
Krishna Vishwa Vidyapeeth (Deemed To Be University)

Krishna Institute of Nursing Sciences, Karad



Syllabus

M. Sc. Nursing

MEDICAL SURGICAL NURSING

M Sc. Nursing - Program code: 4301

Philosophy

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

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

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

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

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

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

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

Aim

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

Objectives

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

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

Duration

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

Available	52 weeks	
Vacation	4 weeks	
Examination	2 weeks	
Gazetted holidays	3 weeks	
Total weeks available	43 weeks	
40 hours per week	1720 hours	
Total hours for 2 years	3440 hours	
Course of Instruction		
		Theory
		Practical
		(hrs)
		(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		
1st year	Hours	Internal	External	Hours	Internal	External
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and Statistics	3	25**	75*			
Clinical speciality –I	3	25	75		100	100
Total		100	300		150	150
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
Total		50	150		200	200

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

CONTENT

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

**KVV, KINS. M SC NURSING (4301).
1ST YEAR M Sc NURSING (4301-11).**

Nursing Education

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

Unit no. & total hours	Objectives	Contents			T/I 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	Introduction : <ul style="list-style-type: none"> Education:- definition, aims(1hr) Concepts, (1hr) Philosophies their education implications(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 nursing education.(1hr) Role of research, leadership and management. (1hr) 	<ul style="list-style-type: none"> Reforms and national educational Policy, various educational commissions-reports(1hr) (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>education gain knowledge regarding impact of nursing education. Skill: quality education Attitude: in corporate in theory & clinical for better learning.</p>	<ul style="list-style-type: none"> • Impact of social, economical, political & technological changes education:(1 hr) • Professional education current trends and issues in education(1 hr) • Educational Trends in development of nursing education in India (1hr) (6hrs) 	(2hrs)				
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II T- 20 hours P-30	At the end of unit students are able to knowledge : understand the teaching learning process, theories of teaching . Skill: use appropriate resources of IEC give effective health education. Operate telemedicine system.	Teaching – learning process □ concepts of teaching and learning: Definition, • Theories of teaching and learning (1hr) • Relationship Between teaching and learning.(1hr) • Educational aims and objectives • types domains, Levels, elements and writing of educational objectives(1hr) --Instructional design: planning and designing the Lesson (1hr) • writing lesson plan : meaning, its need and	• Micro-Teaching, • computer assisted instruction(CAI) Computer assisted learning (CAL) (1hr) • Role- play(socio-drama Competency based education(CBE) Outcome Based education(OBE) (1hr) --Spaced learning (2hr) --Experiential learning (2hr) (7hrs) •Flipped Classroom (1hr) •Game-Based Learning (1hr) •Experiential Learning (1hr) •INCE learning module(2hr) •Swayam (1hr) Active Learning Strategies in Nursing o Inquiry-based learning (IBL) o Peer-assisted learning (PAL) o Experiential learning & reflective practice (2 hrs) Competency-Based Nursing Education (CBNE)	--Programmed Instruction and Self directed learning(SDL) (1hr) VAK Visual, audio,& kinesthetic teaching (2hr) (3hrs)	• lectures & Discussion • charts , graphs Models, films and slides •seminars	Essay type •short Answers •objective Type of Question Assessment Of skill- Assessment With check list •clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.
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		<ul style="list-style-type: none"> • Importance, formats.(1hr) --Instruction strategies – lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) --seminar, Panel, Symposium, problem solving, problem based Learning (PBL) (1hr) <ul style="list-style-type: none"> • Workshop, project Clinical teaching methods (1hr) --Collaborative learning (2hr) (10hr)	O Outcome-based education & assessment (1hr) O Self-directed learning strategies (1hr) <ul style="list-style-type: none"> o Use of simulation-based learning in nursing education (1hr) Performance-based assessment strategies in clinical settings • Direct observation and workplace-based assessments (2hrs)			
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III T- 10hours P-10	At the end of unit students are able to Knowledge: understand the instructional media and methods. Gain knowledge of basic concept of selection and use of media in education. Skill: use appropriate resources of IEC give effective education.	Instructional media and methods <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) (6hrs)	<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) (3hrs) 	Developing learning resource material using different Media(1hr) (1hr)	Lectures & Discussion <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) •Workshop on Measurement and evaluation (16 hrs)	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	Standardized and non-standardized tests : Meaning, characteristics, objectivity, validity	*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>non-standardized tests :</p> <p>□ meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests</p> <p>skill: able to construction of tests for the nursing students</p> <p>Attitude: incorporate with clinical and classroom learning practice for better care.</p>	<p>Reliability, usability, norms, construction of tests-(1hr)</p> <p>Essay, short answer questions</p> <p>Multiple choice questions.(1hr)</p> <p>--Rating scales, checklist (1hr)</p> <p>--OSCE (objective Structured clinical examination) (1hr)</p> <p>* OSPE (objective Structured practical examination) (1hr)</p> <p>*Differential scales, and summated scales</p> <p>Critical incident technique</p> <p>*Socio-metry, anecdotal record, attitude scale (1hrs) (6hrs)</p>				
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VII T- 10hours P-6	At the end of unit students are able to Knowledge: understand standardized tools process. Skill: develop skill in implementing standardized tool. Attitude: incorporate knowledge of tool and process for implementation for nursing students.	Standardized tools <ul style="list-style-type: none"> Standardized tools(1hr) Tests of intelligence Aptitude (1hr) Interest (1hr) Personality (1hr) Achievement (1hr) Standardized techniques (2hrs) (6hrs)	<ul style="list-style-type: none"> Test for special mental and abilities Disabilities(1hr) Test for special physical abilities and disabilities (1hr) Non standardized techniques (1hr) (3hrs)	<ul style="list-style-type: none"> Socio-economic status scale, (1hr) (1hr)	Lectures & Discussion <ul style="list-style-type: none"> Charts , graphs Models, films and slides Seminars 	
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VIII T- 5 hours P-6	At the end of unit students are able to Knowledge: understand nursing educational programs Perspectives of nursing education: global and National . Attitude: incorporate with nursing educational programs Current need of the community.	Nursing educational programs <ul style="list-style-type: none"> Perspectives of nursing education: global and National (1hr) Patterns of nursing education and training programmes in India. (1hr) Non-university and university Programs: ANM, GNM, Basic B.sc. Nursing, post Certificate B.sc. Nursing, M.sc(n) programs, M.phil and ph.D) in nursing,(1hr)	<ul style="list-style-type: none"> Post basic diploma programs, Nurse (1 hour) Practitioner programs. (1 hour) (Visit to other nursing educational Institutes - 8 hrs) (2hrs)	Lectures & Discussion <ul style="list-style-type: none"> charts , graphs Models, films and slides seminars 	
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IX T-10 hours P-25	At the end of unit students are able to Knowledge: understand continuing education in nursing Skill: able to prepare different models of ebp and its applications. Attitude: incorporate program planning, implementation and evaluation of Continuing education programs	Continuing education in nursing □ concepts – definition importance -Need --scope Principles of adult learning (1hr) Assessments of learning Needs Priorities, resources.(1hr) Challenges in nursing education (4hrs) (6hrs)	Research in continuing education. Program planning Implementation and evaluation of continuing education programs.(1 hour) Continuing Nursing Education (CNE) requirements in different countries.(1hr) • Soft skills training (communication, critical thinking, team management). (1hr) (3hrs)	Distance education in nursing. (1hr) (1hr)	Lectures & Discussion • charts , graphs Models, films and slides •seminars	
X	At the end of unit				Lecture cum discussion	

T-10 hours P-10	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.	Curriculum development <ul style="list-style-type: none"> • Definition, curriculum determinants, process (1hr) • Factors affecting curriculum development.(2 hr) • Steps of curriculum development, (1hr) Curriculum Models, types and framework. (1hr) • Formulation of philosophy, objectives, selection and Organization of learning experiences; (1hr) • Master plan, Course plan, unit plan 	Administrators Statutory Bodies Other stakeholders(1 hour) Curriculum research .(2 hr)	<ul style="list-style-type: none"> • Equivalency of courses: transcripts, credit system. (1 hour)` 	Seminar	
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		Evaluation strategies process of curriculum chang. Role of students, faculty (1hr) (6hrs)				
XI T-8 hours P-4	At the end of unit students are able to Knowledge: understand the teacher preparation Teacher roles & responsibilities, functions, Characteristics, competencies, qualities, .	Teacher preparation <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) <ul style="list-style-type: none"> Faculty Development and Leadership 	<ul style="list-style-type: none"> Critical analysis of various programs of teacher Education in India.(1hr) Preparation of professional teacher(1hr) (2hrs) 	`Evaluation: self and peer(1hr)	Lectures & Discussion <ul style="list-style-type: none"> charts , graphs Models, films and slides seminars 	

	<p>Skill: able to do teacher preparation, Teacher roles & responsibilities</p>	<p>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>				
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		<p>Types of counselling (1hr) (6hrs)</p> <p>Ethical and Legal Aspects of Guidance and Counseling in Nursing</p> <ul style="list-style-type: none"> - Confidentiality and informed consent in counselling - Ethical dilemmas in nurse-led counselling <p>Legal responsibilities of nurses providing guidance and counseling (2hrs)</p>				
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XIII T-15 hours P-10	At the end of unit students are able to Knowledge: understand the administration of nursing curriculum Role of curriculum coordinator planning,, Implementation and evaluation. Skill: able to do administration of nursing curriculum .	Administration of nursing curriculum <ul style="list-style-type: none"> • Role of curriculum coordinator (1hr) • planning Implementation (1hr) • Evaluation.(1hrs) • Evaluation of educational programs in nursing course and program.(1hr) • Curriculum research in nursing.(1hrs) • Current changes in Nursing curriculum (1hr) • Factors influencing curriculum developmen 	<ul style="list-style-type: none"> • Different models of collaboration between educationAnd 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)</p> <p>Components of nursing curriculam .(2hr)</p> <p>(4hrs)</p>	<p>Factors influencing faculty staff relationship (1hr)</p> <p>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</p> <p>Seminars</p>	
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		<p>t in Nursing education (1 hr)</p> <ul style="list-style-type: none"> • Curriculum Construction (1 hr) • Patterns of curriculum organization (1hr) <p>Policies and Regulations in Nursing Education</p> <ul style="list-style-type: none"> - National and international accreditation standards (INC, WHO, NMC, CCNE, etc.) - Regulatory frameworks and policies governing 				
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		g nursing curriculu m - Quality assuranc e and benchma rking in nursing educatio n (2hrs)				
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	Performan ce Appraisal.					
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Xv T-5 hours T-5	At the end of unit students are able to Knowledge: development and maintenance of standards and Accreditation in nursing education programs. Skill: able to do basic development and maintenance of standards in nursing education.	Development and maintenance of standards *Role of Indian nursing council, State registration.(1hr) • Nursing councils, boards and university. Role of professional associations and unions..(1hr) (2hrs)	<ul style="list-style-type: none"> State registration. Accreditation in nursing education programs.(1hr) -Role of professional bodies in maintenance of nursing standards (2hrs) (3hrs)		Lectures & Discussion • charts , graphs Models, films and slides •seminars	
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Theory External Assessment- 75 Marks

Practical External Assessment:

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

Total – 100 Marks

Total Marks = 75 (+ 10 Marks

References:

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

KIMSDU. KINS.

M SC NURSING 4303-12

KIMSDU. KINS. M SC NURSING

1ST YAR M Sc NURSING (4301-12).

Advance Nursing Practice

Placement: I year MSc .N

Hours of Instruction

Theory 150 Hours
Practical 200 Hours
Total: 350 Hours

Course Description

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

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.

8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advance

I (9 hours) Nursing as a profession	At the end of unit students are able to Knowledge: • Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies. • Gain knowledge regarding professional organizations • Understand quality assurance.	<ul style="list-style-type: none"> History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global Code of ethics (INC), code of professional conduct (INC), Role of regulatory bodies (1 hour) Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (1 hour) 	Professional organizations and unions-self defense, <ul style="list-style-type: none"> Individual and collective bargaining. (1 hour) Educational preparations, Continuing Education, career opportunities professional advancement & Role and scope of nursing education. (1 hour) Role of research in nursing profession. (1 hour)	Futuristic nursing. (1 hour)	Lecture cum discussion Seminar Visit to MNC/INC (12 hours that will be adjusted from clinical hours)	Seminar SAQ/LAQ Assignments
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	<ul style="list-style-type: none"> Attitude: In corporate in clinical field for better patient care. 	<ul style="list-style-type: none"> leadership and management. Bioethics (2 hours) Role of research . (1 hour) Quality assurance in nursing (1 hour) 				Seminar SAQ/LAQ Assignments
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 	<ul style="list-style-type: none"> Health care delivery system- national, state, District and local level. (1 hour) Major stakeholders in the health care system- Government, non- govt., (1 hour) Industry and other professionals. (1 hour) Patterns of nursing care delivery in India. (1 hour) Health care delivery concerns, 	<ul style="list-style-type: none"> Information, education and communication (IEC) Political process vis a vis nursing profession Tele- medicine. (1 hr) National educational policy 2020 (3 hours) National educational policy 2020 (3hrs) 	<ul style="list-style-type: none"> Health care environment, economics, constraints, planning process, policies, (1 hour) 	Panel Discussion Debate	

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

	<p>of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis</p> <ul style="list-style-type: none"> Understand important of genetic counseling. <p>Skill:</p> <ul style="list-style-type: none"> Able to do basic genetic counseling. 		<p>screening, Approaches to common genetic disorders. (1 hour)</p> <ul style="list-style-type: none"> Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hour) 			
IV (12 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> Knowledge: Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. Understand the health 	<p>Epidemiology</p> <p>Scope, (1 hour)</p> <ul style="list-style-type: none"> Epidemiological approach(1 hour) methods (1 hour) Application of epidemiology in health care delivery, (1 hour) Health surveillance Health informatics. 	<ul style="list-style-type: none"> Morbidity, Mortality. Screening. Role of nurse. (1 hour) Epidemiological survey and its importance in health care management (3 hours) Epidemiological survey and its importance in health care management (3 hours) 	<ul style="list-style-type: none"> Concepts of causation of diseases (1 hour) 	<p>Case Presentation</p> <p>Exposure to Scientific Conferences</p> <p>Field Visits</p>	<p>Seminar</p> <p>SAQ/LAQ Assignments</p>

	informatics and role of nurse. • Attitude: Apply epidemiology in health care delivery system.	(1 hour)				
V (20 hours) Bio psycho socio pathology	At the end of unit students are able to Knowledge: • 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	<ul style="list-style-type: none"> • Cardio pulmonary resuscitation. • ACLS BSLs • Child CPR (1 hour) (2 hours practical) • Care of dying and dead (1 hour) • Infection prevention (including HIV) (1 hour) • standard safety measures, bio-medical waste management (1 hour) • Role of nurse-Evidence based 	<ul style="list-style-type: none"> • Patho physiology and Psychodynamics of disease causation • Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style (1 hour) • Common problems: Oxygen insufficiency, (1 hour) fluid and electrolyte imbalance, (2 hour) • nutritional problems, (1 hour) • Hemorrhage and shock , (2 hour), altered body temperature, 	<ul style="list-style-type: none"> • Treatment aspects: pharmacological (1 hour) pre-post-operative care aspects (1 hour) 	Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site	Seminar SAQ/LAQ Assignments

	practice for better care.	nursing practice (1 hour) <ul style="list-style-type: none"> Fluid and electrolyte imbalance, (2 hour) •Hemorrhage and shock , (2 hour) 	unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (1 hour)			
VI (20 hours) Philosophy and theories of nursing	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand nursing theories, conceptual models, concept of self health care and evidence based practice model. 	<ul style="list-style-type: none"> Nursing theories Nightingale's, (1 hour) Henderson's, (1 hour) Roger's,(1 hour) Peplau's, (1 hour) Abdell's(1 hour) Lewine's, (1 hour) Orem's, (1 hour) Johnson's, (1 hour) King's, (1 hour) Neumann's, (1 hour) Roy's, (1 hour) Watson (1 hour) 	<ul style="list-style-type: none"> Values, (1 hour) parsec, etc and their application. (1 hour) Health belief models, (1 hour) communication and management, etc. (1 hour) Evidence based practices model.(2Hr) <ul style="list-style-type: none"> Conceptual models, approach. (2 hour) •Application of Nursing Process based on each theory (2 hour) 	<ul style="list-style-type: none"> Conceptual models, approach. (2 hour) Concept of Self health (1 hour) Application of Nursing Process based on each theory (2 hour) 	Panel Discussion Debate	Seminar SAQ/LAQ Assignments

VII (10 hours) Nursing process approach	<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 symptoms of clients. Gain knowledge regarding nursing process. <p>Skill:</p> <ul style="list-style-type: none"> Develop skill in implementing nursing process. <p>Attitude:</p> <ul style="list-style-type: none"> Incorporate knowledge of nursing process for patient care. 	<ul style="list-style-type: none"> Health Assessment – illness status of patients / clients (Individuals, family, community) (1 hour) Identification of health-illness problems, (1 hour) signs and symptoms of clients (1 hour) Methods of collection, (1 hour) Analysis and utilization of data relevant to nursing process. (2 hour) 	<ul style="list-style-type: none"> Formulation of nursing care plans, health goals, Implementation, modification evaluation of care. (1 hour) Priority setting in different needs and goals to have holistic approach . (2 hour) Priority setting in different needs and goals to have holistic approach. (2Hrs) 	<ul style="list-style-type: none"> health behaviors, (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments
VIII (23 hours)	<p>At the end of unit students are able to</p>	<p>Human behavior,</p> <ul style="list-style-type: none"> Life processes 	<ul style="list-style-type: none"> Coping with loss, (1 hour) death (1 hour) grieving (1 hour) 	Organizational behavior	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Psychological aspects and human relations	<p>Knowledge:</p> <ul style="list-style-type: none"> • Understand growth and development in different stages of human life and defense mechanism. • Understand stress and adaptation and 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"> • growth and development, (1 hour) • personality development, (1 hour) • Defense mechanisms (1 hour) • communication in nursing and therapeutic approach (4 hour) • Basic human needs (1 hour) • Growth and development, (Conception through preschool, (1 hour) • School age through adolescence, (1 hour) • Young & middle adult, (1 hour) • Older adult (1 hour) • Stress(1 hour) 	<p>Principles of Counseling</p> <ul style="list-style-type: none"> • Techniques of Counseling (1 hour) • Interpersonal relationships, individual (1 hour) • group, (1 hour) • Communication in nursing and therapeutic approach (4 hour) 	<p>(1 hours)</p> <ul style="list-style-type: none"> • Group dynamics. (1 hour) 		
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		and adaptation, (1 hour) <ul style="list-style-type: none"> • crisis (1 hour) • Intervention (1 hour) Sexuality (1 hour) • Sexual health. (1 hour) 				
IX (26 hours) Nursing practise	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 	<ul style="list-style-type: none"> • Models of Prevention. • Family nursing, Models of Prevention. • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) Triage (4 hours) • Evidence based nursing practices theory (1 hour) • Applications (1 hour) • Trans-cultural Nursing Scope. Practices. (1 hour) 	<ul style="list-style-type: none"> • Health promotion(1 hour) and primary health care. (1 hour) Independent practices issues, (1 hour) Independent nurse-midwifery practitioners. (1 hour) Collaboration issues (1 hour) • Models-within and outside nursing. (1 hour) • Gender sensitive issues(1 hour) • Women empowerment. (1 hour) 	<ul style="list-style-type: none"> • Geriatric Nursing (1 hour) • Geriatrics consideratio ns in nursing (1 hour) Triage (4 hours) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

	<p>health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <ul style="list-style-type: none"> • Skill: Able to prepare different models of EBP and its applications. • Attitude: Incorporate knowledge while providing comprehensive care. 	<ul style="list-style-type: none"> • Framework, scope and trends. (1 hour) • Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hours) 				
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<p>X (10 hours) Computer applications for patient care delivery system</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>Use of computers in teaching, learning, (1 hour)</p> <ul style="list-style-type: none"> Research and nursing practice. (1 hour) Windows, MS office: (1 hour) WORD, (1 hour) Excel, Power Point. (1 hour) 	<ul style="list-style-type: none"> Hospital management information system: (1 hour) Demonstration of HMS (2 hour) Software (1 hour) Internet, literature search. (1 hour) Demonstration of HMS (2 hour). 	<ul style="list-style-type: none"> Statistical packages. (1 hour) ICD 11, DSM 5-2Hours 	<p>Lecture cum discussion Seminar</p>	<p>Seminar SAQ/LAQ Assignments</p>
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Evaluation-

Formative**ASSIGNMENT**

Medical Case Study -50

Surgical Case Study -50

Family Care Plan -25

Assignment -25

Visit Report -15

Holistic Report- 10

Seminar 25

Total 200

Out Of 25 Send To University**Summative**

IA-25M

EA-75M

MIDTERM:75

LAQ-10x4: 40M

SAQ-7x5: 35M

PRELIM:75

LAQ-10x4: 40M

SAQ-7x5: 35M

References:

- 1 Lewis, Heitkemper, Dirken et al. Medical Surgical Nursing assessment and management of clinical problem. New Delhi: Elsevier Publication
- 2 Basawantappa B.T. Medical Surgical Nursing. 1st ed.2002. New Delhi: 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.
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).

KIMSDU. KINS M SC NURSING (4301). 1ST YAR M Sc NURSING (4301-13).

CLINICAL SPECIALITY – I

MEDICAL SURGICAL NURSING

Placement: 1ST YEAR M Sc NURSING

Theory – 150 Hours

Practical – 650 Hours

Total: 800 Hours

Course Description

This course is common for the students undergoing clinical specialty-II in neuro science nursing / cardiovascular & thoracic nursing / critical care nursing / oncology nursing / orthopedic and rehabilitation nursing / nephro & urology nursing, gastroenterology nursing / geriatric nursing. It is designed to assist students in developing expertise and in depth knowledge in the field of Medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the students to function as educator, manager and researcher in the field of Medical Surgical Nursing.

Objectives

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

1. Appreciate trends and issues in the field of Medical – Surgical Nursing as a speciality
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.

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6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
 7. Recognize and manage emergencies with Medical – Surgical patient's.
 8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
 9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
 10. Prepare a design for layout and management of Medical – Surgical Units.
 11. Appreciate the role of alternative systems of Medicine in care of patients.
 12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
 13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health teams
 14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses..

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
I (5 hours)	At the end of unit students are able to Knowledge: Know about current status of medical surgical nursing. Skill: Recognize ethical and cultural needs of patients. Attitude: Appreciate the role of nurse in health team.	Introduction: <ul style="list-style-type: none"> Historical development of Medical – Surgical Nursing in India. (1 hour) National health policy, special laws & ordinances relating to older people. Consumer protection act and nurses responsibility (1 hour) National goals. Five years plans, National health programs related to adult health, Rights of patients.(1 hour) 	<ul style="list-style-type: none"> Current status of health and disease burden in India. Current concept of health. (1 hour) Trends & issues in Medical – Surgical Nursing. Ethical & cultural issues in Medical – Surgical Nursing. (1 hour) 	<ul style="list-style-type: none"> -Current Smart concept of health. (2 hour) -Updates Consumer protection act and nurse's responsibility (3hr) 	Lecture cum discussion Seminar Presentation	

II (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Recall health assessment of various patients.</p> <p>Skill: Perform the assessment correctly.</p> <p>Attitude: Relate investigations and diagnostic assessments with disease conditions.</p>	<p>Health Assessment of Patient:</p> <ul style="list-style-type: none"> • History taking. • History taking-family (1hours) • Physical examination of Respiratory systems. • Physical examination of cardiovascular systems. • Physical examination of GI systems • Physical examination of musculoskeletal systems. (1 hours) • Physical examination of nervous systems. (1 hours) • Physical examination of endocrine systems. (1 hours) • Physical examination of urinary systems. (1 hours) • Nutritional assessment.- factors affecting (1 hours) 	<p>History taking</p> <p>Physical examination by different approaches(2Hours)</p> <p>History taking</p> <p>Physical examination by different approaches(2Hours)</p>			
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		<ul style="list-style-type: none"> • Nutritional assessment.(1 hours) • Nutritional assessment-calculation BMI etc (1 hours) 				
III (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge :Find out the appropriate care to be given in the hospital setting</p> <p>Skill: Render nursing care using nursing process approach.</p> <p>Attitude: Justify the reaction related to stress in disease condition.</p>	<p>Care in Hospital Setting:</p> <ul style="list-style-type: none"> • Ambulatory care, Acute & Critical care, long term care. • Trauma care and triage management . (1 hour) • Characteristics, care models, practice settings, interdisciplinary team. (1 hour) • Hospitalization-effects of hospitalization on the patient & family. (1 hour) • Nursing care using Nursing process approach. (1 hour) 	<ul style="list-style-type: none"> • Trauma care and triage management. (2 hour) <p>Recent advances Rehabilitation and follow-up.(3 hr.)</p>			

IV (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of gastrointestinal tract.</p> <p>Skill: Demonstrate skill in providing nursing care to the patient with GIT disorders after assessment</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Gastro Intestinal Tract Disorders:</p> <ul style="list-style-type: none"> •Disorders-etiology, Patho physiology •Disorders- Clinical manifestations •Disorders- complications, prognosis.(1 hours) •Health assessment-History taking, (1 hours) •Health assessment-physical examination (1hr), investigation & diagnostic assessment. (1hours) •Nursing management. (2 hour) •Rehabilitation and follow-up.(1 hr) 	<p>•Evidence based nursing practice. (1 hr)</p>	Recent advances (2 Hours)		
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V (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of nervous system.</p> <p>Skill: Apply nursing process providing comprehensive care to the patients and demonstrate advanced skills and competence in managing patients in nervous system disorders.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Nervous System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, (1 hours) Disorders- Clinical manifestations, complications, prognosis. (1 hours) Health assessment- History taking, physical examination(2 hours), Health assessment- investigation and diagnostic assessment. (1 hours) <ul style="list-style-type: none"> Treatment modalities and trends. (1 hour) Nursing management. (1 hour) Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1hr) 	Recent advances (2 Hours)		
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VI (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of respiratory system.</p> <p>Skill: Assess the diagnostic, treatment modalities & new trends and demonstrate advance skills/competent in managing patients with respiratory system.</p> <p>Attitude : Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Respiratory System:</p> <ul style="list-style-type: none"> Disorders-etiology, Patho physiology, Disorders- Clinical manifestations, Complications, prognosis Health assessment- History taking, physical examination, (1hours) Health assessment- investigation and diagnostic assessment. (2hours) <ul style="list-style-type: none"> Treatment modalities and trends. (1 hour) Nursing management. (1 hour) Rehabilitation and follow-up.(1 hour) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hour) 	Recent advances (2 Hours)		
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VII (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of cardiovascular system.</p> <p>Skill: Assess the diagnostic, treatment modalities and new trends and demonstrate advance skills/competent in managing patients with cardiovascular system.</p> <p>Attitude :Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Cardiovascular System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology • Disorders- Clinical manifestations, Complications, prognosis. • Health assessment- History taking, physical examination, (1 Hours) • Health assessment- investigation and diagnostic assessment.(2 Hours) <ul style="list-style-type: none"> • Treatment modalities and trends. .(1 Hours) • Nursing management. . (1 Hours) • Rehabilitation and follow-up.(1 Hours) 	<ul style="list-style-type: none"> • research studies. • Evidence based nursing practice. .(1 Hours) 	Recent advances (2 Hours)		
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VIII (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of blood.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess diagnostic, treatment modalities & new trends</p> <p>Demonstrate advance skills/competent in managing patients with disorders of blood.</p> <p>Attitude : Recognize and relate the nursing research and evidence based nursing practice</p>	<p>Management of patient with Disorders of Blood:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. Health assessment- History taking, physical examination, investigation and diagnostic assessment. Treatment modalities and trends. (1 hour) Nursing management. <ul style="list-style-type: none"> Rehabilitation and follow-up (1 hour) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hour) 	Recent advances (2 Hours)		
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IX (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of urinary system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment, Assess diagnostic, treatment modalities and new trends</p> <p>Demonstrate advance skills/competent in managing patients with disorders of urinary system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Genito Urinary System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Disorders- Clinical manifestations, Complications, prognosis. Health assessment- History taking, physical examination, (2 hours) Health assessment- investigation and diagnostic assessment. (1hours) <ul style="list-style-type: none"> Treatment modalities and trends. (1 hour) Nursing management. (1 hour) Rehabilitation and follow-up(1 hour) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hour) 	Recent advances (2 Hours)		
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X (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of endocrine system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills/competent in managing patients with disorders of endocrine system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Endocrine System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Disorders Clinical manifestations, (1 Hrs) Disorders (1 Hr) Complications, (1 Hrs) Prognosis. (1 Hrs) Health assessment-History taking, physical examination, (1Hrs) Health assessment-investigation and diagnostic assessment (1 Hrs) Treatment modalities and trends.(1 hrs) Nursing management. (1 Hrs) Rehabilitation and follow-up.(1 Hrs) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice .(1 Hrs) 	Recent advances (2 Hrs)		
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<p>XI (10 hours)</p>	<p>At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of musculo-skeletal system. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/ competent in managing patients with disorders of musculo-skeletal system. Attitude Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Musculo Skeletal System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology • Clinical manifestations, (1 Hrs) • Complications, prognosis. (1 Hrs) • Health assessment- History taking, (1 Hrs) • physical examination, investigation and diagnostic assessment. (2 Hrs) • Treatment modalities and trends. (1 Hr) • Nursing management. (1 Hr) • Rehabilitation and follow-up.(1 Hr) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 Hr) 	<p>Recent advances (2 Hrs)</p>		
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XII (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of integumentary system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of integumentary system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Integumentary System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Clinical manifestations Complications, prognosis. Health assessment-History taking, physical examination, investigation and diagnostic assessment. (2 hr) Treatment modalities and trends. (1 hr) Nursing management. (1 hr) Rehabilitation and follow-up(1 hr) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hr) 	Recent advances (2 Hrs)		
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XIII (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge : Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of Eye and ENT</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of Eye and ENT</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Eye and ENT:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (1 hour) Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) <ul style="list-style-type: none"> Treatment modalities and trends. <ul style="list-style-type: none"> Nursing management. (1 hr) Rehabilitation and follow-up.(1 hr) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hr) 	Recent advances (2 Hrs)		
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XIV (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of reproductive system.</p> <p>Skill: Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of reproductive system. & relate nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Reproductive System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, (1 hr) <ul style="list-style-type: none"> Clinical manifestations, Complications, prognosis. Health assessment- History taking, physical examination, (2hr) <ul style="list-style-type: none"> investigation and diagnostic assessment. (1 hour) <ul style="list-style-type: none"> Treatment modalities and trends. (1 hour) Nursing management. Rehabilitation and follow-up.(1 hr) 	<ul style="list-style-type: none"> Related research studies. (1 hr) Evidence based nursing practice. (1 hr) 	Recent advances (2 Hrs)		
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XV (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of geriatric nursing.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of geriatric nursing.</p> <p>Attitude: Recognize and relate the nursing research and evidence-based nursing practice.</p>	<p>Geriatric Nursing:</p> <ul style="list-style-type: none"> •Nursing Assessment – History and Physical assessment. Ageing: Demography; Myths and realities. Concepts and theories of ageing. (1Hr) •Cognitive Aspects of Ageing. Normal biological ageing. .(1Hrs) •Age related body systems changes, Common Health Problems. (1Hrs) •Nursing Management; Psychosocial and Sexual. (1Hrs) •Role of nurse for care of elderly; ambulation, nutritional communicational, Psychosocial and spiritual. .(1 hr) • Role of nurse for care givers of elderly. Role of family and formal and non-formal caregivers. Home and institutional care.(1 hr) 					Visit to old age home
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XVI (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p>Skill: Perform complete assessment, Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of patients with communicable and sexually transmitted diseases.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Management of patient with Communicable and Sexually Transmitted Diseases:</p> <ul style="list-style-type: none"> Disorders of immune system – HIV / AIDS. (1 hrs) Review of infectious disease process. (1 hrs) Communicable diseases-etiology, Pathophysiology, Clinical manifestations complications, prognosis. (1 hrs) Health assessment- History taking physical examination, investigation and Diagnostic assessment. (2 hr) Treatment modalities and trends, Nursing management. (1 hrs) Rehabilitation and follow-up.(1 hr) 	<ul style="list-style-type: none"> Related research studies. Evidence based nursing practice. (1 hrs) 	Recent advances (2 Hrs)		
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XVII (8 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis, assessment, management and complication of patients with emergency, trauma and multisystem organ failure.</p> <p>Skill: Perform assessment, Assess the diagnostic, treatment modalities and new trends and Demonstrate advance skills/competent in managing patients with disorders of emergency, trauma and multisystem organ failure.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>Emergency, Trauma and Multi System Organ Failure:</p> <ul style="list-style-type: none"> • DIC (disseminated intravascular coagulation) (1 hr) • Trauma burns, (1 hrs) <ul style="list-style-type: none"> • Poisoning. (1 hrs) <p>Etiology, Patho-physiology, (1 hrs)</p> <ul style="list-style-type: none"> • Clinical manifestations, (1 hrs) • Health assessment- History taking, physical examination, investigation and Diagnostic assessment. (2 hr) • Treatment modalities and trends. • Nursing management. (1 hr) • Rehabilitation and follow-up.(1 hr) 	<ul style="list-style-type: none"> • Related research studies. • Evidence based nursing practice. (1 hrs) 	Recent advances (2 Hrs)		
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EVALUATION:

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

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

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 EVALUAT ION
		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 reasoning, research terminologies, evidence based practice and ethics in research. Psychomotor: Apply evidence based practice in nursing research. Affective: Incorporate with nursing research.	Introduction: <ul style="list-style-type: none"> Methods of acquiring knowledge – problem solving and scientific method. Need for research in nursing, (1 hour) Research – definition, Characteristics purposes, kinds of research.(1 hour) Historical Evolution of research in Nursing.(1 hour) Basic research terms.(1 hour) Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour) 	History of bio ethics.		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentation Project Work

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

			(1 Hr) PRISMA guidelines for systematic review			
III (12 hours)	At the end of unit students are able to Cognitive: Define and describe qualitative and quantitative research. Psychomotor: Select appropriate design for research work and critically evaluate research designs. Affective: Identify characteristics of qualitative & quantitative research design.	Research Approaches and Design: <ul style="list-style-type: none">Type: Quantitative and Qualitative. (2 hrs)Historical, survey and experimental Descriptive.(2 hours)Characteristics, type's advantages and disadvantages. (2 hrs)Qualitative: Phenomenology grounded Theory, ethnography. (2 hrs)Research designs, its importance. (2 hrs) 1. Identify the significant values of the profession through a value clarification process. 2. Compare and contrast the concepts of moral	<ul style="list-style-type: none">Characteristics of good design. (1hrs)Threats to internal and external validity. (1hrs) . Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.		<ul style="list-style-type: none">Lecture cum discussionSeminarPresentationClass room exercise	<ul style="list-style-type: none">Short answer questionLong answer questionQuizTestAssignmentPresentationProject Work

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

		<p>2. Discuss ethical theories and principles involved in contemporary bioethics.</p> <p>3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice.</p> <p>4. Discuss the use of communication, negotiation, and mediation skills in the ethical decision making process.</p> <p>Identifying Research Gaps in Nursing</p> <ul style="list-style-type: none"> • Sources of research problems (clinical practice, literature review, policies, and expert opinions) • Strategies to identify research gaps in nursing and healthcare <ul style="list-style-type: none"> • Prioritizing research problems based on relevance and feasibility (2 hours) 				
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		<p>Refining and Narrowing Down Research Problems</p> <ul style="list-style-type: none"> • Criteria for selecting a research problem <p>Techniques for refining broad research</p> <ul style="list-style-type: none"> • topics into specific problems • Common pitfalls in defining research problems <p>(2 hour)</p>				
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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 hrs) 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, Describe and define population, sample, sampling technique and sample size and factors influencing sampling,</p>	<p>Sampling:</p> <ul style="list-style-type: none"> Population and sample(1 hr) Sampling techniques (1 hr) Sample size (1 hr) Probability and sampling Error (1 hr) 	<ul style="list-style-type: none"> Factors influencing sampling. (1 hr) <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

	probability and sampling error. Psychomotor: Select and use appropriate sampling technique. Affective: Identify & select appropriate population, sample, sampling technique and sample size.	<ul style="list-style-type: none"> Problems of sampling (1 hr) <ol style="list-style-type: none"> Discuss the interpretive statements of the American Nurse's Association Code for Nurses. Understand the non-negotiable character of the Code for Nurses. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply 	codes or position statements.			<ul style="list-style-type: none"> Presentation Project Work
VII (20 hours)	At the end of unit students are able to Cognitive Describe tools and methods of data collection. Skill: Calculate reliability of tools. Affective: Formulate tools for data collection.	Tools and Method of Data Collection: <ul style="list-style-type: none"> Data sources, methods/techniques - Quantitative and qualitative. (2 hrs) Tools for data collection – types, characteristics and their development 	<ul style="list-style-type: none"> Concepts of data collection. <p>Technological Advancements in Data Collection</p> <ul style="list-style-type: none"> Use of mobile apps and wearable 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	

		(2 hrs) <ul style="list-style-type: none"> • Validity and reliability of tools (4 Hrs) • Use of standard and valid tools (4hrs) • Procedure for data collection. (4 hrs) 	devices for health data collection <ul style="list-style-type: none"> • Electronic health records (EHRs) and big data in nursing research • AI and machine learning-based data collection tools (2 hours) 			
VIII (05 hours)	At the end of unit students are able to Cognitive Define and describe pilot study. Psychomotor: Conduct pilot study. Affective: Formulate plan for data collection.	Implementing Research Plan: <ul style="list-style-type: none"> • Pilot study (1 hr) • Planning for data collection (1 hr) • Administration of tool .(1 hr) • Interventions Collection of data. (1 hr) 	<ul style="list-style-type: none"> • Review research plan (design) (1 hr) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise 	
IX (10 hours)	At the end of unit students are able to Cognitive: Know and describe various methods for data analysis.	Analysis and Interpretation of Data: <ul style="list-style-type: none"> • Plan for data analysis: quantitative and Qualitative. (2 hrs) 	<ul style="list-style-type: none"> • Conclusion and generalizations • Summary and discussion. (2 hrs) 	<ul style="list-style-type: none"> • Preparing data for computer analysis 	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	<ul style="list-style-type: none"> • Short answer question • Long answer question

	Psychomotor: Analyze data by using appropriate analysis method. Affective: Formulate plan for data analysis.	<ul style="list-style-type: none"> • Descriptive and Inferential Analysis. (2 hrs) • Statistical analysis. (2 hrs) • Interpretation of data.(1 hrs) 		and presentation (1hrs)	<ul style="list-style-type: none"> • Class room exercise • Statistical exercise 	<ul style="list-style-type: none"> • 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. Psychomotor: Communicate research results effectively and Compare research reports.	Reporting and Utilizing Research Findings: <ul style="list-style-type: none"> • Writing research report purposes, methods and style- Vancouver, American Psychological Association (APA), Campbell etc (4 hours) • Writing scientific article for publication: purposes & style (4 hrs) 	<ul style="list-style-type: none"> • Communication of research results; oral and written. (2hrs) • Guidelines for Research Publication <ul style="list-style-type: none"> • Selecting appropriate nursing journals for publication • Understanding journal impact factors and indexing (Scopus, PubMed, Web of Science) • Manuscript preparation and submission process • (2hrs) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	

XI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe criteria's for critical analysis. Psychomotor: Analyze and communicate research articles critically. Affective: Initiate critical analysis.	<ul style="list-style-type: none"> • Critical analysis of research articles. 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)
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 hours) • Median (1 hours) • Mode (2 hours) 			<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	<ul style="list-style-type: none"> • Normal Distribution: <ul style="list-style-type: none"> ○ Probability (2 hrs) ○ Characteristics and application of normal 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	

	and prepare cumulative frequency graphs.	probability curve. (2 hrs) ○ Sampling error. (1 hr)				
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: • Correlation – need and meaning (1 hr) • Rank order correlation (2 hrs) • Scatter diagram method.(2 hrs)	• Product moment correlation. (1 hr) • Simple linear regression analysis and Prediction. (2 hrs)		• Lecture cum discussion • Demonstration	• Short answer question • Long answer question • Class room statistical exercise Test
VI (05 hours)	At the end of unit students are able to Cognitive Understand and describe different types of research design. Psychomotor: Analyze and use research designs accurately.	Designs and meaning: • Experimental designs • Comparison in pairs, randomized block design.	• Latin squares. (2 hrs)		• Lecture cum discussion • 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.	Significance of statistic and significance of difference between two Statistics: (testing hypothesis)	• Sign median test, Mann-Whitney test. (1 hour) • Manova, ancova,		• Lecture cum discussion • Statistical exercise • Demonstration	

	Psychomotor: Test hypothesis. Affective: Recognize and correlate hypothesis with statistical differences.	<ul style="list-style-type: none"> • Non parametric test – Chi – square test (4 hrs) • Parametric test – ‘t’ test, ANOVA, Pearson’s r (4 hrs) 	(1 hr)			
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. Affective: Contributes in collecting and calculating vital statistics correctly.	Application of statistics in health: <ul style="list-style-type: none"> • Ratios, Rates, Trends • Vital health statistics – Birth and death rates. (1 hr) • Measures related to fertility, morbidity and mortality.(1 hr) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	

X (04 hours)	At the end of unit students are able to Cognitive: Know the different available statistical packages.			<ul style="list-style-type: none"> • Use of statistical package. (1 Hr) 	Demonstration	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise Test
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KVVDU. KINS. M SC NURSING

2 ND YEAR M Sc NURSING (4301-21)

NURSING MANAGEMENT

Placement: II Year

Hours of Instruction

Theory: 150 Hours

Practical 150 Hours

Total: 300 Hours

Course Description

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

Objectives:

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi-sectoral approach

7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyze legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various level

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

	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 into nursing practice.	<p>Management :</p> <ul style="list-style-type: none"> • Functions of administration. (1Hr) • Planning and control. (1Hr) • Co-ordination and delegation. • Decision making-decentralization basic goals of decentralization. Concept of management.(2Hr) <p>Nursing Management:</p> <ul style="list-style-type: none"> • Concept, types & principles. 	<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) 	<ul style="list-style-type: none"> • Theories and models of Nursing Administration • <i>Application to nursing service & education.</i> (1Hrs) 	Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	

		(1Hr) <ul style="list-style-type: none"> • Current trends and issues in Nursing Administration. • <i>Application to nursing service & education. (1 Hrs)</i> 	in nursing management (1 Hr) Role of nurse managers in maintaining clinical 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) 	<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	

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

		services • Concept of organizational culture and its impact on nursing practice (1Hr) • Creating a positive workplace culture for nurses (1Hr) • Leadership strategies for improving organizational climate in healthcare (1Hr)				
V (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the staffing process and INC norms for staffing. Skill: Forecast the staff requirement for various institutions	Human Resource for Health : • Staffing-Philosophy, (2Hrs) • Estimation of nursing staff requirement – activity analysis,	• Norms : Staff inspection units (SIU), (1Hr) • Bajaj Committee, High power committee, Indian nursing council	• Personnel policies • Termination. • <i>Personnel. Applications to nursing service and education.</i> (2Hrs) • Current HR Issues in Health	Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS	

	Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.	<p>Various research studies. (2Hrs)</p> <ul style="list-style-type: none"> ● Recruitment: credentialing, selection, placement, promotion. (1Hr) ● Duties and responsibilities of various categories of nursing. (2Hrs) ● <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 	<p>(INC) Staff development programme. Retention. (1Hrs)</p> <ul style="list-style-type: none"> ● Challenges Facing HRM(2 hr) ● Causes and consequences of nursing workforce shortages (1Hr) Strategies to reduce burnout and stress among nurses(1Hr) Workplace wellness programs and mental health support for nurses (1Hr) 	Care (2 hrs)		
VI (15Hrs)	At the end of unit students are able to:	<p>Directing :</p> <ul style="list-style-type: none"> ● Roles and functions. (2Hrs) 	Confidentiality, Public relations.	<ul style="list-style-type: none"> ● Collective bargaining: health care labour laws, 	<ul style="list-style-type: none"> • Lectures & 	

	<p>Knowledge: Illustrate the process of direction.</p> <p>Skill: Motivate various categories of personnel for higher positions and quality output.</p> <p>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. .(2Hrs) ● Nursing care Assignment(2 hrs) Delegation: common delegation errors. .(2Hrs) ● Managing conflict: process, management, negotiation, consensus. ● Occupational 	<p>(1Hrs)</p> <p>Elements and principles of direction (2 hrs)</p>	<p>unions, professional associations, role of nurse manager. (1Hr)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	
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		<p>health and safety.</p> <ul style="list-style-type: none"> • Application to nursing service and education. (2Hrs) <p>Importance of teamwork in nursing management</p> <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)	At the end of unit students are able to: Knowledge: Understands and explains the procedures related to procurement of hospital supplies	<p>Material Management:</p> <ul style="list-style-type: none"> • Concepts, principles and procedures. • ABC analysis, VED (very important and 	<ul style="list-style-type: none"> • Planning and procurement procedures : Specifications • <i>Application to nursing service and education.</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 	

	<p>Skill: Practice VED and ABC analysis for maintaining inventories economically. Attitude: Shows interest in cost effective management of material and disseminates the same to others.</p>	<p>essential daily use) analysis .(2Hrs)</p> <ul style="list-style-type: none"> ● Material management cycle(2 hrs) ● Planning equipments and supplies for nursing care : unit and hospital ● Inventory Accounting System (2 hrs) ● Inventory control. Condemnation. ● <p>Standardization of nursing equipment and supplies</p> <p>□ Role of quality audits in healthcare material management</p> <p>□ Ensuring patient safety through</p>	<p>(1 hrs)</p> <p><i>Role of Nursing personal in material management(2 hrs)</i></p>		<p>•Seminar s with PPTS</p>	
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		<p><i>proper material handling</i></p> <ul style="list-style-type: none"> Application to nursing service and education. (2 hrs) 				
VIII (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service.</p> <p>Skill: Supervises the nursing services for quality performance and care.</p> <p>Attitude: Uses discipline constructively for the growth of the individual & organization.</p>	<p>Controlling</p> <ul style="list-style-type: none"> Quality assurance, Standards, Models. (2rs) Nursing audit. (2Hrs) Performance appraisal : Tools, format (2Hrs) Supervision and management: concepts and principles. (2Hrs) <i>Application to nursing service & education. (2Hrs)</i> 	<p>Discipline: service rules, self discipline, constructive versus (1Hrs)</p> <p>Quality evaluation system in health care (2 hrs)</p>	<p>Management, interviews</p> <p><i>Application to nursing service & education. (2Hrs)</i></p> <p><i>Quality Assurance in hospital management (2 hrs)</i></p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	

IX (15Hrs)	At the end of unit students are able to: Knowledge: Explain different types of budgets with their importance at various levels. Skill: Prepare budget for the unit/institution Attitude: Practices budgeting within the constraints to manage the unit effectively and efficiently.	Fiscal Planning : <ul style="list-style-type: none"> Budget estimate, (2Hrs) revised estimate, .(2Hrs) Performance budget Audit.(2Hrs) Cost effectiveness Health care reforms, Health economics Application to nursing service & education. .(2Hrs) Classification of budgetting(2 hrs) <p>Importance of financial auditing in healthcare institutions</p> <p>□ Internal and external</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. .(2Hrs)</i> <i>Leadership role in fiscalplanning(2 hrs)</i> 	Lectures & Discussion <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	
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		auditing procedures for nursing services □ Ensuring transparency and accountability in nursing finance (2Hrs)				
X (10Hrs)	At the end of unit students are able to: Knowledge: Explain the importance of nursing informatics and understands its place in rendering quality care. Skill: Participates in development of nursing informatics system. Attitude: Pay special attention to user friendly information system to enhance cooperation from all.	Nursing Informatics : <ul style="list-style-type: none"> • <i>Use of computers in hospital and community.</i>(2 hrs) • 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 	

XI (10Hrs)	At the end of unit students are able to: Knowledge: Understands and explains various leadership styles and their implications. Skill: practices & uses power appropriately to foster individual development and quality administration. Attitude: Incorporates critical thinking in decision making related to leadership roles.	Leadership: <ul style="list-style-type: none"> • Concepts, Types, Theories, Styles (2 hr) • Manager behavior. Leader behavior (2 hr) • Effective leader: Characteristics, Skills, • Critical thinking and decision making. (2hr) <i>Applications to nursing service and education. (2Hrs)</i>	<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 nursing service and education. (2Hrs)</i> 	•Lectures & Discussion on Lectures & Discussion • Charts , graphs models, films and slides •Seminar s with PPTS	
XII (10Hrs)	At the end of unit students are able to: Knowledge: Understands and explains the ethical and legal aspects	Legal and Ethical Issues Laws and Ethics : <ul style="list-style-type: none"> • Legal system: Types of law, 	<ul style="list-style-type: none"> • Ethical committee • Code of ethics and professional conduct. (1hr) • Professional 	<ul style="list-style-type: none"> • Infection control. Standard safety measures. (1hrs) 	Lectures & Discussion • Charts , graphs	

	<p>of nursing as a profession. Skill: Practices nursing skills legally and ethically. Attitude: Protect rights of the clients with different vulnerable status.</p>	<p>tort law, and liabilities.(1 hrs)</p> <ul style="list-style-type: none"> • Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character.(2hr) • 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, 	<p>responsibility and accountability. (1hr).</p>		<p>models, films and slides •Seminar s with PPTS</p>	
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		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)

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- 2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.
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- 4.Srinivasan, A V. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
- 5.Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: New Delhi, 2000.
- 6.Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
- 7.Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S Banarsidas Bhanot Publishers: Jabalpur, 2003.
- 8.Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones Bartlett Publishers: London, 2002.
- 9.Francis, E M & Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.
- 10.Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
- 11.Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
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KVVDU. KINS.
2 ND YEAR M Sc NURSING (4301-22).
CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING

SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Placement: II-year

Hours of Instruction: Theory: 150 hours.

Practical: 950 hours.

Total: 1100 hours.

Course Description

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

Objectives:

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

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

10. Appreciate team work & coordinate activities related to patient care.
11. Practice infection control measures.
12. Identify emergencies and complications & take appropriate measures

Cod e NO	Name of Program me	Name of the Cours e/ Subje ct	Cod e no	Sr . No	Competency	Employability	Entrepreneur ship	Skill Development
4301	MSc. Nursing	Medic al- Surgic al Nursin g- II -2nd Year MSc. Nursin g	4301-22	15	Unit –I (5HRS) Introduction: <ul style="list-style-type: none"> Cardiovascular and thoracic conditions – major health problem. Concepts, principles and nursing Observed repetition Perspectives. Evidence based nursing 	Unit –V(25HRS) Cardiac disorders and nursing management: Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Coronary artery disease. Angina of various types. .Cardiomegaly..	Unit –II (5HRS) Epidemiology: <ul style="list-style-type: none"> Risk factors: Heredity, psychosoci al factors, hypertension, smoking, obesity, D.M., etc. Health promotion, 	Unit VIII(10HRS) - Cardiothoracic emergency interventions: CPR- BLS and ALS, Cardiac arrest: Warning signs to watch out for and steps

				<ul style="list-style-type: none"> • Its application in cardio vascular and thoracic nursing. • Recent trends in Cardio thoracic nursing care during Covid-19 pandemic. <p>Unit III (5HRS) Review of Anatomy and Physiology of cardio vascular and respiratory system:Coronary circulation</p> <p>Unit IV(20HRS) Assessment and Diagnostic measures:</p> <ul style="list-style-type: none"> • History taking and Physical assessment: Heart rate variability: Mechanism, measurements, 	<p>CCF. Myocardial infarction, Heart failure, . pulmonary edema, shock. Rheumatic heart disease and other valvular diseases..Arrhythmias, heart block. Associated illnesses. . Strengthening Support for Black Women With Hypertension Through Food Is Medicine Initiatives</p> <p>Unit VI(10HRS) Altered pulmonary conditions:</p> <ul style="list-style-type: none"> • Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology and nursing management of: Bronchitis. 	<p>disease prevention , life style modification.</p> <ul style="list-style-type: none"> • National health programme related to cardio vascular and thoracic conditions. • National health programme related to cardio vascular and thoracic conditions. • National health programme related to cardio vascular and thoracic conditions. 	<p>to take during an emergency.</p> <p>Use of ventilators, defibrillations, pace maker. .</p> <p>Post resuscitating care, Care of the critically ill patients, Psycho social and spiritual aspects of care, Stress management.</p> <p>IX (10Hrs) Nursing care of patient with obstructive air way: Assessment. Use of artificial air way.Endo tracheal intubation, tracheotomy and</p>
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					<p>pattern, factors, impact of interventions on HRV. .(1 Hrs)</p> <ul style="list-style-type: none"> • Diagnostic Tests: Hemodynamic monitoring: monitoring, functional hemodynamic indices, and ventricular function indices, Blood gases and its significance, oxygen supply and demand. .(1Hrs) • Electrocardiography (ECG): Electrical conduction to the heart, basic electro cardio graph, • 12 lead electrocardiogram, axis determination. .(1 Hrs)ECG 	<p>Bronchial asthma.</p> <ul style="list-style-type: none"> • Bronchiectasis. Pneumonias. Lung Abscess. • Pulmonary tuberculosis, fibrosis, • Pneumoconiosis, etc. Pleuritis, effusion. • Pneumo, haemo and pyothorax. Intestinal lung disease. Acute and chronic obstructive pulmonary disease <p>Cor pulmonale. Acute respiratory failure. Adult respiratory distress syndrome.</p>	<p>XI (10 Hrs.) Pharmacology</p> <ul style="list-style-type: none"> • Pharmacokinetics <ul style="list-style-type: none"> • Pharmacology: <ul style="list-style-type: none"> ○ Drug reaction and toxicity. ○ Lipemics. <p>Anti thrombolytic agents, Inotropic agents. Cardiovascular and pulmonary interactions in pharmacokinetics</p> <p>XIII (5Hrs)</p> <p>Cardiac Rehabilitation</p> <p>:</p> <p>Process. Counseling.</p> <p>Follow up care. Cardiac</p>	<p>its care. .</p> <p>Complications, minimum cuff leak, securing tubes. Oxygen delivery systems: Nasal cannula, Oxygen mask, Venturi mask, Partial re breathing bag. Bi-PAP and C-PAP masks, .</p> <p>Uses, advantages, disadvantages, nursing implication of each.</p> <p>.Mechanical Ventilation: Principles of mechanical ventilation. Modes of ventilation, advantage, disadvantage,</p>
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					<p>Changes in: Intra ventricular conduction .</p> <ul style="list-style-type: none"> • abnormalities- Arrhythmias, ischemias, injury and infarction, atrial and ventricular enlargement, • Electrolyte imbalance. Electrocardiography: Technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques. Cardio electro physiology procedures: Diagnostic studies, interventional and catheter 	<p>Pulmonary embolism. Pulmonary hypertension. Clinical management of severe acute respiratory infection (SARI) when COVID-19 disease and its -</p> <p>Unit VIII(10HRS)</p> <p>Vascular disorders and nursing management: Etiology, clinical manifestations, and nursing management of: Disorders of arteries. Disorders of aorta. Aortic aneurisms. Aortic destruction. Peripheral arterial</p>	<p>rehabilitation latest updates XIV (5Hrs) Intensive Coronary Care Unit/Intensive cardio thoracic Unit:</p> <ul style="list-style-type: none"> • Quality Assurance – Standard, protocols, policies, procedures. • Infusion control: standard safety measures. Nursing audit. Staffing, Cardiac team. Burnout syndrome. 	<p>complication. Weaning off the ventilators. Nursing assessment and interventions of ventilated patients Chronic Obstructive Pulmonary Disease (COPD) Nursing Care Plans</p> <p>.Unit XII(20HRS)</p> <p>Nursing Care of Patient undergoing thoracic surgery: Indications, selection of patients. Preoperative assessment and preparation, counseling.</p>
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				<p>ablation nursing care.</p> <p>Exercise testing; indication and objectives, safety and personnel, pre test considerations, selection, interpretation, tests termination, recovery period.</p> <p>Cardiac catheterization: indications, contraindications, patient preparation, And procedure.</p> <p>Pulmonary function test: Bronchoscopy and graphies.</p> <p>Nurses role in diagnostic tests.</p> <ul style="list-style-type: none"> Laboratory tests using Blood: Blood specimen collection, cardiac 	<p>disease of the lower extremities</p> <p>Clinical Nursing Management of Stable Coronary Artery Disease</p> <p>Venous thrombosis. Varicose veins. Chronic venous insufficiency and venous leg ulcers. Pulmonary embolism.</p> <p>-</p>	<ul style="list-style-type: none"> Nurses role in the management of ICCU and ICTU. Mobile coronary care unit, Planning in service educational programmes and teaching. Prevention of Complications in the Cardiac Intensive Care Unit 	<p>Intra operative care: Principles of open heart surgery, equipments and anesthesia, cardiopulmonary bypass.</p> <p>Pneumonectomy, tumor excision, etc. Immediate post operative care, Assessment, post operative problems and interventions: bleeding, cardiac tamponade low cardiac output, infarction, pericardial effusion, pleural effusion, Pneumothorax, haemothorax, Coagulopathy, Thermal imbalance,</p>
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				<p>markers, blood lipids, hematologic studies, blood cultures, Coagulation studies, arterial blood gases, Blood chemistry, cardiac enzymes studies, Interpretation and role of nurse. Recent advances in cardiac diagnostic and surgical procedure</p> <p>X (10 Hrs)</p> <p>Congenital Heart Diseases:</p> <p>Etiology, clinical manifestations, diagnosis, prognosis, related patho physiology and nursing management</p> <p>.Classification of: –</p> <p>Cyniotic and acynotic heart disease. Atrial</p>		<p>inadequate ventilation/perfusion, neurological problems, renal problems, psychological problems. Chest physiotherapy. Nursing interventions, complimentary therapies/alternative systems of medicine. Intermediate and late post operative care after CABG, valve surgery, others. Follow up care. Newly added change</p> <p>Definition, Aims, And Importance Of Perioperative Nursing Management of a patient with</p>
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				<p>Septal defects, Ventricular septal defect, Eisenmenger's complex.</p> <p>Patent Ductus arteriosus, AP window, and truncus arteriosus. Pulmonary stenosis, atresia. Coarctation of aorta. Care and Treatment for Congenital Heart Defects</p>			<p>cardiothoracic robotics surgery. Proficiency in patient care. Understanding, operating, and troubleshooting of video systems, computers, and cutting edge medical devices. Nursing Process: The Patient Undergoing Thoracic Surgery</p> <p>Unit V(8HRS)</p> <p>Unit VIII(9 HRS)</p> <p>Unit IX(4HRS) Unit IX(6 HRS) -</p>
				Students get competency in advance technologies in Cardio-thoracic	Students were get knowledge and practice skill in	They can work in collaboration	Develops skill physical, developmental

					nursing care , assessment, organization of CTSICU, Integrated management of Cardio-vascular diseases.Students gets indepth knowledge in field of cardio-vascular nursing.Thus it assist students in developing the expertise.	area of the modern approach to Cardio-thoracic nursing care , recent technologies and treatment modalities in management of high risk Cardio-thoracic diseased patients. It will help student appreciate as holistic individual and develop skill to function as Cardio-thoracic nurse specialist. Further work as nurse educator, manager, researcher in field of Cardio-thoracic nursing care .	with to council patients in various Cardio-thoracic disorders.	,nutritional assessment of Cardio-thoracic client, recognize and manage emergencies in Cardio-thoracic conditions ,develop skill as Cardio-thoracic nurse practitioner.
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Scheme of examination

Internal assessment

Theory:

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

Practical

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

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

Krishna Vishwa Vidyapeeth (Deemed to be University)

Krishna Institute of Nursing Sciences.

1ST YAR 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

		CONTENTS WITH DISTRIBUTED HOURS		
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UNIT NO. & TOTAL HOURS	OBJECTIVES	MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW	TEACHING LEARNING METHOD	AUDIO - VISUAL AIDS
I (10 hours)	At the end of unit students are able to 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	Introduction: -National health and family welfare programmes related to maternal and child health:-Health care delivery system. (1 hr) -National Rural health mission, Role of NGO's. (1 hr) <i>Prevention of sexually transmission of Zika virus. (1 hr)</i> -Issues of maternal and child health; Age, Gender, Sexuality. Psycho socio-cultural factors. (1 hr)	-Historical and contemporary perspectives (1 hr) -Magnitude of maternal and child health problems. (1 hr) -Research priorities in obstetric and gynaecological nursing. Theories, models and approaches applied to midwifery practice. (1 hr) Safe motherhood (1 hrs) Total -3 Hrs	-Epidemiological aspects of maternal and child health. (1 hr) (1 hrs) • Midwifery-led care units (MLCU) (1hr) • Legal provisions in midwifery practice in India ○ INC/MOH& FW regulations ICM code of ethics. (1hr) Essential competencies for midwifery practice (ICM) (1 hr)	-Lecture cum discussion - Quiz -Assignments	-PPT -Charts and graphs

	models in midwifery practice. Attitude: Appreciate the importance of family welfare programme.	-Preventive obstetrics. (1 hr) -Evidence based midwifery practice (1 hr) -Role and scope of midwifery practice:- Independent Nurse midwifery practice, standing orders. (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	Human Reproduction: -Review of anatomy and physiology of human reproductive system:-male and female. (1 hr) -Adolescent health (1 hr) -Hormonal cycle (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)	-Teratogenic counseling. (1 hr) (1hrs) Total -1Hr	-Lecture -Group discussion -Seminar/ Presentation	-PPT -Videos -Models

	for genetic counselling.	-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) (9 hrs) Legal and ethical issues: code of ethics and standard of midwifery practice and standing orders.	-Teratology and Teratogens. (1 hr) Total -5Hrs			
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		Preconception office visit (1 hr) Total -9Hrs				
III (25 hours)	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	Pregnancy: Maternal adaptation: -Physiological, Psychological. (1 hr) <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),	Fetal measures: - Amniocenteses (1 hr) - Cordocentesis (1 hr) -Preparation for child birth. (1 hr) -Parental counselling (1 hr) - Chrionicvillus sampling (CVS)(1 hr)	- Alternative/complimenta ry therapies (1 hr) -Biophysical :-US IMAGING (1 hr) -Radiological examination (1 hr) Clinical implication during COVID-19(2hrs) Role of Doula/ASHA's in 1 st & 2 nd Trimester of pregnancy. (1 hr) Total -3Hrs	-Lecture cum discussion -Demonstration -Assignment - Seminar/Presentation on -Quiz	-PPT -Videos

	<p>preparation for child birth and parenthood.</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>	<p>-Triple test (1 hr)</p> <p>Maternal measures:-</p> <p>-History taking, (1 hr)</p> <p>Screening for perinatal depression</p> <p>-Examination-general, physical and obstetrical measures, identification of high risk(1 hr).</p> <p>-Nursing management of the women, minor disorders of pregnancy and management. (1 hr)</p> <p>-Foetal movement count (1 hr)</p> <p>-Ultrasonography (1 hr)</p> <ul style="list-style-type: none"> - Cardio tocography(1 hr) - Contraction stress test(CST) (1 hr) 	<p>-Amnioscopy, Foetoscopy. (1 hr)</p> <p>Total -5Hrs</p>			
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		<ul style="list-style-type: none"> - 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) 				
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		<ul style="list-style-type: none"> - Role of nurse and crisis intervention , identification of high risk pregnancy and referral. (1 hr) -Infection control precautions during COVID -19 situations in Antenatal. (2hrs) <p>Total -15Hrs</p>				
IV (25 hours)	At the end of unit students are able to Knowledge Interprets the partograph correctly. Skill: Identifies the early signs of stages of labour. Apply the	Normal Labor and Nursing Management: -Essential factors of labour (1hr) -Stages and onset (1hr) -First stage: Physiology of normal labour (1hr)	-Analgesia in labour. (1hr) -Anesthesia in labour.(1hr) -Critical analysis of partograph (1hr) -Evidence based studies (Healthy birth	-Various child birth practices:-water birth, position change etc. (1hr) -Hypnobirthing (1 hr) -Aromatherapy(1 hr) -Accupuncture(1 hr) -Accupressure (1 hr) -(Guidelines of National neonatology forum of India). (1hr)	-Lecture cum discussion -Demonstration -Case-study -Interdisciplinary seminar	-PPT -Videos

	partograph labour process. Attitude: Assesses the newborn and performs newborn resuscitation.	<i>Importance of birth companionship (2hr)</i> <i>Family centered maternity care (1hr)</i> -Partograph: (1hr) -Principles of partograph (1hr) -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 (1 hr) - Movement and position changes 	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	<i>Non clinical intervention to reduce unnecessary cesarean section (1hr)</i> -Management of active second stage labour in water birth.1hr <ul style="list-style-type: none"> • Role of Doula/ASHA's in 1st & 2nd stage of labour. (1 hr) • Role of Doula/ASHA's in 3rd stage of labour. (1hr) • Insertion of postpartum IUCD (1hr) • Women centered care, physiologic birthing and demedicalization of birth. (1 hr) • Birthing centers, water birth, lotus birth. (1Hr) Total -3Hrs		
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		<ul style="list-style-type: none"> - Superficial heat and cold (1 hr) - Counter pressure - Touch and massage (1 hr) - Hydrotherapy (1 hr) - Music therapy -Focus and distraction (1 hr) <p>-Second stage: Physiology of Second stage of labour. (1 hr) -Intra partum monitoring during Second stage of labour. (1 hr) -Nursing management during Second stage of labour. (1 hr) <i>Breast crawl (1 hr)</i></p>				
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		-Resuscitation (1 hr) -Immediate newborn care (1 hr) - Initiate breast feeding (1 hr) -Third stage: Physiology Third stage of labour (1 hr) - Nursing management during Third stage of labour (1 hr) -Fourth stage:- Observation during Fourth stage of labour Infection control precautions during COVID -19 situations in Intranatal. (2hrs) Total -15Hrs				
V (20 hours)	At the end of unit students are able to	Normal; puerperium and Nursing management:	-Temporary Family planning	- Alternative/complementary therapies. (1 hr)	-Lecture cum discussion -Problem based learning	-PPT -Videos -Charts

	<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>-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)</p>	<p>methods. (1 hr) -Permanent Family planning methods (1 hr) -Rooming in, (1 hr) -bonding (1 hr) -Warm chain. (1 hr) -postnatal exercise (1 hr) Cultural competence (Taboos related to postnatal diet and practices) (1 hr) Total -6Hrs</p>	<p>-Baby friendly hospital imitative (BFHI). (1 hr) -issues related to breastfeeding during COVID-19 infection. (1hrs) Discharge planning for COVID-19 mother.(1hr) Total -2Hrs</p>	<p>-Seminar/ presentation -Demonstration</p>	
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		-Management of mothers during puerperium(1 hr) - Infection control precautions during COVID -19 situations in Postnatal. (2hrs) Total -12Hrs				
VI (20 hours)	At the end of unit students are able to Knowledge: Describe the normal physiology of newborn. Describe the organization and management of neonatal services in NICU Skill: Perform neonatal assessment and identify the normal	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)	-Organization of neonatal care (1 hr) -Transport of new born(1 hr) -Newborn nutrition (1 hr) Neonatal intensive care unit:- -Organization of NICU(1 hr) -Neonatal Intensive care unit.(1 hr) -Management of nursing	-Parenting process.(1 hr) -Services levels (1 hr) <i>Importance of behavioral assessment of newborn (1 hr)</i> Total -2Hrs	-Lecture cum discussion -Demonstration -Seminar/ Presentation	-PPT -Charts

	characteristics of newborn. Identifies the need of newborn. Attitude: Displays confidence while caring for newborn.	-New Immunization schedule (1 hr) -hygiene measures (1 hr) Infection control precautions during COVID -19 situations in Newborn. (2hrs) Total -12Hrs	services in NICU (1 hr) <i>Human milk banking(1hr)</i> Total -6Hrs			
VII (10 hours)	At the end of unit students are able to Knowledge: Describe the pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs.	Pharmacodynamics in Obstetric: -Drugs used in pregnancy (1 hr) -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	-Anaesthesia and analgesia in obstetrics.(1 hr) -Drugs used in newborn care (1hr) -Role & responsibilities of midwifery nurse practitioner (1 hr) Total -3Hrs	-Calculation of drug dose and administration (1 hr) Antiviral drug safety during antenatal, intranatal and postnatal(1hr) Total -1Hrs	-Lecture cum discussion -Quiz	-PPT.

	Skill: Calculate the drug dose used. Identify the effects of drugs used.	approved by the MOHFW (1hr) Total -6Hrs				
VIII (10 hours)	At the end of unit students are able to Knowledge: Describe the population dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in family welfare programme. Skill: Calculate the indicators of maternal and child health.	Family welfare services: -Population dynamics. (1hr) -Recent advancement in contraceptive technology. (1hr) -Role of nurses in family welfare programmes in all settings. (1hr) -Teaching and supervision of health team members. (1hr) -Role of independent nurse midwifery practitioner. (1 hr)	-Evidence based studies (1 hr) -Demography trends:-vital statistics (1hr) -Calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems (1hr) Total -3Hrs	-Information, education and communication (IEC), (1 hr) -Management information and evaluation system (MIES). Family planning and other reproductive health services during COVID-19- -Family planning counseling using Balanced Counseling Strategy (BCS) (1hr) -Gender related issues in SRH -Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife. (1 hr) -Special courts for	-Lecture cum discussion -Seminar/ Presentation	-PPT -Charts,.

		-Family life education(1 hr) Total -6Hrs		abused people. (1 hr) -Gender sensitive health services including family planning. (1 hr) Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of service. (1hr) Total -1Hr		
IX (5 hours)	At the end of unit students are able to Knowledge: Define infertility, Classify the infertility based on its etiology.Describe the ethical and legal aspects of ART. Skill: Identify the different diagnostic procedures used	Infertility: -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) Total -3Hrs	-Adoption procedures(1 hr) -Role of nurse in infertility management. (1 hr) <i>Surrogacy (1hr)</i> Total - 2Hrs		-Lecture cum discussion -Seminar <i>Visit to ART center(2hrs)</i>	-PPT -Charts -Videos

	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.	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.

	Attitude: Recognize the different HRT.					
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 confidants while	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

	caring patients with abortion.					
	Total	90 Hrs-60%	45 Hrs-30%	14 Hrs-10%		

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1. D. C. Dutta. Text book of Obstetrics. 7th Edition, New Central book Agency: Delhi; 2010
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10. Bobak. Maternity nursing. 4th ed. 2009

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

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

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.

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	SECTION –I LAQ –12 MARKS LAQ –11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II	SECTION –I LAQ –12 MARKS LAQ –11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ –12 MARKS

6. Practice infection control measures

	LAQ –12 MARKS LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS	LAQ –12 MARKS LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS	LAQ –10 MARKS SAQ – 3X 5 = 15 MARKS
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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

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:</p> <p>Risk approach of obstetrical nursing care, Concept & goals. (1hr)</p> <p>Nursing Management of:</p> <p>Pregnancies at risk-due to obstetrical complication</p> <p>Pernicious Vomiting.</p> <p>Bleeding in early pregnancy, abortion (1hr)</p> <p>Ectopic pregnancy,</p> <p>Gestational trophoblastic diseases. (1hr)</p> <p>Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. (1hr)</p> <p>Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis</p> <p>Elevated liver enzyme Low Platelet count (HELLP) (1hr)</p> <p>Nursing management of woman with Hypertensive disorders in pregnancy (2hr)</p> <p>Iso-immune diseases. Rh and ABO incompatibility.</p> <p>Hydramnios-oligohydramnios. (1hr)</p>	<p>Screening of high-risk pregnancy</p> <p>Newer modalities of diagnosis. (1hr)</p> <p>Amniocentesis, Chorionic villus sampling (CVS) Cordocentesis (1hr)</p> <p>Various Lab tests.</p> <p>Biophysical profile (1hr)</p> <p>Complication with high-risk pregnancy (1hr).</p> <p>WHO Antenatal care model (1Hr)</p> <p>Preconception care in local setting (1hr)</p> <p>Stem cell banking (1hr)</p> <p>Total= 7Hrs</p>	<p>Specialized or targeted ultrasound. Ultrasound for cervical length (1hr)</p> <p>Hematological problems in pregnancy. (1hr)</p> <p>Traditional and new approach to risk assessment. (1Hr)</p> <ul style="list-style-type: none"> Evidence based practice in Pediatric Nursing (2 Hr) <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>

		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				
II (15 Hrs)	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.	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 Rubella Cytomegalo virus	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 anomalies, prolapse,	Leprosy, Tuberculosis.(1hr) Total= 1Hr. • Prevention And Management Of Child With Covid -19 (2Hrs)	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>

		Herpes (TORCH); (2hr) Reproductive Tract Infection (RTI); STD; HIV /AIDS, (2hrs) Vaginal infections;(1hr) Total= 9Hrs.	ovarian cyst. (1 hr) Problems related to advanced maternal age (1 hr) Problems related to unhealthy 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 of labour: Post partum	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>

		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.	Thrombophlebits. (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. Attitude: Develops skills in	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) Respiratory conditions, Asphyxia neonatorum,	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, opthalmianeonatorum, (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>

	identifying congenital abnormalities in new born. Takes initiative to organize progressive patient care in NICU.	neonatal apnoea(1hr) Meconium aspiration syndrome, (1hr) Pneumo thorax, pneumo mediastinum (1 hr) Icterus neonatorum Phototherapy(1Hr) Birth injuries.(1 hr) Hypoxic ischaemic encephalopathy. (1hr) Congenital anomalies.(1hr) Neonatal seizures. (1hr) Neonatal hypocalcaemia, hypoglycemia, (1hr) hypomagnesaemia. Neonatal heart diseases.(1hr) Hematological conditions - erythroblastosisfetalis, hemorrhagic disorder in the newborn. (1 hr) Total= 15Hrs	Workshop on Neonatal care (7 hrs) (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			
VI (15Hrs)	At the end of unit students are able to: Knowledge: Explain course of HIV infection and the treatment modalities. Skill: Provide comprehensive care to the client with HIV positive, protect self and prevent spread of disease. Attitude: Maintain confidentiality, educate people and motivate client to continue prescribed treatment.	HIV / AIDS: HIV positive mother and her baby. (2hr) Epidemiology. Screening. (1hr) Parent to child transmission. (PTCT) (2hr) Prophylaxis for mother and baby. (2hr) Breast feeding issues.(1hr) Role of the nurse.(1hr) Total= 9Hrs.	Issues: Legal, ethical, Psychosocial and rehabilitation.(3 hrs) Standard safety measures. Counseling. (2hrs) Total= 5Hrs.	National policies and guidelines. (1 hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>

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 gynaecological conditions.</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>Diseases of genital tract.(2hr)</p> <p>Genital prolapsed. Genital injuries. (2hr)</p> <p>Uterine malformation. (2hrs)</p> <p>Sexual abuse, Rape, Trauma and assault.(2hrs)</p> <p>Total= 15Hrs.</p>	<p>Uterine displacement. (1hr)</p> <p>Breast carcinoma, (2hrs)</p> <p>Pelvic inflammatory diseases, (1hr)</p> <p>Assisting for Calposcopy and interpretation. (1Hr)</p> <p>Genital tract infections. (2hr)</p> <p>Total= 7Hrs.</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>
VIII (8Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Describe the organization of obstetrical and gynaecological units. Explain the needs for various protocols, policies and regulations required to manage these units.</p> <p>Skill: Drafts policies and practices established regulations while managing obstetrical and gynaecological units.</p> <p>Attitude: Enforces standards of care in obstetrical and gynaecological units to render</p>	<p>Administration and management of obstetrical and gynaecological unit:</p> <p>Equipment, supplies. (1hr)</p> <p>Infection control; Standard safety measures. (2hr)</p> <p>Quality Assurance:-</p> <p>Obstetric auditing - records / reports, Norms, .(1hr)</p> <p>Safe birth checklist .(1Hr)</p> <p>Total= 5Hrs.</p>	<p>Policies, protocols. Design & layout Staffing. (1 hr).</p> <p>Midwifery led unit (1 hr)</p> <p>Total= 2Hrs.</p>	<p>Practice standards for obstetrical gynaecological unit. (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>

	quality care.					
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) Total= 4Hrs.	In-service education program. (1 hr) Recent development in midwifery (1hr) Total= 2Hrs.	Clinical teaching programs.(1hr) • Innovations in paediatric drug formulations and administrations (2 Hr) Total= 1Hr.	Lecture Discussion. PPT Charts, graphs models, films and slides Seminars Demonstration	Seminar/Presentations <u>SAQ</u> <u>LAQ</u>
		Total Hrs.= 90=60%	Total Hrs.= 45=30%	Total Hrs.= 15=10%		

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
Formative Evaluation Practical					
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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 9. Charles R. B. Beckmann, Obstetrics and Gynecology 6th edition Copyright © by Lippincott Williams & Wilkins,
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 10. Bobak. Maternity nursing. 4th ed. 2009

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

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

Course Description

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

Objectives

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

1. Appreciate the history and developments in the field of Pediatrics and Pediatric Nursing as a Specialty
2. Apply the concepts of Growth and Development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform Physical, Developmental, and Nutritional Assessment of Pediatric Clients
5. Apply nursing process in providing nursing care to Neonates & Children

6. Integrate the concept of family centred pediatric nursing care with related areas such as genetic disorders, congenital malformations and long-term illness.
7. Recognize and manage emergencies in Neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and Neonatal Nursing
10. Prepare a design for layout and management of Neonatal Units
11. Incorporate evidence-based nursing practice and identify the areas of research in the field of Pediatric/Neonatal Nursing
12. Recognize the role of Pediatric Nurse Practitioner and as a member of the Pediatric and Neonatal Health Team
13. Teach Pediatric Nursing to undergraduate students & in-service nurses

Unit No. & Total Hrs.	Objectives	Contents with Distributed Hours			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (10hrs)	At The End Of Unit Students are able to <ul style="list-style-type: none"> Knowledge: Know the basic needs of Child Health Nursing and understa 	Introduction Historical development of paediatrics and paediatric Nursing in India (1hour) Ethical and Cultural Issues in Paediatric Care. (1 Hour) Current Status of Child Health In India; (1 Hour) National Health Policy For Children, (1 Hour)	<ul style="list-style-type: none"> Rights of Children, Special Laws and Ordinances Relating to Children. (1 Hour) Trends in Paediatrics and Paediatric Nursing, Recent trends in Pediatric nursing 	<ul style="list-style-type: none"> Philosophy of Paediatric Care. (1 Hour) National Health Programs related to child health. Challenges in paediatrics	<ul style="list-style-type: none"> Lectures & Discussion Charts, Graphs Models, Films and Slides Seminars Journal club on recent innovations in child health nursing.4Hrs 	<ul style="list-style-type: none"> Essay Type Short Answers

	<p>nd the program mes of child health.</p> <ul style="list-style-type: none"> Attitude : Develop The Positive Attitude Regarding Child Health 	National Goals, Five Year Plans, (1 Hour) (Total 5hrs)	care during Covid-19 pandemic (2Hrs) (Total 3hrs)	and paediatric Nursing Recent advances and developments in care of children. (1 Hour) (Total 2hrs)	Recent trends in Pediatric nursing care during Covid-19 pandemic (2Hrs) Journal club on recent innovations in child health nursing.4Hrs	
Ii (10hrs)	<p>At The End Of Unit Students Are Able To</p> <p>Knowledge: Understand The Deviation Of Growth And Development.</p> <p>Skill: Able To Perform Physical & Nutritional Assessment</p>	<p>Assessment Of Pediatric Clients</p> <p>Developmental Assessment In Children- Developmental Assessment Tools(1 Hour)</p> <p>Physical Assessment – Paediatric Head To Toe Assessment(1 Hour)</p> <p>Physical Assessment – Paediatric Head To Toe Assessment – Demonstration</p>	<ul style="list-style-type: none"> Family Assessment (1 Hour) <p>Nutritional assessment by new guidelines of WHO. (1hrs)</p> <p>(Total 3 Hrs)</p>	<ul style="list-style-type: none"> History Taking (1hr) <p>(Total 1hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , Graphs Models, Films And Slides Seminars Assessment of Skill With Assessment of Patient 	<p>Essay Type</p> <ul style="list-style-type: none"> Short Answers

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

			<p>isolation during covid-19 Pandemic among Children.</p> <p>(2 Hrs)</p> <p>-Effects of Covid-19 of mental health of children</p> <p>(3hrs)</p> <ul style="list-style-type: none"> • - Post covid Multisystem inflammatory Syndrome (PIMS) in children. (2hrs) • Preventive health education to children for prevention of COVID-19 Pandemic 1hrs 			<p>mental health of children (3hrs)</p> <ul style="list-style-type: none"> • - Post covid Multisystem inflammatory Syndrome (PIMS) in children. (2hrs) • Preventive health education to children for prevention of COVID-19 Pandemic 1hrs
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			(Total 4)			
IV (15hrs)	At the end of unit students are able to Knowledge: Know the normal growth & development of fetus. Skill: Develop the Process of Genetic Counseling.	Pre-Natal Pediatrics Embryological Development, (1hrs) Fetal Development 2-6 Month (1hrs) Fetal Development Third Trimester (1hrs) Prenatal Factors Influencing Growth and Development of Fetus.(1 Hrs) Importance of Prenatal Care (1 Hour) Antenatal Tests(1 Hour) Role of Pediatric Nurse. (1 Hour) (Total 7hrs)	Genetic Patterns of Common Pediatric Disorders ,Chromosomal Aberration • Down Syndrome(1hrs) • Klinefeiter Syndrome(1hrs) • Phenylketonuria (1hrs) • Sickle Cell Disease(1hrs) • Cystic Fibrosis(1hrs) (Total 5hrs)	• Genetic Assessment And Counseling (1 Hour) • Legal and Ethical Aspects of Genetic Screening and Counseling (1hrs) • Role of Paediatric Nurse Genetic Assessment and Counseling (1hrs) (Total 3hrs)	Lectures & Discussion • Charts , Graphs Models, Films and Slides •Seminars	Essay Type •Short Answers
V (15hrs)	At the end of unit students are able to Knowledge: Describe	Growth and Development of Children	• Concepts of Growth and Development & Development	• Role of Play in Growth & Development. (1hr)	Lectures & Discussion • Charts , Graphs	Essay Type •Short Answers

	<p>The Principles, Factors, Concepts & Theories of Growth & Development.</p> <p>Skill: Identify Deviations of Growth & Development of Children & Educate & Motivate Parents For Normal Growth & Development of Pediatric Clients.</p> <p>Attitude: Create the Normal Growth & Development Chart of the child.</p>	<ul style="list-style-type: none"> • Principles of Growth and Development and Factors Affecting Growth and Development (1 Hrs) • Assessment of Growth and Development of Infant (1 Hrs) • Developmental Tasks and Special Needs (1 Hrs) • Assessment of Growth and Development of Toddler (1 Hrs) • Developmental Tasks And Special Needs (1 Hrs) • Assessment of Growth and Development of Preschooler • Developmental tasks and special needs • Assessment of Growth and Development of Schooler (1 Hrs) 	<p>al Milestones. & Growth Monitoring (1 Hr)</p> <ul style="list-style-type: none"> • Cognitive & Psychosocial Theories of Growth and Development (1 Hrs) • Cognitive, Spiritual Theories of Growth and Development (1 Hrs) <p>(Total 3hrs)</p>	<p>(Total 1hr)</p> <p>Developmental Tasks And Special Needs during Covid-19 Pandemic. (4hrs)</p>	<p>Models, Films and Slides</p> <ul style="list-style-type: none"> • Seminars 	
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		<ul style="list-style-type: none"> • Developmental Tasks and Special Needs • Assessment of Growth and Development of Adolescent • Developmental Tasks and Special Needs(1 Hrs) • Developmental Tasksand Special Needs during Covid-19 Pandemic.(4hrs) <p>(Total 11hrs)</p>				
Vi (15hrs)	At The End Of Unit Students Are Able To Knowledge: Know the concept of behavior & Social Pediatric Nursing.	Behavioral Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> • Parent Child Relationship (1hour). • Basic Behavioral Pediatric Principles (2hour). • Specific Behavioral Pediatric Concepts (1hour). • Causes, • Classification (1hour) 	Common Behavioral Problems and Their Management, Adhd- Attention Deficit Disorder, Autism (1hour). Anxiety Disorder, Depression (2hour).	<ul style="list-style-type: none"> • Child Guidance Clinic(1hrs) <p>(Total 1hrs)</p>	Lectures & Discussion • Charts , Graphs Models, Films And Slides •Seminars Assessment Of Skill With Assessment Of Patient Problem	Essay Type •Short Answers

		<ul style="list-style-type: none"> • Nursing Management • Disorders- Maternal Deprivation, (1hour) • Failure To Thrive, (1hour) • Child Abuse • The Battered Child(2hour) (Total 9 Hrs)	Learning Disorder (1hour). Conduct Disorder Common psychiatric problems in children .(2Hrs) (Total 5 Hrs)			
VII (15hrs)	At the end of unit students are able to Knowledge: Know the programmes of Preventive Pediatrics. Skill: Prepare the parents to have a healthy child.	Preventive Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> • Concept, Aims and Scope of Preventive Pediatrics, (2Hr) • Maternal Health And Its Influence on Child Health (1 Hr) • Antenatal Aspects of Preventive Pediatrics(1hrs) • Immunization, Expanded Program On Immunization (1 Hr) • Universal Immunization Program(1 Hr) • Cold Chain,(1hrs) 	<ul style="list-style-type: none"> • Nutritional Programs • National Organizations related to child Health • International Organizations related to child health,(1hrs) • Role of Pediatric Nurse in the hospital,(1hrs) • Role of Pediatric nurse in the 	<ul style="list-style-type: none"> • Health Education , Nutritiona l Education For Children (1hrs) (Total 1hrs) 	Lectures & Discussion • Charts , Graphs Models, Films And Slides •Seminars	Essay Type <ul style="list-style-type: none"> • Laq •Short Answers

		<ul style="list-style-type: none"> • Nutrition And Nutritional Requirements Of Children (Changing,Patterns Of Feeding, • Baby- Friendly Hospital Initiative And Exclusive Breast Feeding, (2 Hrs) (Total 9 Hrs)	Hospital Community.(1hrs) (Total 5hrs)			
Viii (30hrs)	At The End Of Unit Students Are Able To Knowledge: Understand The Assessment Of Newborn & Identify the problems of Neonate. Skill: Organize the different levels of Neonate Care Units & Provide effective	Neonatal Nursing <ul style="list-style-type: none"> • Nursing Care of the new born at Birth(1hrs) • Newborn Resuscitation (1hrs) • Care of the new born and family (1hrs) • High Risk New Born- Identification, Classification (1hrs) • Nursing Management of High Risk Newborn (1hrs) • Neonatal Hyperbilirubinaemia(1hrs) 	<ul style="list-style-type: none"> • New Born Baby- Profile .(1hr) • Characteristics of the New Born.(1hr) • Assessment of the normal new Born. (1hrs) • Assessment of the preterm baby. (1hrs) • Assessment of the new born. Clinical Assessment(1 hrs) • Assessment of the preterm 	<ul style="list-style-type: none"> • Organization of Neonatal Care, Services (1 Hr) • (Levels), Transport, Neonatal Intensive Care Unit (1 Hrs) (Total 2 Hrs) Workshop on Neonatal care in present scenario (7 hrs)	Lectures & Discussion <ul style="list-style-type: none"> • Charts , Graphs Models, Films And Slides • Seminars • Demonstration 	Essay Type <ul style="list-style-type: none"> • Short Answers Workshop on Neonatal care in present scenario (7 hrs)

	<p>nursing care to neonate with problems . Develop Skill In Neonatal Resuscitation.</p> <p>Attitude: Develop considerate attitude towards problem neonate and parents of such neonate and develop Neonatal Resuscitation.</p>	<ul style="list-style-type: none"> • Infant of Diabetic Mother • Inborn Error of Metabolism(1hrs) • High Risk Newborn- Pre Term (1hrs) • Nursing Management of Pre Term (1hrs) • High Risk Newborn- Congenital Defect (1hrs) • Nursing Management of High Risk Newborn- Congenital Defect (1hrs) • Pre Term Assessment(1hrs) • Assessment -Term Neonate(1hrs) • Assessment & Management of Growth Retarded Babies.(1hrs) • Identification and Classification of 	<p>baby. Clinical assessment</p> <ul style="list-style-type: none"> • organization of NICU.(1hr) • Management of nursing services in NICU (1hrs) • Workshop on Newborn Resuscitation (2hrs) <p>(Total 8hrs)</p>	Workshop on Newborn Resuscitation 5 hrs		
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		Neonates With Infections (1 Hrs) • Management of Neonates With Infections (1 Hrs) • Nursing Management of Neonates With Infections (2 Hrs) • Management of Neonate With Hiv& Aids, (1hrs) • Ophthalmic Neonatorum Congenital Syphilis.(1hrs) (Total 20 Hrs)				
Ix 30	At the end of unit students are able to Knowledge: Know the Concept & Principles of (IMNCI) Skill: Develop The Reproductive & Child Health Programme.	IMNCI (Integrated Management of Neonatal and Childhood Illnesses) • Concept of IMNCI (1hr) • Importance and objectives of the IMNCI Strategy (1hr) • Rationale for an Evidence Based Syndromic Approach (1hour)	• Outpatient Management of Young Infants Age Up To 2 Months (1hours) • Outpatient Management of Children Age 2 Months Up To 5 Years (1hours)	• National Population Policy 2000 (1hour) • Reproductive and Child Health. (1hours) (Total 2 Hrs)	Lectures & Discussion • Charts , Graphs Models, Films and Slides •Seminars • PBL	Essay Type •Short Answers Near peer teaching on IMNCI (3 Hrs)

	<p>Attitude: Provides the Comprehensive Nursing Care To Patient With Infertility.</p>	<ul style="list-style-type: none"> • Components of IMNCI (1hour) • Principles of IMNCI (1hr) • The Integrated Case Management Process (1hour) • Selecting & Uses of the appropriate case management charts(1hour) • Principles of Management of Sick Children in Small Hospital (1hours) • General Danger Signs (Gds) (1hour) • Cough Or Difficult Breathing (1hr) • Diarrhoea, Treat Severe Dehydration Quickly (1hr) • Fever (1hr) • Ear Problem (1hr) • Malnutrition and Anaemia Immunization Status(2hr) • (Total 14hrs) 	<ul style="list-style-type: none"> • Communicate and Counsel- Use Good Communication Skills (1hr) • Teach the caretaker to give oral Drugs at Home (1hr) • Teach the caretaker to treat local (1hr) • infections at home(1hr) • Counsel the mother about breastfeeding problems (1hr) • Counsel the mother about feeding and fluids (1hr) • Counsel the mother about when to return and about her own health(1hr) 	(15 Hrs-10%)		
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		(90 Hrs -60%)	<ul style="list-style-type: none"> • Follow-Up Care For The Sick Child • Follow-Up Care For The Sick Young Infant(1hr) • Clinical Assessment Outpatient Management Of Young Infants Age Up To 2 Months & Age 2 Months Up To 5 Years (3hr) 			
			(Total 14 Hrs) (45hrs – 30%)			

Revision :

Internal Assessment: Formative Evaluation

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

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

Reference Books:

1. Achar St And Viswanathan ; “Text Book Of Paediatrics; A Clinical Approach “Orient Longman, Mumbai
2. Alexander Nm,Brown Ms; “ Paediatric Physical Diagnosis For Nurses” Mcgrew Hill Book Co, New York

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3. Ball; "Paediatric Nursing Caring For Children" Prenticehall, 1999
 4. Behrman, Richard K & Vaughan; "Nelson,S Textbook Of Paediatrics" ; Wb Saunders Company
 5. Blake G, Florence & Wright; " Essentials Of Paediatric Nursing"
 6. Barbara Ew; " Guidelines In The Care Of The Low Birth Weight" Orient Longman
 7. Bowden Greenberg; " Paediatric Nursing Procedure" Lippincott ,Williams& Wilkins
 8. Browder J J; " Nursing Care Og Children" Fadavis
 9. Cameron, Jelinek Et Al; " Text Book Of Emergency Paediatric Medicine"
 10. Cloherty, John P & Stark, Ann R; " Manual Neonatal Care" Lippincott
 11. David Hull & Johnstan D; " Essentials Of Paediatrics" Churchill Livingstone
 12. Elizabeth Hurlock; " Child Development"
 13. Ghai O P; " Essential Text Book Of Paediatrics" Jaypee Brothers
 14. Ghosh Shanti; " Nutrition And Child Care" Jaypee Brothers
 15. Ghosh Shanti; " Know Your Child" Jaypee Brothers
 16. Gupte Suraj; " Neonatal Emergencies" Jaypee Brothers
 17. Gupte Suraj; " A Short Text Book Of Paediatrics" Jaypee Brothers
 18. Guha Dk; " Neonatology" Jaypee Brothers
 19. Guha Dk; " Manual Of Practical Newborn Care" Jaypee Brothers
 20. Hathfield N; " Introductory Paediatric Nursing" Lippincott, 2003
 21. Helens Cl & Roberts; " Paediatric Nursing" Cv Mosby & Co
 22. Khilnany; " Practical Approach To Paediatric Intensive Care" Jaypee Brothers
 23. Kulkarni Mc; " Manual Of Neonatology" Jaypee Brothers
 24. Klosner & Nancy Hathfield; " Introductory Maternity And Paediatric Nursing" Lippincott ,Williams& Wilkins
 25. Merenstein & Gardner; " Handbook Of Neonatal Intensive Care" Cv Mosby Co
 26. Mcmillan,Fergin Et Al; " Oski's Paediatrics-Principle & Practice" Lippincott ,Williams& Wilkins
 27. Marlow Dorothy ; " Textbook Of Paediatric Nursing"W B Saunders Co
 28. Parthasarthy Et Al; " Iap Textbook Of Paediatrics" Jaypee Brothers
 29. Park's "Text Book Of Preventive And Social Medicine" 18 Edn, Banarasi Das
 30. Roberts Kd Edwards Jm; "Paediatric Intensive Care" Blackwell Scientific Publications, Oxford,
 31. Richard Polin; " Paediatric Secrets" Mosby Co
 32. Selekman; " Paediatric Nursing" Springhouse, 2004
 33. Singh Meherban; "Care Of Newborn" Sagar Publications New Delhi
 34. Singh Meherban; "Drugs Used In Children" Sagar Publications New Delhi

35. Slota; “Core Curriculum For Paediatric Critical Care Nursing” Wb Saunders Co
36. Speer; “Paediatric Care Planning” Springhouse, 1999
37. Vidhyasagar & Sarnaik; “Neonatal & Paediatric Intensive Care” Jaypee Brothers
38. Wagle Cs; “Short Text Book Of Paediatrics” Vohra Book Centre, Mumbai
39. Whaley & Wong; “Nursing Care Of Infants And Children” Cv Mosby Company
40. Whaley, Lucilla F Donna L; “Essentials Of Paediatric Nursing” Cvmosby Co , St Louis
41. Udani Rh; “Neonatal Resuscitation” Kem Hosp

KIMSDU . KINS .M SC NURSING (4303) KINS.MSC NURSING 4303-22
CLINICAL SPECIALTY –II
Child Health (Pediatric) Nursing

Placement : II Year	Hours of
Instruction:	Theory 150 hours
	Practical :950
Hours	Total:1100Hours

Course Description

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

Objectives:

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

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community

2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high risk children
6. Prepare a design for layout and describe standards for management of pediatric units/hospitals
7. Identify areas of research in the field of pediatric nursing

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METH OD	METH OD OF EVAL UATIO N
		MUST KNOW	KNOW	NICE TO KNOW		
I (5hrs) Introducti on	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Describe national policy programmes & legislations in relation to child health & welfare. Explain Current principles, practices in Pediatric Nursing. Psychomotor: <ul style="list-style-type: none"> Render comprehensive care to a hospitalized child. Affective <ul style="list-style-type: none"> Make self aware about the changing Role of Paediatric nurse 	Introducti on Current principles Pediatrics practices in Pediatric <ul style="list-style-type: none"> Trends in Pediatric Nursing (1 Hr) Evidence based practice in 	Role of pediatric nurse in various settings – Expanded (1 Hr) and extended (1 Hr) Total = 2hrs <ul style="list-style-type: none"> Evidence based Practice in Pediatric Nursing(2 Hr) 		<ul style="list-style-type: none"> Lecture s & Discussion Charts , graphs models, films and slides Seminars 	Essay type <ul style="list-style-type: none"> Short answers Objective type of question Assessment of skill-assessment with check list

	,modern concept of child care & principles Changing trends in Child health nursing.	<ul style="list-style-type: none"> Pediatric Nursing (1 Hr) Total = 3 hrs				•Clinical Work
II (35hrs) Pathophysiology, assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Explain The Pathophysiology, signs and symptoms and advance medical, surgical and nursing management of child with childhood diseases. Psychomotor: <ul style="list-style-type: none"> Apply the nursing process in the care of ill infants to pre adolescents in hospital and community Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems. Apply evidence based practices in child care. Affective: <ul style="list-style-type: none"> Appreciate the feeling of the parents and role of pediatric nurse. Identify measures to prevent common childhood diseases including immunization. 	Pathophysiology, assessment, treatment modalities and nursing intervention Child with respiratory disorders: Lower respiratory tract: <ul style="list-style-type: none"> Bronchitis Bronchopneumonia(1 Hr), Asthma (1 Hr), cystic fibrosis (1 Hr) Child with gastro-	<ul style="list-style-type: none"> Upper respiratory tract:choanal atresia, tonsillitis, epistaxis, aspiration. (1 Hr) Diarrheal diseases, gastroesophageal reflux. (1 Hr) Malabsorption syndrome, (1 Hr) Child with 	<ul style="list-style-type: none"> Common Communicable diseases(1 HR) - Stem cell (1hr) - Nutrition Rehabilitation Center (1 hr) 	Lectures & Discussion <ul style="list-style-type: none"> Charts, graphs models, films and slides Demonstrations Practic sessions Case discussions Seminars Clinical practice Drug book Exposure to related 	<ul style="list-style-type: none"> Essay type Short answers Skill assessment with check list Clinical work

		intestinal disorders: <ul style="list-style-type: none"> Hepatic disorders: Hepatitis, Indian childhood cirrhosis, (1Hr) liver transplantation(1 Hr). Malnutrition(1 Hr) Kidney transplantation(1Hr) Child with cardio-vascular disorders: <ul style="list-style-type: none"> Acquired: Rheumatic fever, 	renal/urinary tract disorders: <ul style="list-style-type: none"> Nephrotic syndrome(1 Hr), Nephritis, Hydronephrosis, hemolytic-uremic syndrome(1 Hr) polycythemia, thrombocytopenia, and disseminated intravascular coagulation(1 Hr) 	- Prevention And Management Of Child With Covid -19 (2Hrs) Total =3 hrs	procedures Nutrition Rehabilitation Center visit (2 hr)	
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		<p>Rheumatic heart disease, (1 Hr)</p> <ul style="list-style-type: none"> • Congenital: Cynotic (2hrs) and acynotic (2 Hr) • Child with Neurological disorders: • Convulsions, • Meningitis, (1 Hr) • Common Communicable diseases • Prevention And 	<ul style="list-style-type: none"> • Child with skin disorders(1 Hr) • Common Eye(2 Hr) and ENT disorders(2 Hr) <p>Total = 11 hrs</p>			
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		<p>Managem ent Of Child With Covid -19 (2Hrs)</p> <ul style="list-style-type: none"> • enceph litis, guillian - Barre syndro me(1 Hr) • Child with blood disorder s: Anemia s(1 Hr), • thalasse mias, Hemop hilia. (1 Hr) • Child with oncolog ical disorder s: 				
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		Leukemias Lymphomas,(1 Hr) • Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM(1 Hr), hyper and hypothyroidism, phenylketonuria, galactosemia(1 Hr) Total = 21hrs				
III (35hrs)	At the end of unit students are able to: Cognitive:	Assessment, treatment modalities	Anomalies of the	General principles of	•Lectures &	•Essay type

Assessment (including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders	<ul style="list-style-type: none"> Describe the recent technology and various treatment modalities in the management of high risk children. <p>Psychomotor:</p> <ul style="list-style-type: none"> Assist the child and family for various diagnostic procedures and treatment modalities in Paediatric surgical problems. Implement the comprehensive nursing care to children with various surgical problems. Apply evidence based practices in child care. <p>Affective:</p> <ul style="list-style-type: none"> Appreciate the stress, feeling of the parent and provide psychological support to the child and family members. 	<p>including cosmetic surgery and nursing intervention</p> <p>Gastrointestinal system:</p> <ul style="list-style-type: none"> Cleft lip, cleft palate and conditions requiring plastic surgery (1 Hr), Tracheoesophageal fistula/atresia, (1 Hr) Hirschsprung's disease/megacolon, malrotation, intestinal obstruction (1 Hr), 	<p>skeletal system</p> <ul style="list-style-type: none"> Eye (1 Hr) and ENT disorders (1 Hr) Child with oncological disorders: <ul style="list-style-type: none"> Solid tumors of childhood (1 Hr), Nephroblastoma (1 Hr) Neuroblastoma, (1 Hr) Hodgkin's/Non-Hodgkin's Lymphoma, (2 Hr) 	<p>Managing Pediatric trauma</p> <ul style="list-style-type: none"> Nursing management of the child with traumatic injuries: (1 Hr) Management of stomas, catheters and tubes (1 Hr) Management of wounds and drainages (1 Hr) <p>Total = 4hrs</p>	<p>Discussion</p> <ul style="list-style-type: none"> Charts, graphs, models, films and slides Demonstrations Practical sessions Case discussions Seminars Clinical practice Care plans Drug book Exposure to related procedures - Clinical 	<ul style="list-style-type: none"> Short answers Skill assessment with checklist Clinical work
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		duodenal atresia, (1 Hr) • gastrochisis, exomphalus, (1 Hr) anorectal malformation, (1 Hr) • omphalocele, diaphragmatic hernia(1 Hr) • Anomalies of the nervous system: • Spina bifida, (1 Hr) • Meningocele, (1 Hr) • Myelomeningocele (1 Hr), hydrocephalus(1 Hr)	• Hepatoblastoma, (1 Hr) • Rhabdomyosarcoma (1 Hr) • Wilms' tumor, neuroblastomas, Rhabdomyosarcoma, (1Hr) retinoblastoma, hepatoblastoma, bone tumors (1 Hr) = NK to DK Merged Total = 10hrs		teaching on emergency instruments (2hr)	
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		<p>• Anomalies of the genito-urinary system:</p> <ul style="list-style-type: none"> • Hyposp adias, (1 Hr) • Epispad ias(1 Hr), • Undesc ended testes(1 Hr), • Extroph y bladder (1 Hr) • Head injury(1 Hr), • abdomi nal injury (1 Hr) • poisoni ng, (1 Hr) • foreign body 				
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		obstruction, (1 Hr) <ul style="list-style-type: none"> • burns (1 Hr) • Bites(1 Hr) • Total = 21hrs 				
IV (10hrs) Intensive care for pediatric clients	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> • Explain Legal and ethical issues in pediatric intensive care. • Describe the Nutritional needs of critically ill child. Psychomotor: <ul style="list-style-type: none"> • Recognize and manage emergencies in children. • Demonstrate the skill of Paediatric resuscitation. Affective: <ul style="list-style-type: none"> • Appreciate the stress,feeling of the parent and provide psychological support to the parents 	Intensive care for pediatric clients Resuscitation , stabilization & monitoring of pediatric patients. (1 Hr) <ul style="list-style-type: none"> • Care of child requiring long-term ventilation. (1 Hr) • Anatomical & physiological basis of critical illness in infancy 	<ul style="list-style-type: none"> • Legal and ethical issues in pediatric intensive care(2 Hr) • Intensive care procedures, (1Hr) Total = 3hrs	<ul style="list-style-type: none"> • Equipment and techniques • Documentation (1 Hr) Total = 1hrs	•Lectures & Discussion • Charts , graphs models, films and slides •Demonstrations •Practic e sessions •Case discussions •Seminars •Clinical practice	•Essay type •Short answers •Skill assessment with check list •Clinical work

		and childhood. (1 Hr) <ul style="list-style-type: none"> • Nutrition al needs of critically ill child. (1 Hr) • Intensive care procedure s (1 Hr) • Intensive care procedure s (1 Hr) • PALS (Pediatric Advance Life Support) (1Hr Theory + 3hrs practical) 			<ul style="list-style-type: none"> •Drug book •Exposu re to related proce dures • Clin ical teac hing - Ass ess men t and man age men t of pain (2Hr) 	
		Total = 6hrs				

1ST YEAR MSc (N) (4304-13)
CLINICAL SPECIALITY -I

<p>V (20hrs)</p> <p>High Risk Newborn</p>	<p>At the end of unit students are able to:</p> <p>Cognitive:</p> <ul style="list-style-type: none"> Explain causes, clinical features, pathophysiology, investigations, medical, surgical nursing management of high risk newborns. Describe standards for management of NICU. <p>Psychomotor:</p> <ul style="list-style-type: none"> Assess, plan and Implement the comprehensive nursing care to high risk newborns. Prepare a design for layout of NICU. <p>Affective:</p> <ul style="list-style-type: none"> Appreciate the stress, feeling of the parents of high risk newborn and provide psychological support to the parents. 	<p>High risk newborn</p> <p>Nursing management of Respiratory conditions;</p> <ul style="list-style-type: none"> Asphyxia neonatorum, neonatal apnoea, meconium aspiration syndrome, (1 Hr) pneumo thorax, pneumo mediastinum (1 Hr) Icterus neonatorum. (1 Hr) Birth injuries. (1 Hr) Hypoxic ischaemic encephalopathy (1 Hr) 	<p>Nursing management of</p> <ul style="list-style-type: none"> Post-mature infant, and baby of diabetic and substance use mothers. Neonatal infections : neonatal sepsis, ophthalmia neonatorum, (1 Hr), congenital syphilis, (1 Hr) HIV/AIDS (1 Hr) Hematological conditions – erythroblastosis fetalis, (1hr) hemorrhagic disorder in the 	<ul style="list-style-type: none"> Concept, goals, assessment, principles. Organization of neonatal care, services (Levels), transport, Neonatal Intensive Care Unit, Organization and management of nursing services in NICU. (1 Hr) Management of nursing services 	<ul style="list-style-type: none"> Lectures & Discussion Charts, graphs, models, films and slides Demonstrations Practical sessions Case discussions Seminars Clinical practice Drug book Exposure to related procedures 	<ul style="list-style-type: none"> Essay type Short answers Skill assessment with checklist Clinical Workshop on Neonatal care in present scenario (7 hrs)
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		<ul style="list-style-type: none"> • Congenital anomalies. (1 Hr) • Neonatal seizures. (1 Hr) • Neonatal hypocalcaemia, hypoglycaemia, hypomagnesaemia. (1 Hr) • Neonatal heart diseases. (1 Hr) • Neonatal hemolytic diseases(1 Hr) • Advanced neonatal procedures. (1 Hr) • Calculation of fluid requirements. (1 Hr) <p>Total = 12hrs</p>	<p>newborn(2 Hr)</p> <p>Total = 6hrs</p> <p>Workshop on Neonatal care (7 hrs)</p>	<p>in NICU. (1 Hr)</p> <p>Human Milk Bank (1hr Theory + 1 hr Visit)</p> <p>Total = 2hrs</p>		
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VI (10hrs)						
Developmental disturbances and implications for nursing	<ul style="list-style-type: none"> At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Explain developmental disturbances and their implications for paediatric nursing. Psychomotor: <ul style="list-style-type: none"> Develop skill of developmental assessment to identify developmental Disturbances at the earliest . Guide the parents for corrective therapeutic modalities for developmental disturbances. Affective: <ul style="list-style-type: none"> Appreciate the stress, feeling of the parent of child with developmental disturbances and provide psychological support to the parents. 	Developmental disturbances and implications for nursing <ul style="list-style-type: none"> Conduct disorders, (1 Hr) Early infantile autism(1 Hr) Early infantile autism Management (1 Hr) Attention deficit hyperactive disorders (ADHD) (1 Hr) Learning disabilities(1 Hr) 	<ul style="list-style-type: none"> Habit disorders(1 Hr) speech disorders(1 Hr) depression and childhood schizophrenia(1 Hr) Total = 3hrs 	<ul style="list-style-type: none"> Adjustment reaction to school(1 Hr), Total = 1hrs 	<ul style="list-style-type: none"> Lectures & Discussion <ul style="list-style-type: none"> Charts, graphs models, films and slides Practical sessions Case discussions Seminars Clinical practice Drug book Educational visit 	<ul style="list-style-type: none"> Essay type Short answers Skill assessment with check list Clinical work

**SUB: COMMUNITY HEALTH NURSING-I
2021-22**

		<ul style="list-style-type: none"> Habit disorders(1 Hr) <p>Total = 6hrs</p>				
VII (10hrs) Challenge d child and implications for nursing	<ul style="list-style-type: none"> At the end of unit students are able to: Cognitive: Discuss the causes. Clinical features, early detection and nursing management of challenged child. Psychomotor: Demonstrate skill of assessment of challenged child. Provide comprehensive nursing care to challenged child. Affective: Appreciate the stress, feeling of the parent and provide psychological support . 	Challenged child and implications for nursing <ul style="list-style-type: none"> Cerebral palsied child, (1 Hr) Management of Cerebral palsied child, (1 Hr) Mentally challenge d child. (1 Hr) Management of Mentally challenge 	Physical ly challeng ed, causes, (1 Hr) features, (1 Hr) early detectio n & manage ment. (1 Hr) <p>Total = 3hrs</p>	Train ing & rehab ilitati on of challe nged childr en. (1 Hr) <p>Total = 1hrs</p>	<ul style="list-style-type: none"> Lectur es & Discussi on Charts , graphs models, films and slides Demon strations Practic e sessions Case discussi ons Semina rs Clinica l practice 	<ul style="list-style-type: none"> Essay type Short answers Skill assessm ent with check list Clinica l work

		d child . (1 Hr) • Training (1hr) & rehabilitat ion Mentally challenge d child. (1 Hr) Total = 6hrs			•Drug book •Educat ional visit	
VIII (5hrs) Crisis and nursing interventio n	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Explain the nature of crisis situation for paediatric client. Psychomotor: <ul style="list-style-type: none"> Recognize the various crisis situations and perform promptly and efficiently. Provide health education to parents for the prevention of crisis among paediatric population. Affective: <ul style="list-style-type: none"> Appreciate the 	<ul style="list-style-type: none"> Crisis and nursing intervention The hospitalized child (1 Hr) Crisis Intervention (1Hr) Nursing intervention-counseling(1 Hr) 	<ul style="list-style-type: none"> Terminal illness (1 Hr) & death during childhood (1 Hr) Total = 2hrs		•Lectur es & Discussi on • Charts , graphs models, films and slides •Demon strations •Practic e sessions •Case discussi ons	•Essay type •Short answers •Skill assessm ent with check list •Clinica l Work

	<ul style="list-style-type: none"> stress, feeling of parents of child with terminal illness and provide psychological support to the child and family members. 	<ul style="list-style-type: none"> Total = 3hrs 			<ul style="list-style-type: none"> Seminars Clinical practice Drug book Exposure to related procedures 	
IX (5hrs) Drugs used in Pediatrics	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Explain the drug used in Paediatrics and criteria for drug calculation. Psychomotor: <ul style="list-style-type: none"> Administer the medications to the children correctly and observe for their effect. Affective: <ul style="list-style-type: none"> Educate the parents about administration of medications safely to their child. 	Drugs used in Pediatrics Drug interactions <ul style="list-style-type: none"> Administration of drugs Criteria for dose calculation Adverse effects and their management(1 Hr) 	Blood Transfusion (1 Hr) -Innovations in paediatric drug formulations and administrations (2 Hr) Total = 1hrs	Oxygen administration (1 Hr) Total = 1hrs	<ul style="list-style-type: none"> Demonstrations Practical sessions Seminars Clinical practice Exposure to related Procedures - Pediatric drug 	<ul style="list-style-type: none"> Short answers Skill assessment with checklist Clinical work

		<ul style="list-style-type: none"> Innovations in paediatric drug formulations and administrations (2 Hr) <p>Total = 3hrs</p>			presentation (2hr)	
X (10hrs) Administration and management of pediatric care unit	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Describe the different policies, protocols and uses of various equipment in the paediatric ward. Psychomotor: <ul style="list-style-type: none"> Demonstrate the standards for paediatric care. Plan and design Paediatric care unit. Affective: <ul style="list-style-type: none"> Appreciate all the time safety and security of children. 	Administration and management of pediatric care unit <ul style="list-style-type: none"> Norms policies and protocols Staffing, (1 Hr) Practice standards for pediatric care unit 	<ul style="list-style-type: none"> Equipment, supplies (1 Hr). Design & layout(1 Hr) <p>Advances in pediatric comfort(1 Hr)</p>	<p>Equipment, supplies (1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> Charts, graphs models, films and slides Demonstrations Practical sessions Seminars 	<ul style="list-style-type: none"> Short answers Skill assessment with check list Clinical work

		<ul style="list-style-type: none"> • Documentation (1 Hr) • Recent advances in Pediatrics - Advances in Pediatric pharmacology(1hr) -Advances in Pediatric diagnosis(1hrs) -Advances in Pediatric therapies (2hr) <p>Total = 6hrs</p>	<ul style="list-style-type: none"> • Recent advances in Pediatrics -Advances in Pediatric diagnosis(2hrs) -Advances in Pediatric therapies (2hr) Advances in pediatric comfort (1 Hr) 		<ul style="list-style-type: none"> •Clinical practice •Exposure to related procedures 	
XI (5hrs) Education and	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> • Explain the need of ,In-service education program, Staff orientation, training and 	Education and training in Pediatric care <ul style="list-style-type: none"> • In-service education 	<ul style="list-style-type: none"> • Clinical teaching programs.(1 Hr) 	Staff orientation Programme,	<ul style="list-style-type: none"> •Lectures & Discussion • Charts , graphs 	<ul style="list-style-type: none"> •Essay type •Short answers •Skill

training in Pediatric care	<p>development, Clinical teaching programs in Paediatric nursing.</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> Plan and implement In-service education programs for staffs. <p>Affective:</p> <ul style="list-style-type: none"> Appreciate the need of paediatric nurses for updating advance knowledge . 	<p>program(1 Hr)</p> <ul style="list-style-type: none"> In-service education program(1 Hr) Staff Training and development (1 Hr) Total = 3hrs 	<p>Recent Immunization schedule (1hr)</p> <p>Total = 1hrs</p>	<p>(1 Hr)</p> <p>Total = 1hrs</p>	<p>models, films and slides</p> <ul style="list-style-type: none"> Demonstrations <p>Inservice education programme Prevention and Management of Child With Covid - 19 (6Hrs)</p>	<p>- Clinical Teaching</p>
		<p>Total hrs = 90 = 60%</p>	<p>Total hrs = 45=30%</p>	<p>Total hrs = 15=10%</p>		

INTERNAL ASSESSMENT - FORMATIVE EVALUATION:

REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Send to university
Case presentation	Total-2 ➤ Paed Medical 01 ➤ Surgical 01 (Paediatric Medical & Paediatric Surgical ward)	50	100	
Case study	Total-2 ➤ Paed Medical 01 ➤ Surgical 01 (Paediatric Medical & Paediatric Surgical ward)	50	100	
Nursing care plan	Total-2 ➤ Paed Medical – 01 (Paed Medical ward) ➤ Paed Surgical – 01, (Paed Surgical ward)	25	50	
Project work	Total-1	50	50	
Health Education	Total-1 (PaedMedical ward/PaedSurgical ward/ NICU/Paed.OPD)	25	25	
NICU Report	Total-1 (NICU)	50	50	
Practical Examinations (Midterm &Prefinal Exam)	➤ Midterm exam ➤ Prefinal exam	50 100	150	
		GRAND TOTAL:	525	100

THEORY EXAMINATION: MIDTERM: 75 M PREFINAL: 75 M SECT - I = LAQ 10MX2=20M , SAQ 5M X 4 = 20 SEX - II = LAQ 10MX2=20M , SAQ 5M X 3 = 15 } TOTAL 75 M Seminar Presentation: 50 Marks Journal Presentation: 50 Marks EXTERNAL ASSESSMENT: THEORY FINAL EXAM : PRACTICAL FINAL EXAM :		GRAND TOTAL: 75 100	250	25
REFERENCE BOOKS: 1. GhaiO.p. et al. (2000) Ghai's Essentials of Paediatrics. 1st edn. Mehta offset works. New Delhi. 2. Marlow Dorothy& Redding. (2001) Textbook ofPaed. Nsg. 6th edn. HarbarcourtIndia ltd. New Delhi. 3. Parthsarathy et al. (2000) IAP Textbook of PaediatricNsg. Jaypee bros., 2 nd ed. New Delhi. 4. Vishwanathan& Desai. (1999) Achar's Textbook of Paediatrics. 3rd ed. Orient Longman. Chennai. 5. Wong Dona et al. Whaley & Wong's Nursing care of infants & children.6th edn. Mosby co., Philadelphia. 6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996 7.American Academy of Pediatrics (Author),Textbook of Neonatal Resuscitation ,7th Edition Gary M Weiner MD (Editor), Jeanette Zaichkin RN MN NNP-BC (Editor) 8.Achar ST and Viswanathan ; "Text book of Paediatrics; A Clinical Approach "Orient Longman, Mumbai 9. Park's "Text book of Preventive and Social medicine" 18 edn, Banarasi das				

10. Singh Meherban; "Care of Newborn" Sagar Publications New Delhi
 11. Singh Meherban; "Drugs Used in Children" Sagar Publications New Delhi
 Alexander NM, Brown MS; "Paediatric Physical Diagnosis for Nurses" McGraw Hill Book Co, New York
 12. Ball; "Paediatric Nursing caring for children" Prenticehall, 1999
 13. Behrman, Richard K & Vaughan; "Nelson's Textbook of Paediatrics" ; WB Saunders Company
 14. Blake G, Florence & Wright; "Essentials of Paediatric Nursing"
 15. Barbara EW; "Guidelines in the care of the low birth weight" Orient Longman
 16. Gupta Suraj; "Neonatal Emergencies" Jaypee Brothers
 17. Gupta Suraj; "A Short Text book of Paediatrics" Jaypee Brothers
 18. Vidhyasagar & Sarnaik; "Neonatal & Paediatric Intensive Care" Jaypee Brothers

Unit No. & total hours	Objectives	Contents with distributed Hours			T/L Method	A/V Aids	F/S Evaluation	Method Of Evaluation
		Must know	Desirable to know	Nice to know				
I (10 Hr)	At the end of unit students are able to Knowledge: Know the worldwide historical development of CHN	Introduction: <ul style="list-style-type: none"> Current status, trends and challenges of Community Health Nursing Scope of community 	<ul style="list-style-type: none"> Historical development of Community health and Community health Nursing- World and India, various health and 	<ul style="list-style-type: none"> Socio-cultural issues in Community Health Nursing (1 Hr) Total=1Hr	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks	Short answers Essay type

	<p>practice. Understands the scope of CHN, legal, socio cultural and ethical issues in CHN</p> <p>Attitude: Understand her or his role in attaining national goals.</p>	<p>health nursing practice</p> <ul style="list-style-type: none"> • Health status of the Community National Policies, plans & programmes <p>National Health Policy, National Population policy (1 Hr)</p> <p>National Health goal/ indicators/ Millennium developmental goals (MDG)/ Strategies (1 Hr)</p> <p>National Urban Health Mission (NUHM) (1 Hr)</p>	<p>family welfare committees. (1Hr)</p> <ul style="list-style-type: none"> ▪ Planning process: Five year plans ▪ National Rural Health Mission (1Hr) <ul style="list-style-type: none"> • Ethical and legal issues (1Hr) <p>Total- 3 Hr</p>				<p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p>	
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		<ul style="list-style-type: none"> Sustainable Developmental Goal (SDG) 2020 Role of nurse in SDG (3 Hr) <p>Total – 6 Hrs</p>					University examination: Theory 75 Marks	
II (10 Hr)	At the end of unit students are able to Knowledge: Explain the concepts and determinants of health. Understand the importance of use of technology in health	Health: <ul style="list-style-type: none"> Concepts, issues Determinants Measurements (1 Hr) Waste disposal Biomedical Waste disposal at community centres (2 Hr) 	<i>Eco system Ecological Models Role of ecosystem services in community wellbeing</i> (3 Hr) Total= 3 Hr	<ul style="list-style-type: none"> Alternate system For health promotion and management of health problems. (1 Hr) <p>Total = 1 Hr</p>	Method Lecture discussion	Explain using Charts, PPT, field visit	FORMAT Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit	Short answers Essay type Short answers

	<p>care delivery. Know the relationship between genetics and health.</p> <p>Skill: Identify the problems of waste disposal and modify them to contribute in improving health and promotion of eco system suitable to health.</p> <p>Attitude: Incorporate alternative system of medicine in</p>	<ul style="list-style-type: none"> • Health economics (1 Hr) • Health Technology (1 Hr) • Genetics and health. (1Hr) <p>Total- 6 Hr</p>					<p>Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment University examination: Theory 75 Marks</p>	
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	promotion of health.							
III (15 Hrs)	At the end of unit students are able to Knowledge: Understand the demography and population dynamics. Know the national population policy and program. Skill: Motivates people for adopting small family norms. Attitude: Incorporate research knowledge in promoting health of	Population Dynamics and Control: • Demography (1 Hr) • National population policy (3 Hr) • National population programmes (3 Hr) • Method of family limiting and spacing (2 Hr) Total= 9Hr	• Research, Census, National Family Health Survey (2 Hr) • Population control and related programmes (3 Hr) Total= 5 Hr	• Transition and theories of population (1 Hr) Total= 1Hr	Method Lecture discussion	Explain using Charts, PPT	FORMAT IVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for	Short answers Essay type Short answers

	communit y.						I. A. (Practicum SUMMAT IVE Mid-term Examination: 75 Marks ii) Pre- final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	
IV (30 Hr)	At the end of unit students are able to Knowled ge: Understan ds philosoph y, aims and objectives, scope and	Community Health Nursing: • Philosophy, Aims, Objectives, Scope, Principles, Functions(3 Hr) • Health assessment- individuals,	<ul style="list-style-type: none"> • Community Health Nursing Theories. (3 Hr) • Quality Assurance: Community Health Nursing standards, competencies, Monitoring community 	<ul style="list-style-type: none"> • Family nursing and Family health centered nursing approach. (2 Hr) • Intervention: Micro and • nursing plans, operationaliz 	Metho d Lecture discuss ion	Explain using Charts, PPT, group discussi on, field visit.	FORMAT IVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching	Short answers Essay type Short answers

	principles of CHN. Know the CHN theories and apply them in assessing quality of care Skill: Do the health appraisal of individual, families and community. Attitude: Incorporate quality assurance norms while providing health care at all levels and all settings.	groups and community. (5 Hr) <ul style="list-style-type: none"> • Roles and responsibilities of Community Health Nurse(3 Hr) • Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged-Urban and rural population at large.(4 Hr) • Community diagnosis, setting objectives.(3 Hr) 	health nursing, nursing audits (3 Hr) <ul style="list-style-type: none"> • Concept, role and responsibilities of community health nurse practitioners-decision making skills, follow nursing practice standards, advanced nursing practice, professionalism, legal issues. (3Hr)	ation and evaluation (1 Hr) Total= 3 Hr			(2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination	
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		Total= 18 Hr					n: Theory 75 Marks	
V (45 Hr)	At the end of unit students are able to Knowledge: Know the IMNCI and diseases incorporated in it. Skill :Provides effective nursing care to neonate and children for the diseases incorporated under IMNCI	Unit-V (45 Hr) IMNCI: <ul style="list-style-type: none"> Integrated management of neonatal and childhood illness: Outpatient management of young infants. (3 Hr) Assessment of sick young infants. (3 Hr) Treatment of sick young infants. (3 Hr) 	<ul style="list-style-type: none"> Respiratory Infections and Diarrheal Diseases (1Hrs) Management of Low birth weight and Malnutrition (1 Hr) Infant and young child feeding and counseling (2 Hr) Principles of management of sick children in a small hospital. (2 Hr) Rationale for evidence- 	<ul style="list-style-type: none"> Principles of integrated care. The IMNCI case management process. <p>(2 Hr) Concept, inequities in the Indian situation. (1 Hr)</p> <p>Role of nurse in treatment of sick young infants (2 Hr)</p> <p>Total= 5 Hr</p>	Method Lecture discussion	Explain using Charts, PPT	FORMAT Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks	Short answers Essay type Short answers

	<p>Attitude: Becomes sensitive for drives under taken by Government to control morbidity and mortality among under 5 children.</p>	<ul style="list-style-type: none"> • Outpatient management of children • Age 2 month to 5 years. Assessment of sick children. (4 Hr) • Checking main symptoms. Cough or difficult breathing (3Hr) Diarrhoea, Fever, Ear problem, malnutrition , anemia immunization etc. (3 Hr) • Assessment of child for local infection at 	<p>based syndrome approach.</p> <ul style="list-style-type: none"> • Components of the integrated approach. (3 Hr) <p>Counsel the mother about feeding problems and guidance on infant feeding in HIV context . (4 Hr)</p> <p>Total= 13 Hr</p>				<p>(225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
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		home (2 Hr) • Management of Child with feeding problem (3 Hr) • Counsel the mother for feeding during sickness and health (2 Hr) • Counsel the care giver for care for child development(2 Hr) • Any other (1 Hr) • Skilled Birth Attendant (SBA) (2 Hr) Total= 27 Hr						
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VI (15 Hr)	At the end of unit students are able to Knowledge: Understand the concepts of disaster. Know the measures to prevent disasters. Skill: Able to seek cooperation and contribution of all in prevention and management of disaster. Attitude: Able to work as leader in disaster	Unit- VI (15 Hr) Disaster Nursing: <ul style="list-style-type: none"> • Introduction: Concept, Definition. • Goal of Disaster Nursing • Principles of disaster Nursing (1 Hr) • Types and phases of disaster (1 Hr) • International assistance and collaboration. • Health effects of disasters • Phases of disaster (1Hr)	<ul style="list-style-type: none"> • Epidemiological surveillance and disease control. • Integrated Disease surveillance Programme (1 Hr) • Time trends in disease occurrence in epidemiology (1 Hr) Disaster Triage- <ul style="list-style-type: none"> • Need • Principles • Advantages • Types of Triage (1 Hr) • Management of Mass casualties (1 Hr) 	<ul style="list-style-type: none"> • Role of District, Taluka & Gram Panchayat. • Role of NGO. • Role of community participation in dealing disasters management • Role of Local, State and central Govt. in Disaster (1 Hr) Role and responsibilities of nurse in disasters. (1 HR) Total= 2 Hr	Method Lecture discussion	Explain using Charts, PPT		
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	managem ent.	<ul style="list-style-type: none"> • Disaster managem ent: • Disaster Manageme nt Cycle (1 Hr) • Disaster response, disaster preparedne ss, and disaster mitigation. (1 Hr) • Risk reduction, Disease prevention and health Promotion (1 Hr) • Epidemiolo gical surveillanc e and disease control. 	Total= 4 Hr					
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		<ul style="list-style-type: none"> Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation. (1Hr) Long term effect of disaster on community Health (1 Hr) Care of Vulnerable Populations. (1 Hr) <p>Total= 9 Hr</p>						
VII (10 Hr)	At the end of unit students are able to Knowledge: Know the	Information, Education and Communication: <ul style="list-style-type: none"> IEC: Principles 	<ul style="list-style-type: none"> Tele-medicine and tele-nursing (2 Hr) Journalism. (1Hr) 	<ul style="list-style-type: none"> Mass media, Folk media (1 Hr) Role of Nurse in 	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing	Short answers Essay type Short answers

	principles and strategies of IEC. Skill: Communicate effectively and use the principles of IEC while giving health education. Attitude: Listens carefully & develops habit of reading between the lines.	and strategies (1 Hr) Communication channel and tool for IEC(2 Hr) <ul style="list-style-type: none"> • Thirst areas of IEC/ BCC Activities (2 Hr) • Communication skills • Behaviour change communication and soft skill (2 Hr) • Management information and evaluation system: Records and 	IEC activities under health facilities (2 Hr) Total= 3 Hr	IEC activities (1 Hr) Total= 1 Hr			Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks	
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		reports (2 Hr) • Information technology (1 Hr) Total= 6 Hr					Total: 125 Marks External assessment University examination: Theory 75 Marks	
VII I (15 Hr)	At the end of unit students are able to Knowledge: Explain the organizational and functional structure of health care delivery system at all levels. Skill: Review critically the functions of health personal	Health Care Delivery System: Urban and Rural: • Health Planning and health care delivery system in India (IPHS Guidelines) (2 Hr) • Functions, staffing, pattern of assistance, layout, drugs, equipment	• Training and supervision of health workers (1 Hr) Programme management including supervision and monitoring (1 Hr) • Critical review of functioning of various levels , evaluation studies, recommendations and nursing perspectives. (2 Hr)	• Inter - sectoral coordination (1 Hr) Public private partnership . (1 Hr)	Method Lecture discussion	Explain using Charts, PPT	FORMAT Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks	Short answers Essay type Short answers

	<p>at all levels. Attitude: Communi- cate effectively and enhance Intersector al co- ordination and co- operation in meetings health needs of population .</p>	<p>s and supplies: Village, Sub- centre, Primary health centre, Communit y health centre, district hospitals, sub- divisional hospitals, district family welfare bureau and tertiary care institution. (4 Hr)</p> <ul style="list-style-type: none"> • Alternativ e System of Medicine. (2 Hr) • Health agencies: 	Total=4 Hr	Total=2 Hr			<p>(225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMAT IVE Mid-term Examinatio n: 75Marks ii) Pre- final: 75 Marks Total: 125 Marks External assessment University examinatio n: Theory- 75 Marks</p>	
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		Roles and functions. (1 Hr) Total= 9 Hr						
		Total hrs=90 60 %	Total hrs=45 30 %	Total Hrs=15 10 %				

LIST OF RECOMMENDED BOOKS:

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

2nd YEAR MSc (N) (4304-22)
CLINICAL SPECIALITY -II
SUB: COMMUNITY HEALTH NURSING-II
2021-2022

Placement : II Year MSc(N)

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

Course Description:

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

Objectives :

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

1. Appreciate trends and issues related to community health Nursing reproductive and child health, school health, Occupational health, international health, rehabilitation, geriatric and mental health.
2. Apply epidemiological concepts and principles in community health nursing practice
3. Perform community health assessment and plan health programmes
4. Describe the various components of Reproductive and child health programme.
5. Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach.
6. Describe the role and responsibilities of community health nurse in various national health and family welfare programmes
7. Participate in the implementation of various national health and family welfare programme
8. Demonstrate competencies in providing family centered nursing care independently
9. Participate/Conduct research for new insights and innovative solutions to health problems
10. Teach and supervise nurses and allied health workers.
11. Design a layout of sub center/Primary health center/Community health centre and develop standards for community health nursing practice.

Unit No. & total hours	Objectives	Contents with distributed Hours			T/L Method	A/V Aids	F/S Evaluation	Method of Evaluation
		Must know	Desirable to know	Nice to know				
Unit - I 20 Hr	At the end of unit students are able to: Cognitive: Understand and discuss the concept, principles and importance of epidemiology in community health nursing. Psychomotor: Use the knowledge of epidemiology in the practice of community health nursing. Affective : Apply the principles of epidemiology in establishing relationship between disease causation and disease prevalence and	Epidemiology <ul style="list-style-type: none"> • Concepts, scope, definition, trends History of modern Epidemiology(1 Hr) <ul style="list-style-type: none"> • Epidemiology of Covid-19 (1 Hr) • Patho physiology • Transmission (1 Hr) • Symptoms • Investigation (1 Hr) • Diagnosis and treatment (1 Hr) • Epidemiological methods • Epidemiological approaches & study of disease causatives (1 Hr) • Health promotion (1 Hr) • Epidemiology of Communicable diseases 	<ul style="list-style-type: none"> • Contribution of epidemiology & its implication in nursing • Measurement of health and Disease • Emerging and re-emerging diseases Epidemics. • Epidemiology study and reports. (1 Hr) • Investigation of an Outbreak • Time Trends In Disease Occurrence In Epidemiology (1Hr) National Integrated disease Surveillance Programme (IDSP) (1Hr) <ul style="list-style-type: none"> • Health policies 	<ul style="list-style-type: none"> • Branches of epidemiology (1 Hr) • Role of Nurse in Covid -19 Vaccines safety (1 Hr) Organization of IDSP, flow of information (1Hr) , and mother and child tracking system (MCTS) in India(1Hr) , (Total=2 Hr)	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks	Short answers Essay type Short answers

	contribute in control of epidemics and improving the health of the given community.	<ul style="list-style-type: none"> • Levels of prevention(1 Hr) • Epidemiology of Non-communicable diseases(1 Hr) • Modern concepts of epidemiology(1Hr) • Importance of epidemiology in community Health Nursing Practice especially in Pandemics(2 Hr) <p>(Total = 12 Hr)</p>	<ul style="list-style-type: none"> • Health information system • Development of modern Epidemiology. • Relationship of epidemiology with public health (1 Hr) • Prevention and control measures in Covid-19 (2 Hr) <p>(Total = 6 Hr)</p>				Total: 125 Marks External assessment University examination: Theory 75 Marks	
Unit- II 40 Hr	At the end of unit students are able to: Cognitive : Illustrate the objectives of National Health Programme and discuss the activities undertaken in implementation of each national Health Programme. Psychomotor: Understand and incorporate provisions made for each national Health Programme in	National Health and Family Welfare Programmes--- <ul style="list-style-type: none"> • National Filaria Control Programme (2Hr) • National Mental Health Programme <i>Mental Health Act</i> (2 Hr) 	<ul style="list-style-type: none"> • National Vector Borne Disease Control Programme (NVBDCP) (1 Hr) • National Leprosy Eradication Programme (1 Hr) • National programme for 	<ul style="list-style-type: none"> • Organization/manpower/resources, • Activities and goals. <p>Role and responsibilities of community health nurse. Inter-sectoral</p>	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks	Short answers Essay type Short answers

<p>the field of community health nursing practice. Affective :Appreciate the importance of inter sectoral approach in achieving the goals and targets.</p>	<p>Drug De-addiction Programme(1Hr)</p> <p>Assessment and management of mental health problems (3 Hr)</p> <p>Counseling and Gather approach (3 Hrs)</p> <ul style="list-style-type: none"> National AIDS Control Programme (3 Hr) National Cancer Control Programme (3 Hr) NRHM + NUHM (3 Hr) National Family Welfare programme National Family Planning Programme Post Partum Intra Uterine 	<p>Control of Blindness (1 Hr)</p> <ul style="list-style-type: none"> National Iodine Deficiency disorders Control Programme. (1 Hr) <p>Health Schemes:</p> <ul style="list-style-type: none"> ESI CGHS Health Insurance (2 Hr) Ayushman Bharat -National Health Protection Scheme (2 Hr) National AYUSH Mission (1 Hr) Rashtriya Bal SurekshaKaryakram (RBSK) (1 Hr) <p>New National Health Programme-</p> <ul style="list-style-type: none"> National family planning 	<p>approach Implementation, item/purpose (2 Hr)</p> <p>Role of nurse in National Health and Family Welfare Programme</p> <ul style="list-style-type: none"> (2 Hr) <p>(Total = 4 Hr)</p>				<p>iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
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		Contraceptive Device (PPIUCD) (2 Hr) • Reproductive and Child Health Programme (2 Hr) (Total = 24 Hr)	Programme (1 Hr) • National Viral Hepatitis Surveillance Programme (1Hr) (Total = 12 Hr)					
Unit-III 15 Hr	At the end of unit students are able to: Cognitive: Explain the concept and objectives of school health programme. Psychomotor :Work as effective member of school health team, teach nursing students to work as member of school health team. Affective :Recognize the importance of school health services and motivate children	School Health • Introduction, definition, concepts, objectives • History of school health nursing (1Hr) • Health assessment, Screening, identification, referral and follow up. (1Hr) • Safe school environment (1 Hr) • Adolescent health • Physical changes during adolescence (2Hr)	Inter-Sectoral Coordination • Guidance and counseling (2 Hr) Prevention and management of substance misuse. (1 Hr) • School health records maintenance and its importance (1 Hr) • Services, programme and plans -first aid, treatment of minor ailments	Roles and responsibilities of community health Nurse (1 Hr) Total=1 Hr	Method Lecture discussion	Explain using Charts, PPT Visit to School	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE	Short answers Essay type Short answers

	to develop health habits. Encourage teachers and parents to cooperate and contribute in school health services.	<ul style="list-style-type: none"> Gender Equality Promotion of Healthy Lifestyle (1 Hr) Sex Education for adolescents(1 Hr) Reproductive health and HIV prevention (2 Hr) Total=9 Hr	<ul style="list-style-type: none"> Management of common infectious diseases (1Hr) Total= 5 Hr				Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	
Unit- IV 15 Hr	At the end of unit students are able to: Cognitive: Know global health priorities, health related issues and problems. Elaborate international nursing practice standards. Psychomotor : Educate others and Participate as a member of disaster management team following international nursing practice standards.	International Health <ul style="list-style-type: none"> Health and food legislation, laws, adulteration of Food (1Hr) Disaster management (1 Hr) Forecasting of natural disaster to protect the public health (1 Hr) Migration(1 Hr) International health agencies- World health assembly- UNICEF, UNFPA, 	<ul style="list-style-type: none"> International cooperation and assistance, International trade and travel. International health celebration days and their significance International Health Policies and procedures (2 Hr) International quarantine and Health tourism. (1 Hr) 	<ul style="list-style-type: none"> Global burden of disease and Global health rules to Halt disease spread (2 Hr) Disaster management- definition Disaster types and magnitude (1Hr) Disaster preparedness Emergency	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum	Short answers Essay type Short answers

	<p>Affective : Appreciate the importance of health related rules and regulations and promote health tourism in the institution.</p>	<p>SIDA,USAID, DFID, AusAID etc (1 Hr)</p> <ul style="list-style-type: none"> • International health issue and problems(1Hr) • International nursing practice standards(1 Hr) • International Health vis-a- vis National Health (1 Hr) <p>International Health Regulation(1 Hr) (Total=9 Hr)</p>	<ul style="list-style-type: none"> • Global health priorities and programmes (1 Hr) <p>(Total=4 Hr)</p>	<p>preparedness (1Hr)</p> <p>Common problems during disasters and methods to overcome (1Hr)</p> <p>Basic disaster supplies kit (1Hr)</p> <p>Disaster response including emergency relief measures and Life saving techniques(1Hr)</p> <p>Use disaster management module (1 Hr)</p> <p>Basic disaster supplies kit (1Hr)</p> <p>Disaster response including</p>			<p>SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
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				emergency relief measures and Life saving techniques(1Hr) Use disaster management module (1 Hr) CIDA, JHPIEGO,(1 hr) Voluntary Health Association of India (VHA) (1 hrs) (Total=2 Hr)				
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Unit-V 15 Hr	<p>At the end of unit students are able to:</p> <p>Cognitive : Discuss the institutional, national and international standards, policies, protocols and procedures.</p> <p>Psychomotor :Strive for improving quality of health services and does the critical evaluation of quality of rendered health services.</p> <p>Affective :Emphasize quality and standards in nursing practice.</p>	<p>Education and administration-</p> <p>Quality assurance</p> <ul style="list-style-type: none"> Standards, protocols, Policies, Procedures(1Hr) Infection control, standard safety measures(1Hr) Nursing audit (1 Hr) Staffing, Supervision and monitoring – Performance appraisal(1 Hr) Referral chain-community outreach services (1 Hr) <p>Role and responsibilities of different categories of personnel in community health</p>	<ul style="list-style-type: none"> Budgeting. Material Management. (2 Hr) Transportation (2 Hr) Public Relations Planning in-service educational programme (1 Hr) <p>(Total=4 Hr)</p>	<ul style="list-style-type: none"> Design of sub centre, primary health centre and community health centre. (2 Hr) <p>(Total=2 Hr)</p>	<p>Method</p> <p>Lecture discussion</p>	<p>Explain using Charts, PPT</p> <p>Visit to subcentre, PHC, CHC, hospital Infection Control Centre, Quality Control Centre if any, & In service Education Department</p>	<p>FORMATIVE</p> <p>Clinical Evaluation Community health Nursing Practice: 100 Marks</p> <p>ii) Family Care Study: 50 Marks</p> <p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum</p> <p>SUMMATIVE</p> <p>Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p>	<p>Short answers</p> <p>Essay type</p> <p>Short answers</p>
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		(2 Hr) <ul style="list-style-type: none"> • Training of various categories of health workers and preparation of manuals (2 Hr) (Total=9 Hr)					University examination: Theory 75 Marks	
UNIT- VI 10 Hr	At the end of unit students are able to: Cognitive : Discuss the concept, problems and issues related to geriatric nursing. Psychomotor : Provide comprehensive care to old people and educate students, colleagues and family members for caring geriatric population. Affective : Respect elderly; use their skills and	Geriatric Nursing <ul style="list-style-type: none"> • Introduction to Gerontological Nursing • Definition of Gerontological Nursing (2 Hr) • Principles of gerontological nursing (2 Hr) • Aging process and changes • Health problems and needs. • Psycho-social stressors and disorders 	Concept and scope of gerontological nursing (1 Hr) <ul style="list-style-type: none"> • Myths and facts of aging. Elderly abuse Adaptation to new changing Era Advantages and disadvantages of old age Homes <ul style="list-style-type: none"> • Government welfare measures- programmers' for elderly and role of NGOs. (1 Hr) 	<ul style="list-style-type: none"> • Laws and Acts for protection of Geriatrics Roles and responsibilities of Geriatric nurse. (1Hr) Management of common geriatric ailments: counseling, supportive treatment of older adults (1hrs) Organization of geriatric health services (1hrs)	Method Lecture discussion	Explain using Charts, PPT Visit to old age	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE	Short answers Essay type Short answers

	knowledge wherever possible.	<ul style="list-style-type: none"> • Health assessment Care of elderly and rehabilitation of elderly • Elderly abuse • Concept • Home for aged-various agencies • Theories of aging (1 Hr) • Training and supervision of care givers(1Hr) <p>Total=6 Hr</p>	<ul style="list-style-type: none"> • Services for geriatric Care <p>Geriatric Inter disciplinary Team (1 Hr)</p> <p>Total=3 Hr</p>	<p>National program for health care of elderly (NPHCE) (1hrs)</p> <p>State level programs/Schemes for older adults (1hrs)</p> <p>Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems (1hrs)</p> <p>Total=1 Hr)</p>			<p>Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment</p> <p>University examination: Theory 75 Marks</p>	
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Unit-VII 10 Hr	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain the concept, principles and models & methods of rehabilitation.</p> <p>Skill: Rehabilitate all types of challenged individuals in all settings. Motivate and educate individuals and family members to overcome their disability and become useful member of the society.</p> <p>Attitude: Shows concern towards challenged members of the society and</p>	<p>Rehabilitation</p> <p>Rehabilitation team</p> <ul style="list-style-type: none"> Community based rehabilitation (1Hr) Disability and Rehabilitation- Use of various prosthetic devices (1 Hr) Rehabilitation of chronic diseases, Restorative rehabilitation and Vocational rehabilitation(1Hr) Psychosocial Rehabilitation (1Hr) Restorative rehabilitation Guidance and counseling(1Hr) Roles and responsibilities of Community 	<ul style="list-style-type: none"> Introduction: Concept, principles Role of voluntary organizations (2 Hr) Welfare measures by Govt/ Private sector (1Hr) <p>Total=3 Hr</p>	<ul style="list-style-type: none"> Trends, issues Models, Methods Ethical issues Rehabilitation Council of India (1 Hr) <p>Total=1 Hr</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT</p>	<p>FORMATIVE</p> <p>Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks</p>	<p>Short answers Essay type Short answers</p>
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	recognize the importance of team approach and inter sectoral coordination in rehabilitation.	health nurse(1Hr) Total=6 Hr					Total: 125 Marks External assessment University examination: Theory 75 Marks	
Unit-VIII 10 Hr	Community Psychiatry At the end of unit students are able to: Knowledge: Discuss the changing trend in mental health nursing and National mental health programme. Skill: Utilize services of welfare agencies while providing comprehensive nursing care to mentally ill client. Attitude: Integrate	Community Mental Health - Magnitude <ul style="list-style-type: none"> National Mental Health Program- Community mental health program (1Hr) Populations at Risk <ul style="list-style-type: none"> The community as Client- <ul style="list-style-type: none"> - Primary Prevention - - Secondary prevention - Tertiary Prevention(1Hr) Community based rehabilitation 	<ul style="list-style-type: none"> Managing stress Mental health issues faced by family members Self care management (2 Hr) The Changing Focus of care, management, Collaborative care and Crisis intervention trends and issues (1 Hr) (Total=3 Hr)	Role of Community health nurse (1Hr) Welfare agencies Public Health Model, Common health problems and risk factors in adolescent girls and boys (1hrs) Common Gynecological conditions – dysmenorrhea, Premenstrual Syndrome (PMS), (1hrs) Vaginal discharge, Mastitis, Breast lump, (1hrs) pelvic pain, pelvic	Method Lecture discussion	Explain using Charts, PPT Visit to Human Rights Office	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for	Short answers Essay type Short answers

<p>mental health services in general health services and contribute in preventing mental health problems.</p>	<ul style="list-style-type: none"> Human rights of mentally ill Adolescent Counseling(1 Hr) <p>Mental health problems in Covid 19:</p> <ul style="list-style-type: none"> Identifying symptoms of mental disorders / Psychological distress in Covid 19 (1 Hr) Assessment & screening of psychological symptoms (1 Hr) Psycho social management – essential counseling skill (1 Hr) <p>(Total= 6 Hr)</p>			<p>organ prolapse (1hrs) Teenage pregnancy, awareness about legal age of marriage, (1hrs) nutritional status of adolescents National Menstrual Hygiene scheme(1hrs) Youth friendly services: SRH Service needs Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, (1hrs) respectful care and communication Counseling for parents and teenagers (BCS – balanced counseling strategy) (1hrs) National Programs RMNCH+A Approach – Aims,</p>			<p>I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
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				<p>Health systems strengthening, RMNCH+A strategies, (1hrs)</p> <p>Interventions across life stages, program management, monitoring and evaluation systems(1hrs)</p> <p>Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents (1hrs)</p> <p>Screening, management, prevention and referral for mental health disorders(1 Hr)</p> <p>National Mental Health Policy (1 Hr)</p> <p>National Mental Health Act (1 Hr)</p> <p>Role of a community health</p>				
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				nurse in screening, initiation of treatment and follow up of mentally ill clients(1 Hr) (Total=1Hr)				
UNIT-IX 15 Hr	Occupational Health At the end of unit students are able to: Knowledge: Illustrate ergonomics, ergonomics solutions and	Occupational Health • Introduction: History of Occupational health nursing, trends, issues, Definition, aims and objectives.	Salient features of work environment. • Ergonomics and Ergonomic solutions(1Hr) • Occupational Educational and Counseling	<ul style="list-style-type: none"> • Child labour • Factories act ESI Act • Role of Community health nurse, Occupational 	Method Lecture discussion	Explain using Charts, PPT Visit to an industry/factory	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks	Short answers Essay type Short answers

	<p>components & legal provisions for preventing occupational diseases.</p> <p>Skill: Contribute as efficient team member in preventing occupational health hazards and promoting health of the employees.</p> <p>Attitude: Educate and motivate employees to use safety devices.</p>	<p>Workplace safety (1Hr)</p> <ul style="list-style-type: none"> Occupational environment- Physical and social <p>Decision making, Critical thinking.(1Hr)</p> <ul style="list-style-type: none"> Occupational hazards of different categories- physical, chemical, biological, mechanical, Accidents, Foreign bodies(1Hr) Occupational diseases and disorders(1Hr) Controlling migration of the employees during the pandemics to prevent further spread of disease (2 Hr) 	<ul style="list-style-type: none"> Legal issues, Legislation, (1Hr) labour unions, ILO and WHO recommendations (1Hr) <p>(Total=5 Hr)</p>	<p>health team (1Hr)</p> <p>National/ State Occupational Health Programs(1Hr)</p> <p>Total= 1 Hr</p>			<p>iii) Health Teaching (2 X 25 Marks): 50 Marks</p> <p>iv) Community Visit Observation report: 25 Marks</p> <p>Total: 225 Marks</p> <p>(225 Marks to be converted in to 10 Marks for I. A.</p> <p>(Practicum SUMMATIVE Mid-term Examination: 75Marks</p> <p>ii) Pre-final: 75 Marks</p> <p>Total: 125 Marks</p> <p>External assessment University examination: Theory 75 Marks</p>	
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		<ul style="list-style-type: none"> Measures for Health promotion of workers, Prevention and control of occupational diseases, disability, limitation and rehabilitation (1Hr) Women and occupational health Violence at Workplace(2 Hr) <p>Total=9 Hr</p>						
		Total Hrs= 90 (60%)	Total Hrs - 45 (30%)	Total Hrs -15 (10%)				

LIST OF RECOMMENDED BOOKS:

- ‘Park’s Text Book of Preventive and Social Medicine’ Banarasidas Bhanot Publishers, Jabalpur, India.
- ‘Text Book of Preventive and Social Medicine’ Dr. Gupta and others, Jaypee Brothers.
- ‘Essentials of Community Health Nursing’ S. Kamalam, Jaypee Brothers.
- ‘Community Health Nursing Principles and practice’, K. K. Gulhani, Kumar Publishing House, New Delhi.
- ‘Community and Public Health Nursing’ Maria Stanhope & Jeanette Lancaster, Mosby Publication.
- ‘Community health Nursing’ B.T. Basavanthappa, Jaypee Brothers.
- ‘Hand book of Preventive and Social Medicine’, Vidya Ratan, Jaypee Brothers.
- ‘Pocket Manuel of Community Health Nursing’, Maheshwari Jaikumar, Jaypee Brothers.

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- ‘Evaluating Community Nursing’, Karl Atkin & Others, Bailliere Tindall, London.
 - ‘Comprehensive Community Health Nursing’ Clement Stone & Others, Mosby, Elsevier.
 - ‘Community Health Nursing Mannuel’, Najoo Kotwal, TNAL.
 - ‘An Introduction to Community Health Nursing’ Kasturi Sunder Rao

CLINICAL SPECIALITY-I **Mental Health (Psychiatric) Nursing**

Clinical Specialty – I

Placement: 1st Year M SC Nursing
Practical -650 hours
hours

Theory -150 hours

Total: 800

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Psychiatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function psychiatric nurse specialist . It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing

Objectives

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

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing.
4. Demonstrate therapeutic communications skills in all interactions.
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities.
6. Establish and maintain therapeutic relationship with individual and groups.
7. Uses assertive techniques in personal and professional actions.
8. Promotes self-esteem of clients, others and self
9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents, their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

Unit No. & Total Hours	Objectives	Must Know	Desirable To Know	Nice To Know	T/L Method	Method Of Evaluation
I (15 Hrs)	At the end of unit students are able to Cognitive: Understand Historical Development & Current Trend In Mental Health Nursing, Classification Of Psychiatric Disorders. Understand The Act Of Mental Health Psychomotor: Provide Comprehensive Care To Mentally Ill Clients In Various Settings. Affective: Work Effectively As A Member Of Mental Health Team. Apply The Principles Of Psychiatric Nursing In Clinical Practice.	Introduction <ul style="list-style-type: none"> Mental Health And Mental Illness, Magnitude, Contemporary Practices 2 Hours Mental Health Laws/Acts, National Mental Health Program -National Mental Health Authority, State Mental Health Authority 4Hours Human Rights Of Mentally Ill 2Hours Role Of Psychiatric Nurse- Extended And Expanded 1Hours Standards Of Psychiatric Nursing Psychiatric emergencies 1Hours 	<ul style="list-style-type: none"> Historical Perspectives, Trends, Issues And Mental Health/ Mental Illness Continuum 1Hours Classification Of Mental Illnesses-ICD, DSM 2Hours Multi-Disciplinary Team And Role Of Nurse Importance of records and reports in mental health nursing 1Hours 	Challenges And Scope Of Psychiatric Nursing current practices in psychiatric nursing	Lecture Discussion	Objective Type Short Answer Assessment Of The Field Visit Reports

II (10 Hrs)	At The End Of Unit Students Are Able To: Cognitive: Understand And Describe Definition, Terminology, Psychopathology & Psychomotor: Identify Patients With Anatomical Defect And Deal Efficiently And Effectively. Affective: Apply The Anatomy And Physiology Knowledge Off Psychiatric Nursing In Clinical Practice	Concepts Of Psychobiology The Nervous System: An Anatomical Review, The Brain And Limbic System, Nerve Tissue, Autonomic Nervous System, Neurotransmitters, 2Hours • Neuroendocrinology, Pituitary, Thyroid Gland, 2Hours • Implications For Psychiatric Illness 2Hours • Implications For Nursing Job responsibility of psychiatric nurse in clinical area 2Hours	Circadian Rhythms, Genetics NeuroPsychiatric Disorders, Psycho Immunology 1Hours	Normal Immune Response 1Hours	Lecture Discussion	Essay Type Short Answer. Objective Type
III	At The End Of Unit Students Are Able To:	Theories Of Personality Development And	Theory Of Object Relations 1Hours	Theory Of Moral Development 1Hours	Lecture Discussion	Short Answer

(10 Hrs)	Cognitive: Define Personality And Understand And Describe Personality Theories And Assessment. Psychomotor: Recognize Psychology Of Vulnerable Individuals. Affective: Develop Socially Acceptable Personality.	Relevance To Nursing Practice <ul style="list-style-type: none"> • Psychoanalytic 1 Hours • Theory- Freud's 1Hours • Interpersonal Theory- Sullivan's 1Hours • Theory Of Psychosocial Development- 1 Hours Erikson's • Cognitive Development Theory 2Hours • A Nursing Model- Hildegard E.Peplau <p>Application of theories 2Hours</p>			Demonstration Practice Session Clinical Practice	Objective Type Assessment Of Skills With Check List.
IV (5 Hrs)	At The End Of Unit Students Are Able To: Cognitive: Understand And Discuss Stress,Biological Response. And Its Management	Stress And Its Management <ul style="list-style-type: none"> • An Introduction To The Concepts Of Stress • Psychological Adaptation To Stress 	Stress As An Environmental Event Stress As Transaction Between The Individual And	(Workshop on Stress And Stress Management techniques 16 hrs)	Lecture Discussion Demonstration Role Play Process Recording	Short Answer Objective Type

	<p>Psychomotor: Handle Patients With Stress Related Disorders Efficiently.</p> <p>Affective: Work As Efficient Team Member In Handling Patients With Stress.</p>	<ul style="list-style-type: none"> • Types of stress • Stress As A Biological Response. Stress Management 3Hours 	The Environment. 2Hours			
V (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand The Therapeutic Communication.</p> <p>Psychomotor: Communicate Effectively.</p> <p>Affective: Recognizes Importance of Effective Therapeutic Communication.</p>	<p>Therapeutic Communication And Interpersonal Relationship</p> <ul style="list-style-type: none"> • Communication With Individuals and In Groups 1hours • Techniques of Therapeutic 1Hours • Communication-Touch Therapy Barrier of communication with specific reference to • Psychopathology 2Hours • Therapeutic Attitudes • Dynamics of a therapeutic Nurse-Client Relationship; 1Hours 	<p>Review Communication Process, Factors Affecting Communication Barriers 1Hours</p>	Therapeutic Use Of Self Gaining Self-Awareness 1Hours	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Role Play</p>	<p>Essay Type</p> <p>Short Answers</p> <p>Objective Type</p>

		<ul style="list-style-type: none"> • Therapeutic Nurse-Patient Relationship Its Phases ; 1Hours • Conditions • Essential to development of a therapeutic relationship 1Hours • Therapeutic Impasse and its Management 1Hours 				
VI (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand And Describe Assertive &Nonassertive Behavior Assertive Behavior</p> <p>Psychomotor: Provide Comprehensive Nursing Care To Aggressive Behavior Passive-Aggressive BehaviorClient.</p> <p>Affective: : Incorporate This Cognitive In Day To Day Activities.</p>	<p>Assertive Training</p> <ul style="list-style-type: none"> • Assertive Communication 1Hours • Basic Human Rights 1Hours • Response Patterns • (Nonassertive Behavior 1Hours • Assertive Behavior 1Hours • Aggressive Behavior • Passive-Aggressive Behavior 3Hours • Role Of The Nurse Behavioural Thearphy 	Techniques that promote assertive behavior 1	Thought-Stopping Techniques Method 1	<p>Lecture</p> <p>Discussion</p> <p>Case</p> <p>Discussion</p> <p>Case</p> <p>Presentation</p> <p>Clinical</p> <p>Practice</p>	<p>Essay Type</p> <p>Short</p> <p>Answers</p> <p>Assessment</p> <p>Of Patient</p> <p>Management</p> <p>Problems</p>

		2				
VII (10 Hrs)	At the end of unit students are able to Cognitive: Know The Concept Of Self-Concept. And Development Enlist The Manifestations Of Low-Self-Esteem. Psychomotor: Recognize The Warning Signs Of Low-Self-Esteem And Its Effect On Mental Health. Affective: Incorporate This Cognitive In Professional Practice Activities.	Promoting Self-Esteem <ul style="list-style-type: none"> • Components Of Self-Concept, 1Hours • The Development Of Self-Esteem 3 Hours • Role Of The Nurse Techniques of developing self esteem 2 	The Manifestations of Low-Self-Esteem 2Hours	Boundaries of Self-Esteem 1 Hours	Lecture Discussion Case Discussion Case Presentation Clinical Practice	Essay Type Short Answers Assessment Of Patient Management Problems
VIII (5 Hrs)	At the end of unit students are able to: Cognitive: Understand And Describe The Women And Mental Health Problems.	Women And Mental Health <ul style="list-style-type: none"> • Normal Reaction To Conception, (1Hours) Pregnancy And Puerperium Nurses Role (1Hours) 	Counseling – Premarital, Marital And Genetic 1Hours Menstrual-Related Disorders(2Hours)		Lecture Discussion Case Discussion Case Presentation Clinical Practice	Essay Type Short Answers Assessment Of Patient Management Problems

	<p>Psychomotor: Provide Comprehensive Care To Woman With Problems Related To Conception, Pregnancy And Puerperium.</p> <p>Affective Work As Efficient Team Member In Handling Woman With Psychiatric Disorder.</p>	<ul style="list-style-type: none"> Problems Related To Conception, Pregnancy (1Hours)And Puerperium And Its Management Postnatal depression1Hours 				
IX (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand And Explain Mental Status Examination, Neurological Examination, Psychometric Assesment Investigations</p> <p>Psychomotor: Conduct Mental Status Examination Correctly, Neurological Examination, Psychometric Assessment.</p>	<p>The Nursing Process In Psychiatric/Mental Health Nursing</p> <ul style="list-style-type: none"> Mental Health Assessment-(1Hours) History Taking, Mental Status, Examination,(1Hours) Physical And Neurological Examination, (1Hours) Investigations, (1Hours) 	<p>Interpretation of Investigations</p> <p>Problem-Oriented Recording</p> <p>Focus Charting</p> <p>The PIE Method (1Hours)</p>	<p>Critical Pathways of Care</p> <p>Documentation</p> <p>Psychometric Assessment</p> <p>1 Hours</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice</p> <p>Session</p> <p>Clinical Practice</p>	<p>Essay Type</p> <p>Short</p> <p>Answers</p> <p>Assessment</p> <p>Of Patient</p> <p>Management</p> <p>Problems</p>

	Affective: Incorporate This Cognitive In Clinical Practice.	<ul style="list-style-type: none"> • Diagnosis(1Hours) And Differential Diagnosis.(1Hours) • Nurse's Role Nursing care plan (1Hours) <ul style="list-style-type: none"> • Nursing Case Management (1Hours) Role of Nurse in Psycho social therapies(1Hours)				
X (35 Hrs)	At The End Of Unit Students Are Able To: Cognitive: Understand And Explain Psycho social and physical therapies Psychomotor: utilize knowledge of Psycho social and physical therapies in clinical Affective: Incorporate This Cognitive In Clinical Practice.	Psycho social and physical therapies Individual therapy Behavioral Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, abreactive therapy □	Group Therapy Family Therapy Milieu Therapy The Therapeutic Community Occupational therapy Recreational therapy Play therapy Music therapy	Light therapy Color therapy Aroma therapy Transcranial Magnetic Stimulation (TMS) (2Hours) Dialectical Behavior Therapy (DBT) (2Hours) Acceptance and Commitment Therapy (ACT) (2Hours)	Lecture Discussion Presentation Clinical Practice	Essay Type Short Answers Assessment Of Patient Management Problems
XI	At the end of unit students are able to:	Electroconvulsive Therapy	Historical Perspectives	Repetitive transitional magnetic stimulation	Lecture Discussion	Essay Type

(5 Hrs)	<p>Cognitive: Understand And Explain Electroconvulsive Therapy In Mental Health Disorders.</p> <p>Psychomotor: Observe, Report And Record Actions and Adverse Actions of Electroconvulsive Therapy In Mental Health Nursing Practice.</p> <p>Affective: Appreciate Importance and use of electroconvulsive therapy in mental health nursing Practice.</p>	<p>Indications</p> <p>Contraindications</p> <p>Mechanisms Of Action</p> <p>Side Effects</p> <p>Assessment of patient(1Hours)</p> <p>Risks Associated With Electroconvulsive Therapy</p> <p>The Role of The Nurse In ECT (1Hours)</p>	(1 Hours) Role of nurse in Alternative systems of medicine in mental health(1Hours)	Psychodrama (1Hours)	Presentation Clinical Practice	Short Answers Assessment Of Patient Management Problems
XII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand And Explain Different Treatment Psychopharmacological Therapy In Mental Health Disorders.</p>	<p>Psychopharmacology</p> <p>Role of a nurse in Psychopharmacological Therapy, (1Hours)</p> <p>Ant Anxiety Agents (1Hours)</p> <p>Antidepressants Agents(1Hours),</p> <p>Mood Stabilizers(1Hours)</p>	<p>Historical Perspectives (30 Min)</p> <p>Chemical Restrain</p> <p>Physical Restrain</p> <p>Role Of Nurse (1)</p>	Future Developments (.30 Min)	Lecture Discussion Demonstration	Essay Type Short Answers Assessment Of Patient Management Problems

	<p>Know And Use Pharmacotherapy Effectively.</p> <p>Psychomotor: Observe, Report And Record Actions And Adverse Actions Of Drugs Used In Mental Health Nursing Practice.</p> <p>Affective: Appreciate importance and use of psychopharmacological therapy in mental health nursing practice.</p>	<p>Antipsychotics, Sedative-Hypnotics, (1Hours)</p> <p>Central Nervous System Stimulants (1Hours)</p> <p>Explain Chemical Restrain</p> <p>Physical Restrain (2)</p> <p>Role Of Nurse In Chemical Restrain (2)</p>				
XIII (15 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain different Alternative Systems Of Medicine In Mental Health disorders. know and use pharmacotherapy effectively. provide comprehensive care to patients receiving different therapies</p>	<p>Alternative Systems of Medicine In Mental Health</p> <ul style="list-style-type: none"> • Types Of Therapies Techniques (1 Hours) • Herbal Medicine(1 Hours) • UnaniSiddha (1 Hours) • Homeopathic(1 Hours) 	<p>Therapeutic touch and massage</p> <p>Yoga</p> <p>Acupressure And Acupuncture Techniques of relaxation</p> <p>2</p> <p>• Role Of Nurse In Psycho Social Therapies</p>	<ul style="list-style-type: none"> • Pet Therapy Light • Therapy • Color Therapy Aroma Therapy (2 H) •Animal-Assisted Therapy (AAT)(1) •-Mindfulness-Based Approaches(1) •-Nutritional Psychiatry(1) -Art Therapy and Expressive Arts(1) 	<p>Lecture</p> <p>Discussion</p> <p>Clinical / Field Practice</p>	<p>Short Answers</p> <p>Objective Type</p> <p>Assessment Of the Field Visit</p> <p>Reports</p>

	Affective: Appreciate Importance And Use Of AYUSH In Mental Health Nursing Practice.	<ul style="list-style-type: none"> • Diet and Nutrition(1 Hours) • Chiropractic Medicine(1Hours) • Chemical restrain physical restrain (1 hours) • Explain role of nurse In Psycho Social Therapies (1) • Repetitive Transitional Magnetic Stimulation (1) • Psychodrama used in mental disorders and role of the nurse. (1) <p>Explain role of nurse in Alternative Systems of Medicine In Mental Health (1)</p>	<ul style="list-style-type: none"> • Repetitive Transitional Magnetic Stimulation • Psychodrama 			

Scheme of Examination

	Theory	Practical
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1st year	Hours	Internal	External	Hours	Internal	External
Clinical specialty – Mental Health Nursing	3	25	75		100	100
Total		100	300		150	150

- * Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
- * A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
- * A candidate must have 100% attendance in each of the practical areas before award of degree
- * A candidate has to pass in theory and practical exam separately in each of the paper.

* If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).

References

1. Gail Wiscars Stuart.Michele T. Laraia. “Principles and practice of psychiatric nursing”, 8th edition, , Elseveir, India Pvt.Ltd. New Delhi 2005
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3. M.S. Bhatia, A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
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5. Mary C Townsend. “Psychiatric Mental Health Nursing”. Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003.

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6. Bimla Kapoor, Psychiatric nursing, Vol. I & II Kumar publishing house Delhi, 2001
 7. Niraj Ahuja, A short textbook of psychiatry, Jaypee brothers, new delhi, 2002.
 8. The ICD10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi, 2002
 9. De Souza Alan, De Souza Dhanlaxmi, De Souza A, "National series – Child psychiatry" 1st ed, Mumbai, The National Book Depot, 2004
 10. Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill 1999.
 11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, Mossby Year book. Toronto
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 14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
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 16. Foundations Journals of mental health nursing
 17. American Journal of Psychiatry
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 19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

Clinical Speciality - II **Psychiatric (Mental Health) Nursing**

Placement : IIInd Year Hours of Instruction : Theory 150 hours Practical 950 hours

Total : 1100 hours

UCourse Description

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

Objectives

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

1. Apply the nursing process in the care of patients with mental disorders in hospital and community
2. Demonstrate advanced skills/competence in nursing management of patients with mental disorders
3. Identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS.
4. Identify and manage psychiatric emergencies.
5. Provide nursing care to critically ill patients with mental disorders
6. Utilize the recent technology and various treatment modalities in the management of patients with mental disorders
7. Demonstrate skills in carrying out crisis intervention.

8. Appreciate the legal and ethical issues pertaining to psychiatric nursing.
9. Identify areas of research in the field of psychiatric nursing.
10. Prepare a design for layout and describe standards for management of Psychiatric units/emergency units/hospitals
11. Teach psychiatric nursing to undergraduate students & in-service nurses.

Course Content

Unit No. & Total Hrs.	Objectives	CONTENTS WITH DISTRIBUTED HOURS				Methods of evaluation
		Must Know	Desirable To know	Nice to know	T/L Methods	
I 2	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands and explain the principles of psychiatric nursing.</p> <p>Psychomotor: Practice principles of psychiatric nursing in clinical setting.</p> <p>Affective:</p>	Principles and practice of Psychiatric nursing Review	-	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	Appreciate importance of principles of psychiatric nursing in different clinical setting.					
II 10	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands the importance of crisis intervention.</p> <p>Psychomotor: Identify and recognize the crisis situations.</p> <p>Affective: Develop interest in understanding treatment modalities and its use in practice.</p>	<p>Crisis Intervention</p> <p><input type="checkbox"/> Crisis, Definition (1 hr)</p> <p><input type="checkbox"/> Types of Crisis; Dispositional , Anticipated Life Transitions Traumatic Stress, Maturation/ Development , Reflecting Psychopathology (2 hr)</p> <p><input type="checkbox"/> Psychiatric Emergencies and their management (3 hr)</p> <p><input type="checkbox"/> Crisis Intervention (1 hr)</p> <p><input type="checkbox"/> Role of the Nurse (1 hr)</p>	<p><input type="checkbox"/> Grief and grief reaction</p> <p><input type="checkbox"/> Post traumatic stress disorder (PTSD) (1 hr)</p>	<p><input type="checkbox"/> Phases In The Development of a Crisis (1 hr)</p>	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers
III 4	At the end of the unit the students are able to-	Anger/ Aggression Management	-	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	<p>Cognitive: Understand the concept of anger and aggression and explain its influence on an individual.</p> <p>Psychomotor: Accept and recognize the anger/aggression clients and provide competent care.</p> <p>Affective: Practices varied methods of managing anger and aggressive behavior of clients.</p>	<p><input type="checkbox"/> Anger and Aggression, Types, Predisposing Factors (2 hrs)</p> <p><input type="checkbox"/> Management (1 hr)</p> <p><input type="checkbox"/> Role of The Nurse (1 hr)</p>				
IV 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands and explains the etiology for suicide.</p> <p>Psychomotor:</p>	<p>The Suicidal Client</p> <p>• Predisposing Factors:</p> <p>Theories of Suicide- Psychological, Sociological ,Biological (1 hrs)</p> <p><input type="checkbox"/> Nursing Management (1 hr)</p>	<p><input type="checkbox"/> Epidemiological Factors</p> <p><input type="checkbox"/> Risk Factors (1 hrs)</p>	<p>- <input type="checkbox"/> spiritual therapy as treatment for suicide prevention (2)</p>	Lecture Discussion	<p>• Essay type</p> <p>• Short answers</p>

	<p>Render effective care to the suicidal client in acute and recovery stage.</p> <p>Affective: Learns different way of managing frustration and teaches to clients.</p>					
V 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Describe various psychiatric disorders of infancy, childhood and adolescence.</p> <p>Psychomotor: Identify and render compressive care to children suffering from various childhood and adolescent disorders.</p>	<p>Disorders of Infancy, Childhood, and Adolescence</p> <p><input type="checkbox"/> Mentally Challenged (1 hr)</p> <p><input type="checkbox"/> Autistic Disorders</p> <p><input type="checkbox"/> Attention-Deficit/Hyperactivity Disorder (1 hr)</p> <p><input type="checkbox"/> Conduct Disorders, behavioral disorders</p> <p><input type="checkbox"/> Oppositional Defiant Disorder (1 hr)</p> <p><input type="checkbox"/> Tourette's Disorders</p> <p><input type="checkbox"/> Separation Anxiety Disorder (1 hr)</p>	-	-		<ul style="list-style-type: none"> • Essay type • Short answers

	<p>Affective: Takes initiative in pre conceptional counseling.</p>	<p><input type="checkbox"/> Psychopharmacological Intervention and Nursing Management (1 hr)</p> <p>Management of sexually abused children (2 Hours)</p>				
VI 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands stages of dementia and explains the difference between dementia and delirium.</p> <p>Psychomotor: Identify clients with memory disturbances and render them effective care.</p> <p>Affective: Cultivate an empathetic view about clients and strive for</p>	<p>Delirium, Dementia, and Amnestic Disorders</p> <p><input type="checkbox"/> Delirium (1 hr)</p> <p><input type="checkbox"/> Dementia (1 hr)</p> <p><input type="checkbox"/> Amnesia (1 hr)</p> <p><input type="checkbox"/> Psychopharmacological Intervention and Nursing Management (2 hrs)</p>	-	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	making them independent.					
VII 10	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand different categories of substances abused and their effects on individual, families and society.</p> <p>Psychomotor: Identify substance related disorders among people and practices different treatment modalities to treat and prevent them.</p> <p>Affective: Participates in awareness campaigns of substance abuse prevention for adolescents and young adults.</p>	<p>Substance-Related Disorders</p> <p><input type="checkbox"/> Substance-Use Disorders (2 hrs)</p> <p><input type="checkbox"/> Substance-Induced Disorders (2 hrs)</p> <p><input type="checkbox"/> Classes Of Psychoactive Substances (1 hr)</p> <p><input type="checkbox"/> Predisposing Factors (1 hr)</p> <p><input type="checkbox"/> The Dynamics Of Substance-Related Disorders (1 hr)</p> <p><input type="checkbox"/> Nursing Management (1 hr)</p> <p>Biomarkers in Psychiatry (5hrs)</p> <p>Nicotine addiction and smoking cessation treatments (3hours)</p>	<p><input type="checkbox"/> The Impaired Nurse</p> <p><input type="checkbox"/> Codependency (1 hr)</p> <p><input type="checkbox"/> Treatment Modalities For Substance-Related Disorders (1 hr)</p>	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

VIII 10	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand and explain nature of schizophrenia and other psychotic disorders.</p> <p>Psychomotor: Develop competence in diagnosing different types of schizophrenia and psychotic disorders and renders competent care to the client.</p> <p>Affective: Considers long term financial burden and social stigma experienced by the clients and families while planning</p>	<p><input type="checkbox"/> Schizophrenia -Types</p> <ul style="list-style-type: none"> • Disorganized Schizophrenia • Catatonic Schizophrenia • Paranoid Schizophrenia (2 hrs) • Undifferentiated Schizophrenia • Residual Schizophrenia <p><input type="checkbox"/> Other Psychotic disorders (2 hrs)</p> <ul style="list-style-type: none"> • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophrenic form Disorder (2 hrs) <p><input type="checkbox"/> Treatment and Nursing Management (2 hrs)</p>	<p><input type="checkbox"/> Nature of the Disorder</p> <p><input type="checkbox"/> Predisposing Factors</p> <ul style="list-style-type: none"> • Psychotic Disorder Due to a General Medical Condition <p>Substance-Induced Psychotic Disorder (2 hrs)</p>	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers
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	rehabilitation of the clients.					
IX 8	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand and explain normal and maladaptive grief responses. Describe various mood disorders their Psychodynamics, diagnostic features and treatment modalities.</p> <p>Psychomotor: Recognize patients with mood disorders and render comprehensive care.</p> <p>Affective: Learns to correlate seasonality and grief with mood</p>	<p>Mood Disorders</p> <p><input type="checkbox"/> Types Of Mood Disorders</p> <p><input type="checkbox"/> Depressive disorders (2 hrs)</p> <p><input type="checkbox"/> Bipolar disorders</p> <p><input type="checkbox"/> Nursing Management (3 hrs)</p>	<p><input type="checkbox"/> Epidemiology</p> <p><input type="checkbox"/> The Grief Response</p> <p><input type="checkbox"/> Maladaptive Responses To Loss.</p> <p><input type="checkbox"/> Treatment (2 hrs)</p>	<p><input type="checkbox"/> Historical Perspective (1 hr)</p>	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

X 8	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Develop an understanding of constructive and destructive anxiety and different anxiety disorder.</p> <p>Psychomotor: Identify various anxiety disorders among clients.</p> <p>Affective: Incorporates innovative techniques to combat anxiety.</p>	<input type="checkbox"/> Types <ul style="list-style-type: none"> • Panic Disorder • Generalized Anxiety Disorder (1 hr) • Phobias • Obsessive-Compulsive Disorder • Posttraumatic Stress Disorder (1 hr) • Anxiety Disorder Due to a General Medical Condition (1 hr) • Substance-Induced Anxiety Disorder <input type="checkbox"/> Nursing Management (1 hr)	<input type="checkbox"/> Epidemiological Statistics <input type="checkbox"/> How Much is too Much? <input type="checkbox"/> Treatment Modalities <input type="checkbox"/> Psychopharmacology (3 hrs)	<input type="checkbox"/> Historical Aspects (1 hr)	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers
XI 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands body mind relationship</p>	Somatoform And Sleep Disorders <input type="checkbox"/> Somatoform Disorders <ul style="list-style-type: none"> • Pain Disorder • Hypochondriasis • Conversion Disorder(2 hrs) 	<ul style="list-style-type: none"> • Epidemiological Statistics (1 hrs) 	<input type="checkbox"/> Historical Aspects (1 hr)	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	<p>concept and various somatoform disorders that result.</p> <p>Psychomotor: Develops skill in rendering comprehensive care to clients with somatoform disorders.</p> <p>Affective: Learns to identify and prevent the development of somatoform disorders.</p>	<p>• Body Dysmorphic Disorder</p> <p><input type="checkbox"/> Sleep Disorder</p> <p><input type="checkbox"/> Treatment Modalities and Nursing Management (1 hr)</p>				
XII 4	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand and describe causes and psychodynamics of dissociative disorders.</p> <p>Psychomotor:</p>	<p>Dissociative Disorders and Management</p> <p><input type="checkbox"/> Application of the Nursing Management</p> <p><input type="checkbox"/> Treatment Modalities and Nursing Management (2 hrs)</p>	<p><input type="checkbox"/> Epidemiological Statistics (1 hr)</p>	<p><input type="checkbox"/> Historical Aspects (1 hr)</p>	Lecture Discussion	<p>• Essay type</p> <p>• Short answers</p>

	<p>Renders culturally congruent care to these clients.</p> <p>Affective: Consider early life experiences of clients to manage stress.</p>					
XIII 4	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Define and explain various sexual and gender identity disorders.</p> <p>Psychomotor: Diagnose sexual and gender identity disorders and take appropriate action to bring about behavioral changes.</p> <p>Affective:</p>	<p>Sexual and Gender Identity Disorders</p> <p><input type="checkbox"/> Sexual Disorders</p> <p><input type="checkbox"/> Variation In Sexual Orientation</p> <p><input type="checkbox"/> Nursing Management (3 hrs)</p>	<p><input type="checkbox"/> Development Of Human Sexuality (1 hr)</p>	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	Establishes a fruitful relationship between normal sexuality and mortality.					
XIV 4	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Describe diagnostic criteria for eating disorders and its management.</p> <p>Psychomotor: Identify and render care to these clients.</p> <p>Affective: Takes interest in practicing different treatment modalities and alternative therapies while rendering care to</p>	<p>Eating Disorders</p> <p><input type="checkbox"/> Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa Obesity (1 hr)</p> <p><input type="checkbox"/> Psychopharmacology</p> <p><input type="checkbox"/> Nursing Management (1 hr)</p>	<p><input type="checkbox"/> Treatment (1 hr)</p>	<p><input type="checkbox"/> Epidemiological Factors (1 hr)</p>	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	clients with eating disorders.					
XV 4	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Describe, illustrate different adjustment and impulse control disorders.</p> <p>Psychomotor: Demonstrates competence in identifying and caring for clients.</p> <p>Affective: Participates in community awareness campaigns for mental health and mental ill health.</p>	<p>Adjustment and Impulse Control</p> <ul style="list-style-type: none"> • Adjustment Disorders • Impulse Control Disorders <p><input type="checkbox"/> Nursing Management (2 hrs)</p>	<p><input type="checkbox"/> Psychological Treatment (1 hr)</p>	<p><input type="checkbox"/> Historical Factors</p> <p><input type="checkbox"/> Epidemiological Factors (1 hr)</p>	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

XVI 4	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand psychological bases of various medical conditions and their prognosis.</p> <p>Psychomotor: Develops skills in identifying psychological stressors for medical conditions and render care accordingly.</p> <p>Affective: Provide psycho-education to clients with medical conditions, help them to identify psychological stressors for these conditions.</p>	<p>Medical Conditions due to Psychological Factors</p> <p><input type="checkbox"/> Asthma</p> <p><input type="checkbox"/> Cancer</p> <p><input type="checkbox"/> Coronary Heart Disease (1 hr)</p> <p><input type="checkbox"/> Peptic Ulcer</p> <p><input type="checkbox"/> Essential Hypertension</p> <p><input type="checkbox"/> Migraine Headache (1 hr)</p> <p><input type="checkbox"/> Rheumatoid Arthritis</p> <p><input type="checkbox"/> Ulcerative Colitis</p> <p><input type="checkbox"/> Nursing Management (1 hr)</p>	<p><input type="checkbox"/> Treatment (1 hr)</p>	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers
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XVII 8	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands concept of normal and abnormal personality, explain various personality disorders.</p> <p>Psychomotor: Demonstrates competence in indentifying and rendering Comprehensive culture care to clients with different personality disorders.</p> <p>Affective: Take initiative to early diagnose abnormal personality traits in order to prevent them from progressing to</p>	<p>Personality Disorders</p> <p><input type="checkbox"/> Types Of Personality Disorders</p> <ul style="list-style-type: none"> • Paranoid Personality Disorder • Schizoid Personality Disorder (1 hr) • Antisocial Personality Disorder • Borderline Personality Disorder (1 hr) • Histrionic Personality Disorder • Narcissistic Personality Disorder(1 hr) • Avoidance Personality Disorder • Dependent Personality Disorder (1 hr) • Obsessive-Compulsive Personality Disorder • Passive-Aggressive Personality Disorders (1 hr) <p><input type="checkbox"/> Identification, symptoms, diagnostic <input type="checkbox"/> Nursing Management (1 hr)</p>	<p>Psychological approach in Treatment (1 hr)</p>	<p><input type="checkbox"/> Historical perspectives, (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> • Essay type • Short answers
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	personality disorder by prompt intervention.					
XVIII	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Describe theories</p> <p>Psychomotor: Identify the psychological aspects of aging</p> <p>Affective:</p> <p>Correlate with nursing practice</p>	<p>The Aging Individual</p> <p><input type="checkbox"/> Biological Aspects of Aging</p> <p><input type="checkbox"/> Psychological Aspects of Aging (2 hrs)</p> <p><input type="checkbox"/> Memory Functioning(1 hr)</p> <p><input type="checkbox"/> Socio-cultural aspects of aging (1 hr)</p> <p><input type="checkbox"/> Sexual aspects of aging</p> <p><input type="checkbox"/> Psychiatric problems among elderly Population (1 hr)</p> <p><input type="checkbox"/> Nursing Management (1 hr)</p> <p>Challenges in responding to population ageing (5Hours)</p>	<p><input type="checkbox"/> Special Concerns of the Elderly Population</p> <p><input type="checkbox"/> alternative system of medicine for geriatrics Treatment (1 hr)</p> <p>Role of complementary and alternative medicine</p> <ul style="list-style-type: none"> • Discuss the prevalence of psychotic mental disorders in later life. • Analyze the barriers to seeking help in older adults and identify key factors which may limit recognition of mental disorders in older adults. • Screen for, diagnose, and manage late-life depression. • Recognize and manage late onset psychosis. • Recognize behavioral and psychological symptoms of dementia and identify the key 	<p><input type="checkbox"/> Epidemiological Statistics</p> <p><input type="checkbox"/> Biological Theories (1 hr)</p>	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

			<p>impacts on the person with dementia and their carers.</p> <ul style="list-style-type: none"> • Describe non-pharmacological interventions • Identify the pitfalls of psychotropic prescribing in older adults. 			
XIX 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Illustrate patho-physiology and psychodynamics due to disease.</p> <p>Psychomotor: Demonstrate effective communication skills through counseling.</p> <p>Affective:</p>	<p>The person living with HIV Disease</p> <ul style="list-style-type: none"> <input type="checkbox"/> Psychological problems of individual HIV/AIDS (2 hrs) <input type="checkbox"/> Counseling (1 hr) <input type="checkbox"/> Nursing Management (1 hr) 	<input type="checkbox"/> Treatment (1 hr)	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	Considers social stigma of the disease, takes initiative to prevent transmission of the disease.					
XX 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands vulnerability of certain groups for neglect and abuse.</p> <p>Psychomotor: Identify the signs of neglect and abuse among the patients encountered in different clinical settings and take appropriate action.</p> <p>Affective: Indicates awareness of legal implications of neglect abuse.</p>	<p>Problems Related to Abuse or Neglect</p> <p><input type="checkbox"/> Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged (2 hrs)</p> <p><input type="checkbox"/> Nursing management- Counseling (1 hr)</p> <p>Social media, internet use and psychological health (5Hours)</p>	<p><input type="checkbox"/> Predisposing Factors (1 hr)</p> <p><input type="checkbox"/> Treatment (1 hr)</p>	-	Lecture Discussion	<p>• Essay type</p> <p>• Short answers</p>

XXI 7	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand; explain the concept of community mental health nursing and levels of prevention.</p> <p>Psychomotor: Practice case management and applies public health model while rendering mental health care in community.</p> <p>Affective: Participates in psycho social and occupational rehabilitation of the</p>	<p>Community Mental Health Nursing</p> <p><input type="checkbox"/> National Mental Health Program- Community mental health program (1 hr)</p> <p><input type="checkbox"/> The Role of the Nurse (1 hr)</p> <p><input type="checkbox"/> Case Management</p> <p><input type="checkbox"/> The community as Client (1 hr)</p> <p>• Primary Prevention</p> <p>• Secondary prevention</p> <p>• Tertiary Prevention</p> <p><input type="checkbox"/> Community based rehabilitation (2 hrs)</p>	<p><input type="checkbox"/> The Public Health Model</p> <p><input type="checkbox"/> Populations at Risk (1 hr)</p>	<p><input type="checkbox"/> The Changing Focus of care (1 hr)</p>	Lecture Discussion	<p>• Essay type</p> <p>• Short answers</p>

	chronic mentally ill clients.					
XXII 5	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Explains legal and ethical considerations in psychiatric nursing.</p> <p>Psychomotor: Renders ethically and legally competent care.</p> <p>Affective: Appreciates the rights of mentally ill clients.</p>	<p>Ethical and Legal Issues in Psychiatric/Mental Health Nursing</p> <p><input type="checkbox"/> Ethical Considerations</p> <p><input type="checkbox"/> Legal Consideration(1 hr)</p> <ul style="list-style-type: none"> • Nurse Practice Acts • Classification within Statutory and Common Law(1 hr) • Legal Issues in Psychiatric/Mental Health Nursing(1 hr) • Nursing Liability <p>Ethical issues in Terminal illnesses (1Hrs)</p>	<p><input type="checkbox"/> Types of Law(1 hr)</p>	-	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers
XXIII 10	<p>At the end of the unit the students are able to-</p> <p>Cognitive: List principles of rehabilitation</p>	<p>Psychosocial rehabilitation</p> <p><input type="checkbox"/> Principles of rehabilitation(1 hr)</p> <p><input type="checkbox"/> Disability assessment</p> <p><input type="checkbox"/> Day care centers</p> <p><input type="checkbox"/> Half way homes(1 hr)</p>	<p><input type="checkbox"/> Training and support to care givers(1 hr)</p> <p><input type="checkbox"/> Sheltered workshops –Counseling for disability (1 Hr)</p> <p>Palliative care Mental Health</p> <p>1. Psychological Aspects in Palliative care</p>	<input type="checkbox"/> Correctional homes(1 hr)	Lecture Discussion	<ul style="list-style-type: none"> • Essay type • Short answers

	<p>Psychomotor: Write the disability assessment</p> <p>Affective: Correlate with nursing practice.</p>	<p><input type="checkbox"/> Reintegration into the community</p> <p>Role of dynamic group therapy in psychiatry (5Hours)</p>	<p>2. Cultural Aspects in Palliative Care, Spirituality, Spiritual Distress, Ways to Lead Spiritual Life</p> <p>3. Stress & Burnout, Burnout</p> <p>4. Ethical Aspects of End of Life, Impact of Bereavement on Family, Dealing with Loss & Grief, Theoretical Models of Grief & Bereavement, Kubler-Ross Model, Management of Grief & Bereavement, Psychology of Grief & Bereavement</p> <p>5. Nursing Care during Palliative care</p>			
XXIV 10	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Define post partum psychosis, counseling etc.</p> <p>Psychomotor: Identify the etiology of post partum psychosis</p> <p>Affective: Correlate with nursing practice</p>	<p>Counseling</p> <p><input type="checkbox"/> Terminal illnesses- Counseling(1 hr)</p> <p>• Predisposing Factors Treatment & Nursing management of terminally ill clients (3 Hr)</p> <p><input type="checkbox"/> Post partum psychosis-treatment, care and counseling</p> <p>Death dying- Counseling and spiritual aspect of death and dying (2 hr)</p>	<p><input type="checkbox"/> Treatment, care and counseling (1 hr)</p> <p>• Unwed mothers HIV and AIDS(1 hr)</p>	<p><input type="checkbox"/> Liaison psychiatric nursing (1 hr)</p>	Lecture Discussion	<p>• Essay type</p> <p>• Short answers</p>

XXV 5	At the end of the unit the students are able to- Cognitive: Understands various needs of the psychiatric units. Psychomotor: Manage psychiatric unit effectively and efficiently Affective: Develops a quality assurance measurement for the psychiatric unit.	Administration and management of psychiatric units including emergency units <input type="checkbox"/> Staffing, Equipment, supplies, (1 hr) <input type="checkbox"/> Norms, policies and protocols Documentation (1 hr). <input type="checkbox"/> Legal aspect in psychiatric emergency (2)	<input type="checkbox"/> Quality assurance module for psychiatric nurses (1 hr)	<input type="checkbox"/> Design & layout <input type="checkbox"/> Practice standards for psychiatric nursing (1 hr)	Lecture Discussion	• Essay type • Short answers
XXVI 5	At the end of the unit the students are able to- Cognitive: Understands, explain the need for staff development. Psychomotor: Plan staff development program for staff nurses. Affective:	Education and training in psychiatric care <input type="checkbox"/> Staff orientation, training and development, (2 hrs) <input type="checkbox"/> In-service education program, (2 hrs) Diagnostic and Statistical Manual of Mental Disorders (DSM; latest edition: DSM-5TR,(5 HOURS)	<input type="checkbox"/> Clinical teaching programs. (1 hr)	-	Lecture Discussion	• Essay type • Short answers

	Volunteers to provide clinical teaching to students.					
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References

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