and Qualitative. (2 hrs) • Historical, survey and experimental Descriptive.(2 hrs) • Characteristics, type’s advantages and disadvantages. 	<ul style="list-style-type: none"> • Characteristics of good design. (1 hrs) • Threats to internal and external validity. (1hrs) <p>. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical</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>and critically evaluate research designs. Affective: Identify characteristics of qualitative & quantitative research design.</p>	<p>(2 hrs)</p> <ul style="list-style-type: none"> • Qualitative: Phenomenology grounded Theory, ethnography. (2 hrs) • Research designs, its importance.(2 hrs) <ol style="list-style-type: none"> 1. Identify the significant values of the profession through a value clarification process. 2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation. 3. Discuss the relationship of the caring ethic to the profession of nursing. 4. Discuss the potential impact of nurses' personal values regarding the decisions and behavior of individuals on the delivery of nursing care. <ol style="list-style-type: none"> 1. Discuss the interpretive statements of the 	<p>codes or position statements.</p>			
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		<p>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)	<p>At the end of unit students are able to –</p> <p>Cognitive- Identify and describe research problem, sources of research problem &</p>	<p>Research Problem:</p> <ul style="list-style-type: none"> • Identification of research problem (2 hrs) • Formulation of problem statement and research objectives Guidelines for formulation of research problem statements (3 hrs) 	<ul style="list-style-type: none"> • Sources of research problem. (1 hrs) • Definition of terms. (1 hrs) <p>Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case study of a healthcare related</p>		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	

	<p>define various terms</p> <p>Psychomotor: Formulate research hypothesis.</p> <p>Affective: Recognize assumptions delimitations and limitations.</p>	<ul style="list-style-type: none"> • 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, negotiation, and mediation skills in the ethical decision making process <p>Identifying Research Gaps in Nursing</p>	<p>ethical dilemma using a decision making model of the student's choice</p>			
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		<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 • 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 				
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		<ul style="list-style-type: none"> • Common pitfalls in defining research problems 				
		(2 hour)				
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 hr) 	<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,</p>	<p>Sampling:</p> <ul style="list-style-type: none"> • Population and sample(1 hour) • Sampling techniques 	<ul style="list-style-type: none"> • Factors influencing sampling. (1 hr) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	<ul style="list-style-type: none"> • Short answer question • Long answer question

	<p>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>(1 hr)</p> <ul style="list-style-type: none"> • Sample size (1 hr) • Probability and sampling Error (1 hr) • Problems of sampling (1 hr) <ol style="list-style-type: none"> 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>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"> • Class room exercise 	<ul style="list-style-type: none"> • Quiz • Test • Assignment • Presentation • Project Work
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<p>VII (20 hours)</p>	<p>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.</p>	<p>Tools and Method of Data Collection:</p> <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 Hours) Use of standard and valid tools (4hrs) Procedure for data collection. (4 hrs) 	<ul style="list-style-type: none"> Concepts of data collection.(4 hours) Technological Advancements in Data Collection <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 AI and machine learning-based data collection tools (2 hours) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	
<p>VIII (05 hours)</p>	<p>At the end of unit students are able to Cognitive Define and describe pilot study. Psychomotor: Conduct pilot study.</p>	<p>Implementing Research Plan:</p> <ul style="list-style-type: none"> Pilot study (1 hour) Planning for data collection (1 hour) Administration of tool .(1 hour) Interventions Collection of 	<ul style="list-style-type: none"> Review research plan (design) (1 hour) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	

	Affective: Formulate plan for data collection.	data. (1 hour)				
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 hours) 	<ul style="list-style-type: none"> Preparing data for computer analysis and presentation (1hours) 	<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 hours) 	<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 	

	<p>Psychomotor: Communicate research results effectively and Compare research reports.</p>	<ul style="list-style-type: none"> • Writing scientific article for publication: purposes & style (4 hrs) 	<p>nursing journals for publication</p> <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)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe criteria's for critical analysis.</p> <p>Psychomotor: Analyze and communicate research articles critically.</p> <p>Affective:</p>	<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 proposal(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			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (07 hours)	At the end of unit students are able to Cognitive- Understand and describe the scope of statistics and meaning of data. Psychomotor: Apply this knowledge in research work.	Introduction: <ul style="list-style-type: none"> • Concepts, types, significance, and scope of statistics meaning of data, parametric and no-parametric data (2 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 hrs) • Percentiles (2 hrs) • Average Deviation (2 hrs) • Quartile Deviation (2 hrs) • Standard Deviation (2 hrs) 			<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 hrs) ○ Characteristics and application of normal probability curve. (2 hrs) ○ Sampling error. (1 hr) 			<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
VI (05 hours)	At the end of unit students are able to Cognitive : Understand and describe different types of research design.	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 	<ul style="list-style-type: none"> • Test

	Psychomotor: Analyze and use research designs accurately.				• 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 hr) 		<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 hrs) 	<ul style="list-style-type: none"> • Scaling – Z Score , Z Scaling.(1 hr) • Standard Score and T score.(1 hr) 		<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration
IX (04 hours)	At the end of unit students are able to Cognitive Understand the importance and meanings of vital health statistics. Psychomotor: Apply this knowledge in professional work.	Application of statistics in health: <ul style="list-style-type: none"> • Ratios, Rates, Trends • Vital health statistics – Birth and death rates. (1 hr) • Measures related to fertility, morbidity and mortality.(1 hr) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration

	Affective: Contributes in collecting and calculating vital statistics correctly.					
X (04 hours)	At the end of unit students are able to Cognitive- Know the different available statistical packages.			Use of statistical package. (1 Hr)	Demonstration	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise Test

KVV, KINS. M SC NURSING (4301). 2 ND YEAR M Sc NURSING (4302-21).
KVV, KINS. M SC NURSING
2nd YEAR MSc NURSING
NURSING MANAGEMENT

Placement: II Year
Theory: 150 Hours
Practical 150 Hours
Total: 300 Hours
Course Description

Hours of Instruction

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 analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

Unit No. & total hours	Objectives	T/L Method			Method Of Evaluation	T/L Method
		Must know	Desirable to know	Nice to know		
I (10Hrs)	At the end of unit students are able to: Knowledge: Recall and understand the philosophy, aim & objectives and principles of administration Skill: Develop philosophy, aim and objectives for the institution. Attitude: Apply	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 • Charts , graphs models, films and slides •Seminars with PPTS	FORMATI VE SUMMATI VE IA-25 EA-75 TOTAL- 100

	principles of administration in the field of nursing practice					
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	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 	<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 	

	into nursing practice.		excellence (1 Hr)			
III (15Hrs)	At the end of unit students are able to: Knowledge: Explain the importance of planning and describe different types of planning. Skill: Plan for various activities curricular and co-curricular in nursing service and education. Attitude: Takes initiative to practice MBO.	Planning: <ul style="list-style-type: none"> ● Planning process: concept, principles, Institutional policies, ● Mission, ● 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"> ● Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs) ● Management by objectives (MBO). (2 hr) 	Application to nursing service and education. (2 Hrs)	Lectures & Discussion	
IV (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various	Organization : <ul style="list-style-type: none"> ● Organizing nursing services and patient care: Methods of patient assignment – .(2hrs) ● Advantages and 	<ul style="list-style-type: none"> ● Disaster management: plan, resources, drill, etc.(2 hrs) Developing an organizational Structure, levels, . 	Concept, principles, objectives, Types and theories, Minimum requirements for	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS 	

	<p>patterns of organization. Skill: Develop the organizational charts and organization of nursing services in the hospital. Attitude: Incorporate this knowledge in developing effective nursing services.</p>	<p>disadvantages, primary nursing care.(2Hrs)</p> <ul style="list-style-type: none"> ● Planning and Organizing : hospital, unit and ancillary services . (2 hrs) ● (specifically central sterile supply department, laundry, kitchen, laboratory & emergency services ● <i>Application to nursing service and education. (2hrs)</i> ● <i>Concept of organizational culture and its impact on nursing practice (1Hr)</i> ● <i>Creating a positive workplace culture for nurses (1Hr)</i> <i>Leadership strategies for improving organizational climate in healthcare (1Hr)</i> 	<p>Organizational effectiveness and organizational Climate.(2hrs). Role and function of a Nurse administrator (2 hrs)</p>	<p>organization. (1 hr).</p> <ul style="list-style-type: none"> ● <i>Application to nursing service and education. (2hrs)</i> 		
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<p>V (15Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Understand and explain the staffing process and INC norms for staffing. Skill: Forecast the staff requirement for various institutions Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.</p>	<p>Human Resource for Health :</p> <ul style="list-style-type: none"> ● Staffing-Philosophy, .(2 hrs) ● Estimation of nursing staff requirement – activity analysis, Various research studies. (2hrs) ● 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> 	<ul style="list-style-type: none"> ● Norms : Staff inspection units (SIU), .(1hr) ● Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. Retention. .(1Hrs) ● 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) 	<ul style="list-style-type: none"> ● Personnel policies ● Termination. ● <i>Personnel. Applications to nursing service and education. (2Hrs)</i> ● Current HR Issues in Health Care (2 hrs) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides •Seminars with PPTS 	
<p>VI (15Hrs)</p>	<p>At the end of unit students are able to:</p>	<p>Directing :</p> <ul style="list-style-type: none"> ● Roles and functions. .(2hrs) 	<p>Confidentiality, Public relations. (1hrs)</p>	<ul style="list-style-type: none"> ● Collective bargaining: health care labour laws, unions, 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs 	

	<p>Knowledge: Illustrate the process of direction. Skill: Motivate various categories of personnel for higher positions and quality output. Attitude: Identify conflict situations promptly and manage effectively</p>	<ul style="list-style-type: none"> ● Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. .(2hrs) ● Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems. .(2 hrs) ● Nursing care Assignment(2 hrs) Delegation: common delegation errors. .(2hrs) ● Managing conflict: process, management, negotiation, consensus. ● Occupational health and safety. ● Application to nursing service and education. .(2 hrs) <p>Importance of teamwork in nursing management</p>	<p>Elements and principles of direction (2 hrs)</p>	<p>professional associations, role of nurse manager. (1hr)</p>	<p>models, films and slides •Seminars with PPTS</p>	
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		<ul style="list-style-type: none"> • Strategies for building high-performing nursing teams • Enhancing Collaboration between nurses, doctors, and other healthcare professionals • (2Hrs) 				
VII (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understands and explains the procedures related to procurement of hospital supplies</p> <p>Skill: Practice VED and ABC analysis for maintaining inventories economically.</p> <p>Attitude: Shows interest</p>	<p>Material Management:</p> <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. 	<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) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	

	in cost effective management of material and disseminates the same to others.	<p>Condemnation.</p> <p><i>Standardization of nursing equipment and supplies</i></p> <p>☐ <i>Role of quality audits in healthcare material management</i></p> <p>☐ <i>Ensuring patient safety through proper material handling</i></p> <ul style="list-style-type: none"> ● <i>Application to nursing service and education. (2 hrs)</i> 				
VIII (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain quality assurance, its importance and models	<p>Controlling</p> <ul style="list-style-type: none"> ● Quality assurance, Standards, Models. (2rs) ● Nursing audit. (2Hrs) ● Performance appraisal : Tools, format (2Hrs) ● Supervision and 	Discipline: service rules, self discipline, constructive versus (1Hrs) Quality evaluation system in health care (2 hrs)	Management, interviews <i>Application to nursing service & education.(2Hrs)</i> <i>Quality Assurance in hospitalmanagement (2 hrs)</i>	Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS	

	<p>and methods in nursing service. Skill: Supervises the nursing services for quality performance and care. Attitude: Uses discipline constructively for the growth of the individual & organization.</p>	<p>management: concepts and principles. .(2hrs) ● <i>Application to nursing service & education.</i> (2 hrs)</p>				
IX (15Hrs)	<p>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:</p>	<p>Fiscal Planning : ● Budget estimate, (2hrs) ● revised estimate, (2 hrs) ● Performance budget Audit.(2 hrs) ● Cost effectiveness Health care reforms, ● Health economics ● <i>Application to nursing service & education.</i> .(2hrs) ● <i>Classification of</i></p>	<ul style="list-style-type: none"> ● budgeting, Steps .(1hrs) ● Plan and non-plan, zero mid-term appraisal, capital and revenue. (2 hrs) 	<ul style="list-style-type: none"> ● Budgeting for various units and levels. ● <i>Application to nursing service & education.</i> .(2Hrs) ● <i>Leadership role in fiscal planning</i> (2 hrs) 	<p>Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS</p>	

	<p>Practices budgeting within the constraints to manage the unit effectively and efficiently.</p>	<p><i>budgeting</i> (2 hrs) Importance of financial auditing in healthcare institutions</p> <ul style="list-style-type: none"> • Internal and external auditing procedures for nursing services • Ensuring transparency and accountability in nursing finance <p>.(2Hrs)</p>				
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<p>X (10Hrs)</p>	<p>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.</p>	<p>Nursing Informatics :</p> <ul style="list-style-type: none"> ● <i>Use of computers in hospital and community.</i>(2hrs) ● 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.</i>(2hrs) 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS 	
<p>XI (10Hrs)</p>	<p>At the end of unit students are able to:</p>	<p>Leadership:</p> <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 behaviour (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: Knowledge: Understands and explains the ethical and legal aspects</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 	

	of 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) 				
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Placement: II Year

Theory 150 Hours

Practical 150 Hours

Scheme of examination :

Internal assessment:

Theory: 15 Marks

Clinical Assignment: 10 Marks

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

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

Theory:

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)

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KVV, KINS. M SC NURSING (4302). 2ND YEAR M Sc NURSING (4302-22).

CLINICAL SPECIALITY – II

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement - II Year

Hours

Theory: 150 hrs

Practical : 950 hrs

Total: 1100 hrs

Course Description

This course is designed to assist the student in developing expertise and indepth understanding in the field of Obstetric and gynecological Nursing .It will help the student to develop advanced nursing skills for nursing interventions in various obstetrical and gynecological conditions. It will further enable the students to function as midwifery nurse practitioner/specialist, educator, manager and researcher in the field of obstetric and gynecological nursing.

Objectives

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

1. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetrical and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.

5. Identify and Manage obstetrical and neonatal emergencies as per protocol.
6. Practice infection control measures
7. Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical , gynaecological and neonatal care.
8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care
9. Teach and supervise nurses and allied health workers.
10. Design a layout of speciality units of obstetrics and gynaecology
11. Develop standards for obstetrical and gynaecological nursing practice.
12. Counsel women and families
13. Incorporate evidence based nursing practice and identifies the areas of research in the field of obstetrical and gynaecological nursing
14. Function as independent midwifery nurse practitioner.

Formative Evaluation Theory					
1	MIDTERM	1	75MARKS	75MARKS	SENT TO UNIVERSITY
2	PREFINAL	1	75 MARKS	75 MARKS	
3	Other assignments				
	Seminar	1	100 MARKS	100 MARKS	
	Journal presentation	1	50 MARKS	50 MARKS	
				300	25

Unit No. & Total Hrs.	Objectives	Contents			T/L Methods	Methods of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (25Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain high risk pregnancy.</p> <p>Skill: Identify high risk pregnancy and render culturally congruent comprehensive care to the expectant mothers with high risk pregnancy.</p> <p>Attitude: Appreciate factors responsible for high risk pregnancy in clients.</p>	<p>Management of problems of women during pregnancy: Risk approach of obstetrical nursing care, Concept & goals. (1hr)</p> <p>Nursing Management of: Pregnancies at risk-due to obstetrical complication Pernicious Vomiting. Bleeding in early pregnancy, abortion (1hr) Ectopic pregnancy, Gestational trophoblastic diseases. (1hr) Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. (1hr) Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) (1hr) Nursing management of woman with Hypertensive disorders in pregnancy (2hr) Iso-immune diseases. Rh and ABO incompatibility. Hydramnios-</p>	<p>Screening of high-risk pregnancy Newer modalities of diagnosis. (1hr) Amniocentesis, Chorionic villus sampling (CVS) Cordocentesis (1hr) Various Lab tests. Biophysical profile (1hr) Complication with high-risk pregnancy (1hr). WHO Antenatal care model (1Hr) Preconception care in local setting (1hr) Stem cell banking (1hr) COVID-19 & pregnancy and children. (2Hrs)</p> <p>Total= 7Hrs</p>	<p>Specialized or targeted ultrasound. Ultrasound for cervical length (1hr) Hematological problems in pregnancy. (1hr) Traditional and new approach to risk assessment. (1Hr)</p> <p>Total= 3Hrs</p>	<p>Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration</p>	<p>Seminar/Presentations <u>SAQ</u> <u>LAQ</u></p>

		<p>oligohydramnios. (1hr) Prolonged pregnancy- post term, postmaturity. (1hr) Multiple pregnancies. (1hr) Nursing management of woman with Multiple pregnancies (1hr) Intra uterine infection & pain during pregnancy. (1hr) Intra Uterine Growth Retardation (IUGR) Premature Rupture of Membrane (PROM), intra uterine death (1hr) Nursing management of patient with high-risk pregnancy (1hr) Recent advancement in midwifery (1hr) Total= 15Hrs</p>				
II (15 Hrs)	<p>At the end of unit students are able to: Knowledge: Explain various medical conditions that put the mother at risk during pregnancy. Skill: Perform appropriate assessment and render antenatal, intra-natal and post-natal care to the clients with medical conditions. Attitude: Identify factors responsible for making the pregnancy risky in general medical conditions.</p>	<p>Pregnancies at risk-due to pre-existing health problems: Anemia and nutritional deficiencies. Role of nurse in management of anemia (2Hrs) Hepatitis Cardio-vascular disease. Thyroid diseases. (1hr) Epilepsy. Essential hypertension (1hr) Infections Toxoplasmosis</p>	<p>Metabolic conditions. Chronic renal failure. Tropical diseases. Psychiatric disorders (1hr) Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use. (1 Hr). Pregnancies complicating with tumors, uterine</p>	<p>Leprosy, Tuberculosis.(1hr) Total= 1Hr.</p>	<p>Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration</p>	<p>Seminar/Presentations <u>SAQ</u> <u>LAQ</u></p>

		Rubella Cytomegalo virus Herpes (TORCH); (2hr) Reproductive Tract Infection (RTI); STD; HIV /AIDS, (2hrs) Vaginal infections;(1hr) Total= 9Hrs.	anomalies, prolapse, ovarian cyst. (1 hr) Problems related to advanced maternal age (1 hr) Problems related to unhealthily gestational weight gain during pregnancy (1 hr) Total= 5Hrs.			
III (15 Hrs)	At the end of unit students are able to: Knowledge: Understand and describe abnormal uterine action and obstetrical emergencies. Skill: Performs skillfully antenatal and postnatal assessment and renders care efficiently to high risk clients. Attitude: Identify various factors responsible for high risk pregnancy and learns to manage them.	Abnormal labour, pre-term labour& obstetrical emergencies: Etiology, pathophysiology and nursing management of -Uncoordinated uterine actions,(1hr) Abnormal lie, presentation, position compound presentation. Contracted pelvis-CPD; dystocia. (1hr) Obstetrical emergencies (1hr) Obstetrical shock, vasa praevia, inversion of uterus, Amniotic fluid embolism, rupture uterus, presentation and prolapse cord. (1hr) Augmentation of labour. Medical and surgical induction. Version.(1hr) Complications of third stage	Atony of uterus, precipitate labour. Prolonged labour. Retained placenta.(1hr) Obstetrical operation: Forceps delivery, Ventouse, Caesarian section Genital tract injuries- Third degree perineal tear, WF, RVFVII (1 Hr) Maternity care of physically disabled woman during labour (1 Hr) Importance of Laqshya guidelines .(2hr) Total=5Hrs.	Destructive operations. Manual removal of placenta.(1hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>

		of labour: Post partum Hemorrhage. (1hr) Nursing management of Post partum Hemorrhage.(1Hr) Importance of continuous companion support during labour (1hr) Basic emergency obstetrics care during COVID-19 (1hr) Total= 9Hrs.				
IV (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain post partum complications. Skill: Demonstrate competence in identifying and rendering prompt care to the clients with post partum complications. Attitude: Takes initiative to prevent post partum complications.	Post partum complications: Nursing management of Puerperal infections (2hrs) Puerperal sepsis, (2hrs) urinary complications, (1hr) Sub involution of uterus,(1hr) Breast conditions (3hr) Total= 9Hrs.	Thrombophlebitis. (1hr) Psychological complications, (1hr) Post partum blues, (1hr) Depression (1hr) Psychosis. (1hr) Total= 5Hrs.	Puerperal venous thrombosis and pulmonary embolism. (1hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>
V (25Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various conditions that jeopardize the life of new born. Skill: Identify life threatening conditions in new born and renders life saving care.	High Risk Newborn: Concept, goals, assessment, principles. (1hr) Nursing management of - Pre-term, small for gestational age, (1hr) Post-mature infant, (1hr) and baby of diabetic and substance use mothers.(1hr)	Neonatal infections, (1hr) Advanced neonatal procedures. (1hr) Calculation of fluid requirements.(1 hr) Organization of neonatal care, services (1hr)	Neonatal hemolytic diseases, Exchange transfusion (1Hr) Neonatal sepsis, ophthalmoneonatorum, (1hr) Congenital syphilis, HIV / AIDS (1hr) Total= 3Hrs	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>

	<p>Attitude: Develops skills in identifying congenital abnormalities in new born. Takes initiative to organize progressive patient care in NICU.</p>	<p>Respiratory conditions, Asphyxia neonatorum, neonatal apnoea Meconium aspiration syndrome, (1hr) Pneumo thorax, pneumo mediastinum Icterus neonatorum Phototherapy Birth injuries.(1 hr) Hypoxic ischaemic encephalopathy. Congenital anomalies. Neonatal seizures. Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. Neonatal heart diseases. Hematological conditions - erythroblastosisfetalis, hemorrhagic disorder in the newborn. (1 hr)</p> <ul style="list-style-type: none"> • Rashtriya Bal Swasthya Karyakaram (RSBK) – children. (1hr) • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care.(2Hrs) • Models of newborn care in India – • NBCC; SNCUs (2Hrs) 	<p>(Levels), transport, neonatal intensive care unit, Role of nurse in transportation of neonates(1Hr) Organization and management of nursing services in NICU. (2hr) Total= 7Hrs</p>			
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Formative Evaluation Practical

		<ul style="list-style-type: none"> Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents.(1hr) Home based newborn care program- community facility integration in newborn care. (2hr) Bereavement counseling (2hr) <p>Total= 15Hrs</p>				
VI (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain course of HIV infection and the treatment modalities.</p> <p>Skill: Provide comprehensive care to the client with HIV positive, protect self and prevent spread of disease.</p> <p>Attitude: Maintain confidentiality, educate people and motivate client to continue prescribed treatment.</p>	<p>HIV / AIDS:</p> <p>HIV positive mother and her baby. (2hr)</p> <p>Epidemiology. Screening. (1hr)</p> <p>Parent to child transmission. (PTCT) (2hr)</p> <p>Prophylaxis for mother and baby. (2hr)</p> <p>Breast feeding issues.(1hr)</p> <p>Role of the nurse.(1hr)</p> <p>Total= 9Hrs.</p>	<p>Issues: Legal, ethical, Psychosocial and rehabilitation.(3 hrs)</p> <p>Standard safety measures.</p> <p>Counseling. (2hrs)</p> <p>Total= 5Hrs.</p>	<p>National policies and guidelines. (1 hr)</p> <p>Total= 1Hr.</p>	<p>Lecture</p> <p>Discussion.</p> <p>PPT</p> <p>Charts, graphs models, films and slides</p> <p>Seminars</p> <p>Demonstration</p>	<p>Seminar/Presentations</p> <p><u>SAQ</u></p> <p><u>LAQ</u></p>
VII (25Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain various gynecological conditions.</p> <p>Skill: Renders care to the clients with gynaecological conditions</p> <p>Attitude: Considers the gender identity aspects of gynaecological conditions while rendering care to the clients with</p>	<p>Gynecological problems and nursing management:</p> <p>Gynecological assessment.(2hr)</p> <p>Gynaecological procedures.(2hrs)</p> <p>Etiology, pathophysiology, diagnosis and nursing management of: Menstrual irregularities. (3hr)</p>	<p>Uterine displacement.</p> <p>Breast carcinoma, (1hrs)</p> <p>Pelvic inflammatory diseases,</p> <p>Assisting for Calposcopy and interpretation. (1Hr)</p> <p>Genital tract infections. (2hr)</p>	<p>Uterine fibroid, ovarian tumors, (1hr)</p> <p>Reproductive tract malignancies, hysterectomy- vaginal and abdominal.(2 hrs)</p> <p>Total= 3Hrs.</p>	<p>Lecture</p> <p>Discussion.</p> <p>PPT</p> <p>Charts, graphs models, films and slides</p> <p>Seminars</p> <p>Demonstration</p>	<p>Seminar/Presentations</p> <p><u>SAQ</u></p> <p><u>LAQ</u></p>

	gynaecological conditions.	Diseases of genital tract.(2hr) Genital prolapsed. Genital injuries. (2hr) Uterine malformation. (2hrs) Sexual abuse, Rape, Trauma and assault.(2hrs) Total= 15Hrs.	<ul style="list-style-type: none"> • HPV Vaccination (1hr) • Disorders of Puberty(1hr) • Disorders of menopause (1hr) Total= 7Hrs.			
VIII (8Hrs)	At the end of unit students are able to: Knowledge: Describe the organization of obstetrical and gynaecological units. Explain the needs for various protocols, policies and regulations required to manage these units. Skill: Drafts policies and practices established regulations while managing obstetrical and gynaecological units. Attitude: Enforces standards of care in obstetrical and gynaecological units to render quality care.	Administration and management of obstetrical and gynaecological unit: Equipment, supplies. (1hr) Infection control; Standard safety measures. (2hr) Quality Assurance:- Obstetric auditing - records / reports, Norms, .(1hr) Safe birth checklist .(1Hr) Total= 5Hrs.	Policies, protocols. Design & layout Staffing. (1 hr). Midwifery led unit (1 hr) Total= 2Hrs.	Practice standards for obstetrical gynaecological unit. (1 hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>
IX (7Hrs)	At the end of unit students are able to: Knowledge: Understands the needs for staff development in obstetrical and gynaecological care. Skill: Organizes staff training programmes in Obstetrical and gynaecological care. Attitude: Formulates a policy for staff development in the unit.	Education and training in obstetrical and gynaecological care: Staff orientation. (2 hrs) Training and development.(1hrs) International and National agencies-ICM, SOMI.(1Hr)	In-service education program. (1 hr) Recent development in midwifery (1hr) Total= 2Hrs.	Clinical teaching programs.(1hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>

		Total= 4Hrs.				
		Total Hrs.= 90=60%	Total Hrs.= 45=30%	Total Hrs.= 15=10%		

SN	REQUIREMENT	PRESCRIBED NO	MARKS FOR EACH	TOTAL MARKS	SENT TO UNIVERSITY
1	CARE PLAN --	4	50	200	
	Antenatal				
	Intranatal				
	Postnatal				
	Newborn				
2	CLINICAL PRESENTATION --	2	50	100	
	Antenatal				
	Postnatal	1	30	30	
3	CASE BOOK / JOURNAL				
4	CLINICAL EVALUATION –	2	100	200 (100X2)	
	Antenatal				
	Postnatal				
6	Practical Teaching (Nsg Edn)				
7	Mid Term Practical Examination	1		100	
8	Prefinal Practical Examination	1		100	
TOTAL				730	50
FORMATIVE EVALUATION					
MID TERM 75		PREFINAL 75		University Examination	
Section-1(23 M)	LAQ-1x7= 7M LAQ-1x6= 6M SAQ-2x5= 10M	Section-1 (38 M)	LAQ-1x12= 12M LAQ-1x11= 11M SAQ-3x5= 15M	Section-1 (38 M) LAQ-1x12= 12M	
Section-2(27 M)	LAQ-1x7= 7M LAQ-1x10= 10M SAQ-2x5= 10M	Section-2 (37 M)	LAQ-1x12= 12M LAQ-1x10= 10M SAQ-3x5= 15M	LAQ-1x11= 11M SAQ-3x5= 15M	

		Section-2 (37 M) LAQ-1x12= 12M LAQ-1x10= 10M SAQ-3x5= 15M	
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