

Krishna Institute of Medical Sciences Deemed University

Krishna Institute of Nursing Sciences



Syllabus

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M Sc. Nursing - Program code: 4304

KIMSDU. (4304) KINS. M SC NURSING 4304-11

**1ST YEAR M Sc NURSING
NURSING EDUCATION**

Theory 150 Hours
Practical 150 Hours
Total: 300 Hour

Course Description:

This Course Is Designed To Assist Students To Develop A Broad Understanding Of Fundamental Principles, Concepts, Trends And Issues Related To Education And Nursing Education. Further, It Would Provide Opportunity To Students To Understand, Appreciate And Acquire Skills In Teaching And Evaluation, Curriculum Development, Implementation, Maintenance Of Standards And Accreditation Of Various Nursing Educational Programs.

Objectives:

At The End Of The Course, Students Will Be Able To:

1. Explain The Aims Of Education, Philosophies, Trends In Education And Health: Its Impact On Nursing Education.
2. Describe The Teaching Learning Process.
3. Prepare And Utilize Various Instructional Media And Methods In Teaching Learning Process.
4. Demonstrate Competency In Teaching, Using Various Instructional Strategies.
5. Critically Analyze The Existing Nursing Educational Programs, Their Problems, Issues And Future Trends.
6. Describe The Process Of Curriculum Development, And The Need And Methodology Of Curriculum Change, Innovation And Integration.
7. Plan and Conduct Continuing Nursing Education Programs.
8. Critically Analyze The Existing Teacher Preparation Programs In Nursing.
9. Demonstrate Skill In Guidance And Counseling.

10. Describe The Problems And Issues Related To Administration Of Nursing Curriculum Including Selection And Organization Of Clinical Experience.
11. Explain The Development Of Standards And Accreditation Process In Nursing Education Programs.
12. Identify Research Priorities In Nursing Education.
13. Discuss Various Models Of Collaboration In Nursing Education And Services.
14. Explain The Concept, Principles, Steps, Tools And Techniques Of Evaluation

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

<p>teaching learning process, theories of teaching . Skill: use appropriate resources of iec give effective health education. Operate telemedicine system.</p>	<ul style="list-style-type: none"> • Theories of teaching and learning (1hr) • Relationship Between teaching and learning.(1hr) • Educational aims and objectives (1hr) • types, domains, Levels, elements and writing of educational objectives(1hr) • Instructional design: planning and designing the Lesson (1hr) • writing lesson plan : meaning, its need andImportance, formats.(1hr) • Instruction strategies – lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) seminar, Panel, (1hr) Symposium, problem solving, problem based Learning (PBL) (1hr) • Workshop, project(1hr) • Clinical teaching methods (1hr) (12hr) 	<ul style="list-style-type: none"> • Computer assisted learning (CAL) (1hr) • Role- play(socio-drama) (1hr) • Competency based education(CBE) (1hr) • OutcomeBased education(OBE) (1hr) <p>(6hrs)</p>	<ul style="list-style-type: none"> • Self directed learning(SDL) (1hr) (2hrs) 	<p>graphs Models, films and slides •seminars</p>	<p>Type of Question Assessment Of skill- Assessment With check list •clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.</p>
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III T-10 hours 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.	Must know 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)	Desirable to know <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)	‘nice to know’ Developing learning resource material using different Media (1hr) (1hr)	Lectures & Discussion <ul style="list-style-type: none"> • charts , graphs Models, films and slides • seminars 	
IV T-10 hours	At the end of unit students are able to knowledge: measurement and evaluation:	Must know Measurement and evaluation:	Desirable to know <ul style="list-style-type: none"> • Criterion and norm 	‘Nice to know’ Examination, advantages and	Lectures & Discussion <ul style="list-style-type: none"> • charts , graphs Models, films 	

	<p>Concept and nature of measurement and evaluation, Meaning, process attitude: apply measurement and evaluation teaching learning process.</p>	<p>concept (1hr)</p> <ul style="list-style-type: none"> • Meaning • Process • Purposes (1hr) • principles of assessment, formative(1hr) • Summative (1hr) • Assessment- internal assessment (1hr) <p>External(1hrs)</p> <p>(6hrs)</p>	<p>referenced evaluation, (1hr)</p> <ul style="list-style-type: none"> • Nature of measurement and evaluation(1hr) • Problems in evaluation and measurement (1hr) <p>(3hrs)</p>	<p>disadvantages (1hr)</p> <p>(1hr)</p>	<p>and slides</p> <ul style="list-style-type: none"> •seminars 	
<p>V. T-10 hours</p>	<p>At the end of unit students are able to understand the</p>	<p>Must know</p>	<p>Desirable to know</p>	<p>‘nice to know</p>	<p>Lecture cum discussion Seminar</p>	<ul style="list-style-type: none"> •lectures &

P-10	<p>Standardized and non-standardized tests :</p> <p>□ meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students</p> <p>Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p>Standardized and non-standardized tests :</p> <p>Meaning, characteristics, objectivity, validity Reliability, usability, norms, construction of tests-(1hr)</p> <p>Essay, short answer questions</p> <p>Multiple choice questions.(1hr)</p> <ul style="list-style-type: none"> • Rating scales, checklist (1hr) • OSCE (objective Structured clinical examination) (1hr) • OSPE (objective Structured practical examination)(1hr) • Differential scales, and summated scales • Critical incident technique Socio-metry, anecdotal record, attitude scale (1hrs) <p>(6hrs)</p>	<ul style="list-style-type: none"> • Question bank- preparation (1hr) Validation (1hr) Moderation By panel, utilization(1hour) <p>(3hrs)</p>	<p>Developing a system for maintaining confidentiality (1hour)</p> <p>(1hr)</p>		
VI	At the end of unit	Must know	Desirable to know	`Nice to know`	Lectures &	•lectures &

<p>T-7 hours P-5</p>	<p>students are able to Knowledge: understand administration, scoring and reporting Administering a test; scoring, grading versus marks etc.</p>	<p>Administration, scoring and reporting</p> <ul style="list-style-type: none"> • Administering a test (1hr) • Scoring, grading versus marks(1hr) • Objective tests (1hr) • Item analysis -(1hr) <p>(4hrs)</p>	<p>Objective tests, (1hr) Scoring essay test, (1hr)</p> <p>(2hrs)</p>	<ul style="list-style-type: none"> • Methods of Scoring, - (1hr) <p>(1hr)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and
<p>VII T-10hours P-6</p>	<p>At the end of unit students are able to Knowledge: understand standardized tools process. Skill: develop skill in implementing standardized tool. Attitude: incorporate knowledge of tool and process for implementation for nursing students.</p>	<p>Must know</p> <p>Standardized tools</p> <ul style="list-style-type: none"> • Standardized tools(1hr) • Tests of intelligence (1hr) • Aptitude (1hr) • Interest (1hr) • Personality (1hr) • Achievement (1hr) <p>(6hrs)</p>	<p>Desirable to know</p> <ul style="list-style-type: none"> • Test for special mental and abilities (1hr) • Disabilities (1hr) • Test for special physical abilities and disabilities (1hr) <p>(3hrs)</p>	<p>‘Nice To Know’</p> <ul style="list-style-type: none"> • Socio-economic status scale, (1hr) <p>(1hr)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs Models, films and slides •Seminars 	

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.	Must know 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) (3hrs)	Desirable to know <ul style="list-style-type: none"> • Post basic diploma programs,Nurse (1 hour) • Practitioner programs. (1 hour) (2hrs)	`Nice to know`	Lectures & Discussion <ul style="list-style-type: none"> • charts , graphs Models, films and slides <ul style="list-style-type: none"> •seminars 	
IX T-10	At the end of unit students are able	Must know	Desirable to know	`Nice to know`	Lectures & Discussion	

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

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

	Characteristics, competencies, qualities, . Skill: able to do teacher preparation, Teacher roles & responsibilities					
XII T-10 hours P- 5	At the end of unit students are able to Knowledge: understand the guidance and counseling □ concept, principles, need, difference between Guidance and counseling ,counseling. Skill: able to do guidance and counseling.	Must know Guidance and counseling <ul style="list-style-type: none"> • Concept, Principles, Need (1hr) Difference between • Guidance and counseling, (1hr) • Guidance and counseling services : diagnostic and Remedial.(1hr) • Trends and issues. (1hr) • Coordination and organization of services.(1hr) • Techniques of counseling : interview, case work, Characteristics of counselor (1hr) (6hrs) 	Desirable to know <ul style="list-style-type: none"> • Professional preparation (1hr) • Training for counseling. (1hr) • Problems in counseling. (1hr) (3hrs)	`Nice to know` Different models of collaboration between education And service (1hr) (1hr)	Lecture cum discussion Seminar	

<p>XIII T-15 hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the administration of nursing curriculum Role of curriculum coordinator planning,, Implementation and evaluation. Skill: able to do administration of nursing curriculum.</p>	<p>Administration of nursing curriculum</p> <ul style="list-style-type: none"> • Role of curriculum coordinator (1hr) • planning Implementation (1hr) • Evaluation.(1hrs) • Evaluation of educational programs in nursing course and program.(1hr) • Curriculum research in nursing.(1hrs) • Current changes in Nursing curriculum (1hr) • Factors influencing curriculum development in Nursing education (1 hr) • Curriculum Construction (1 hr) • Patterns of curriculum organization (1hr) <p>(9hrs)</p>	<p>Desirable to know</p> <ul style="list-style-type: none"> • Different models of collaboration between education And service (1hr) • Concept of faculty supervisor (dual) position (1hr) • Evidenced based research in nursing Education.(1hr) • Curriculum Administration (1hr) <p>(4hrs)</p>	<p>‘Nice to know’ Factors influencing faculty staff relationship (1hr) Techniques of working together (1hr)</p> <p>(2hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs Models, films and slides Seminars 	
<p>XIV</p>	<p>At the end of unit</p>	<p>Must Know</p>	<p>Desirable to know</p>	<p>‘Nice to know’</p>	<p>Lectures &</p>	

<p>T-10 hours</p>	<p>students are able to Knowledge: understand the management of nursing educational institutions Skill: able to do management of nursing educational institutions Planning, organizing, Staffing, budgeting Recruitment, discipline, public relation, Performance Appraisal.</p>	<p>Management of nursing educational institutions</p> <ul style="list-style-type: none"> • Planning (1hr) • Organizing (1hr) • Staffing(1hr) • Budgeting(1hr) • Recruitment (1hr) • Discipline, public relation (1hr) <p>(6hrs)</p>	<ul style="list-style-type: none"> • Performance Appraisal (1hr) • Welfare Services(1hr) • Library services, (1hr) <p>(3hrs)</p>	<p>Hostel Services (1hr)</p> <p>(1hr)</p>	<p>Discussion</p> <ul style="list-style-type: none"> • charts , graphs Models, films and slides •seminars 	
<p>Xv</p>	<p>At the end of unit</p>	<p>Must Know</p>	<p>Desirable to know</p>	<p>‘Nice to know’</p>	<p>Lectures &</p>	

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

1KIMSDU. (4304)KINS.M SC NURSING 4304-12

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

Placement: I year MSc.N

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

Course Description

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

Objectives:

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

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

10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advance

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

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>organizations</p> <ul style="list-style-type: none"> • Understand quality assurance. • Attitude: Incorporate in clinical field for better patient care. 	<p>(INC), Role of regulatory bodies (1 hour)</p> <ul style="list-style-type: none"> • Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (1 hour) • Role of research, leadership and management. • Bioethics (3 hours) <p>Quality assurance in nursing (1 hour)</p>	<p>education. (1 hour)</p>			<p>Seminar SAQ/LAQ Assignments</p>
<p>II (10 hours)</p>	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> • Knowledge: 	<ul style="list-style-type: none"> • Health care delivery system- national, state, 	<ul style="list-style-type: none"> • Information, education and communication 	<ul style="list-style-type: none"> • Health care environment, economics, 	<p>Panel Discussion Debate</p>	

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> • Understand the healthcare delivery system at all levels in India. • Gain knowledge regarding stakeholders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes. • Gain knowledge of telemedicine. • Skill: • Use appropriate resources of IEC give effective health 	<p>(1 hour)</p> <ul style="list-style-type: none"> • 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, national health and family welfare programs, inter- sectoral coordination, role of non- 	<p>(IEC) (1 hour)</p> <ul style="list-style-type: none"> • Political process vis a vis nursing profession.(1 hour) Tele- medicine. (1 hr) 	<p>constraints, planning process, polices, (1 hour)</p>		

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

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	prenatal diagnosis • Understand important of genetic counseling. Skill: • Able to do basic genetic counseling.	Approaches to common genetic disorders. (1 hour)	• Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hour)			
IV (12 hours)	At the end of unit students are able to • Knowledge: Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. • Understand	• Epidemiology (1 hour) • Scope, (1 hour) • Epidemiological approach (1 hour) • methods (1 hour) • Application of epidemiology in health care delivery, (1 hour) • Health surveillance (1 hour) • Health informatics.	• Morbidity, (1 hour) • Mortality. (1 hour) • Screening. (1 hour) • Role of nurse. (1 hour)	• Concepts of causation of diseases (1 hour)	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	the health informatics and role of nurse. • Attitude: Apply epidemiology in health care delivery system.	(1 hour)				
V (20 hours) Bio psychosocial 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	• Cardio pulmonary resuscitation. (1 hour) • ACLS(1 hour) • BSLS(1 hour) • Child CPR (1 hour) (4 hours practical) • Care of dying and dead (1 hour) • Infection prevention (including HIV) (1 hour)	• Pathophysiology and Psychodynamics of disease • causation • Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style	• 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

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	give CPR effectively. • Attitude: Incorporate with clinical and community practice for better care.	<ul style="list-style-type: none"> • standard safety measures, bio-medical waste management (1 hour) • Role of nurse-Evidence based nursing practice (1 hour) 	(1 hour) <ul style="list-style-type: none"> • Common problems: Oxygen insufficiency, (1 hour) • fluid and electrolyte imbalance, nutritional problems, (1 hour) • Hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (1 hour) 			
VI (20 hours)	At the end of unit students are able	<ul style="list-style-type: none"> • Nursing theories: Nightingale's, (1 	<ul style="list-style-type: none"> • Values, (1 hour) 	<ul style="list-style-type: none"> • Conceptual models, 	Panel Discussion Debate	Seminar SAQ/LAQ

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
Philosophy and theories of nursing	to Knowledge: <ul style="list-style-type: none"> Understand nursing theories, conceptual models, concept of self health care and evidence based practice model. 	hour) Henderson's, (1 hour) <ul style="list-style-type: none"> 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"> parsec, etc and their application. (1 hour) Health belief models, (1 hour) communication and management, etc. (1 hour) Evidence based practices model. (2Hr) 	approach. (1 hour) <ul style="list-style-type: none"> Concept of Self health (1 hour) 		Assignment s
VII (10 hours) Nursing process approach	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand health assessment, signs and 	<ul style="list-style-type: none"> Health Assessment – illness status of patients / clients (Individuals, family, community) (1 hour) 	<ul style="list-style-type: none"> Formulation of nursing care plans, (1 hour) health goals, (1 hour) Implementation, modification evaluation of 	<ul style="list-style-type: none"> health behaviors, (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignment s

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	symptoms of clients. • Gain knowledge regarding nursing process. Skill: • Develop skill in implementing nursing process. • Attitude: Incorporate knowledge of nursing process for patient care.	• 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)	care. (1 hour)			
VIII (23 hours) Psychological aspects and human relations	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand growth and 	Human behavior, (1 hour) • Life processes (1 hour) • growth and development,	• Coping with loss, (1 hour) death (1 hour) grieving (1 hour) Principles of Counseling	Organizational behavior (1 hours) • Group dynamics. (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>development in different stages of human life and defense mechanism.</p> <ul style="list-style-type: none"> Understand stress and adaptation and techniques of counseling. <p>Attitude:</p> <ul style="list-style-type: none"> Incorporate with patient care in clinical and community settings. Incorporate with professional ethics. 	<p>(1 hour)</p> <ul style="list-style-type: none"> personality development, (1 hour) <p>Defense mechanisms(1 hour)</p> <ul style="list-style-type: none"> communication(1 hour) Basic human needs(1 hour) <p>Growth and development, (Conception through preschool, (1 hour)</p> <p>School age through adolescence, (1 hour)</p> <ul style="list-style-type: none"> Young & middle adult, (1 hour) Older adult) (1 hour) 	<p>(1 hour)</p> <ul style="list-style-type: none"> Techniques of Counseling (1 hour) <p>Interpersonal relationships, individual (1 hour)</p> <p>group, (1 hour)</p>			

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
		Stress(1 hour) 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 	<ul style="list-style-type: none"> • Models of Prevention. (1 hour) • Models of Prevention. (1 hour) • Family nursing, Models of Prevention. (1 hour) • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) 	<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 	<ul style="list-style-type: none"> • Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> Know promotive, preventive, curative and restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing. Skill: Able to prepare different models of EBP and its applications. Attitude: Incorporate knowledge 	<ul style="list-style-type: none"> Evidence based nursing practices theory (1 hour) Applications (1 hour) Trans-cultural Nursing Scope. Practices. (1 hour) Framework, scope and trends. (1 hour) Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and 	<ul style="list-style-type: none"> nursing.(1 hour) Gender sensitive issues(1 hour) Women empowerment. (1 hour) 			

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	while providing comprehensive care.	restorative health care delivery system in community and institution. (1 hours)				
X (10 hours) Computer applications for patient care delivery system	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand the importance of use of computer application in patient care & nursing. Skill: <ul style="list-style-type: none"> Use computers in professional practice. Attitude: <ul style="list-style-type: none"> Incorporate this knowledge in professional 	<ul style="list-style-type: none"> Use of computers in teaching, learning, (1 hour) Research and nursing practice. (1 hour) Windows, (1 hour) MS office: (1 hour) WORD, (1 hour) Excel, Power Point. (1 hour) 	<ul style="list-style-type: none"> Hospital management information system: (1 hour) Software (1 hour) Internet, literature search. (1 hour) 	<ul style="list-style-type: none"> Statistical packages. (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		

Evaluation-

	and day today's life.					

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

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

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

KIMSDU. KINS.M SC NURSING (4304). M Sc NURSING 4304-13

**CLINICAL SPECIALTY- I
COMMUNITY HEALTH NURSING**

Theory:150Hrs Practical:650 Hrs

Course Description

The Course Is Designed To Assist Students In Developing Expertise And In-Depth Understanding In The Field Of Community Health Nursing. It Would Help Students To Appreciate Holistic Life Style Of Individuals, Families & Groups And Develop Skills To Function As Community Health Nurse Specialist/Practitioner. It Would Further Enable Student To Function As An Educator, Manager And Researcher In The Field Of Community Health Nursing.

Objectives

1. Appreciate The History And Development In The Field Of Community Health And Community Health Nursing.
2. Appreciate Role Of Individuals And Families In Promoting Health Of The Community.
3. Perform Physical, Developmental And Nutritional Assessment Of Individuals, Families And Groups.
4. Apply The Concepts Of Promotive, Preventive, Curative And Rehabilitative Aspects Of Health While Providing Care To The People.
5. Apply Nursing Process Approach While Providing Care To Individuals, Families, Groups And Community.
6. Integrate The Concepts Of Family Centered Nursing Approach While Providing Care To The Community.

7. Recognize And Participate In The Management Of Emergencies, Epidemics And Disasters.
8. Apply Recent Technologies And Care Modalities While Delivering Community Health Nursing Care.
9. Appreciate Legal And Ethical Issues Pertaining To Community Health Nursing Care.
10. Conduct Community Health Nursing Care Projects.
11. Participate In Planning, Implementation And Evaluation Of Various National Health And Family Welfare Programmes At Local, State And The National Level.
12. Incorporate Evidence Based Nursing Practice And Identify The Areas Of Research In The Community Settings.
13. Participate Effectively As A Member Of Community Health Team.
14. Coordinate And Collaborate With Various Agencies Operating In The Community By Using Inter-Sectoral Approach.
15. Teach Community Health Nursing To Undergraduates, In-Service Nurses And The Community Health Workers.
16. Demonstrate Leadership And Managerial Abilities In Community Health Nursing Practice

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Method	Method Of Evaluation	F/S Evaluation
		Must Know	Desirable To Know	Nice To Know			
I (10 Hours)	At The End Of Unit Students Are Able To Knowledge: Know The Worldwide Historical Development Of Chn Practice. Understands The Scope Of Chn, Legal, Socio Cultural And Ethical Issues In Chn Attitude: Understand Her Or His Role In Attaining National Goals.	Introduction: Current Status, Trends And Challenges Of Community Health Nursing (1 Hour) Health Status Of The Community (1 Hour) Ethical And Legal Issues (1 Hour) National Policies, Plans & Programmes National Health Policy, National Population Policy. National Health & Welfare Programmes. National Health Goal/ Indicators/	Historical Development Of Community Health And Community Health Nursing- World And India, Various Health And Family Welfare Committees. (1hr) Scope Of Community Health Nursing Practice.(1 Hr)	Socio-Cultural Issues In Community Health Nursing (1 Hour)	Lectures & Discussion Films And Slides •Seminars •Clinical Practice	Essay Type •Short Answers Long Answer Question	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

		<p>Millennium Developmental Goals (Mdg)/ Strategies Planning Process: Five Year Plans National Rural Health Mission.(4 Hours) 1.Sustainable Developmental Goal (SDG) (1HR)</p>					<p>Total: 225 Marks (225 Marks To Be Converted In To 10 Marks For I. A. (Practicum</p> <p>Summative Mid-Term Examination: 75 Marks Ii) Pre-Final: 75 Marks Total: 150 Marks External Assessment University Examination: Theory 75 Marks</p>
Ii (10 Hours)	<p>At The End Of Unit Students Are Able To Knowledge: Explain The Concepts And Determinants Of Health. Understand The Importance Of Use Of</p>	<p>s, Issues (1 Hour) nants (1 Hour) ments (1 Hour) isposal (1 Hour) em (1 Hour) 2.National Urban Health Mission (NUHM) (1HR)</p>	<p>Health Economics (1 Hour) Health Technology (2 Hours) 4..Health Committees (4HR)</p>	<p>Alternate System For Health Promotion And Management Of Health Problems. (1 Hour) Genetics And Health. (1hr)</p>	<p>Lectures & Discussion Chart S , Graphs Models, Films And Slides Seminar •Clinical Practice</p>	<p>Short Answers Long Answer Question</p>	

	<p>Technology In Health Care Delivery. Know The Relationship Between Genetics And Health. Skill: Identify The Problems Of Waste Disposal And Modify Them To Contribute In Improving Health And Promotion Of Eco System Suitable To Health. Attitude: Incorporate Alternative System Of Medicine In Promotion Of Health.</p>						
<p>Iii (15 Hours)</p>	<p>At The End Of Unit Students Are Able To Knowledge: Understand The Demography</p>	<p>Population Dynamics And Control: Demography (2 Hours) Transition And Theories Of</p>	<p>Research, Census, National Family Health Survey (1 Hour)</p>	<p>Method Of Family Limiting And Spacing (1 Hour)</p>	<p>Lectures & Discussion Chart S , Seminar •Clinical Practice</p>	<p>Short Answers Long Answer Question</p>	

	<p>And Population Dynamics. Know The National Population Policy And Program.</p> <p>Skill: Motivates People For Adopting Small Family Norms.</p> <p>Attitude: Incorporate Research Knowledge In Promoting Health Of Community.</p>	<p>Population (1 Hour) National Population Policy National Population Programmes. (2 Hours) Population Control And Related Programmes (8 Hours)</p>					
Iv (30 Hours)	<p>At The End Of Unit Students Are Able To</p> <p>Knowledge: Understands Philosophy, Aims And Objectives, Scope And Principles Of Chn. Know The Chn Theories And Apply Them In Assessing</p>	<p>Community Health Nursing: Philosophy, Aims, Objectives, Scope, Principles, Functions(4 Hours) Quality Assurance: Community Health Nursing Standards, Competencies, Monitoring Community Health Nursing, Nursing Audits (2 Hours) Health Assessment-</p>	<p>Community Health Nursing Theories. (4 Hours) Concept, Role And Responsibilities Of Community Health Nurse Practitioners- Decision Making Skills, Follow Nursing Practice Standards, Advanced</p>	<p>Family Nursing And Family Health Centered Nursing Approach. (3 Hrs) Intervention: Micro And Nursing Plans, Operatonalization And Evaluation: (3 Hours)</p>	<p>Lectures & Discussion Chart S , Graphs Seminar •Clinical Practice</p>	<p>Short Answers Long Answer Question</p>	

	<p>Quality Of Care Skill:Do The Health Appraisal Of Individual, Families And Community. Attitude: In Corporate Quality Assurance Norms While Providing Health Care At All Levels And All Settings.</p>	<p>Individuals, Groups And Community. (3 Hours) Roles And Responsibilities Of Community Health Nurse(3 Hours) Nursing Care For Special Groups: Children, Adolescents, Adults, Women, Elderly, Physically And Mentally Challenged- Urban And Rural Population At Large.(2 Hours) Community Diagnosis, Setting Objectives.(3 Hours)</p>	<p>Nursing Practice, Professionalism, Legal Issues. (3hrs)</p>				
<p>V (45 Hours)</p>	<p>At The End Of Unit Students Are Able To Knowledge: Know The Imnci And Diseases Incorporated In It. Skill :Provides Effective Nursing Care</p>	<p>Imnci: Integrated Management Of Neonatal And Childhood Illness: Concept, Iniquities In The Indian Situation. Rationale For Evidence-Based Syndrome Approach.</p>	<p>Treatment Of Sick Children.(6 Hours) Principles Of Management Of Sick Children In A Small Hospital. (8 Hours)</p>		<p>Lectures & Discussion Chart S , Graphs Seminar •Clinical Practice</p>	<p>Short Answers Long Answer Question</p>	

	<p>To Neonate And Children For The Diseases Incorporated Under Imnci Attitude: Becomes Sensitive For Drives Under Taken By Government To Control Morbidity And Mortality Among Under 5 Children.</p>	<p>Components Of The Integrated Approach. Principles Of Integrated Care. The Imnci Case Management Process.(10 Hours) Outpatient Management Of Young Infants. Learning Objectives Assessment Of Sick Young Infants. Treatment Of Sick Young Infants. (9 Hours) Outpatient Management Of Children Age 2 Month To 5 Years. Assessment Of Sick Children. Checking Main Symptoms. Cough Or Difficult Breathing Diarrhea, Fever, Ear Problem, Malnutrition, Anemia Immunization Etc. Assessing Other</p>				
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		Problems.(9 Hours) Skilled Birth Attendant (Sba) (3 Hours)					
Vi (15 Hours)	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 Management.	Disaster Nursing: Introduction: Concept, Definition. (1 Hour) Types And Phases Of Disaster (2 Hour) Disaster Management: Disaster Response, Disaster Preparedness, And Disaster Mitigation. (4 Hours) Epidemiological Surveillance And Disease Control. (2 Hrs) Team Approach, Intersectoral Approach: Vaccination, Nutrition, And Rehabilitation. (3 Hours) Role Of State And Central Govt.(1 Hour)	Role Of Ngo. (1 Hr) International Assistance And Collaboration. (1 Hour)	5. Role of District, Taluka& Gram Panchayat. Role of community participation in dealing disasters management (3HR)	Lectures & Discussion Chart S , Graphs Seminar •Clinical Practice	Short Answers Long Answer Question	
Vii (10)	At The End Of Unit Students	Information, Education And	Tele-Medicine And Tele-	Mass Media, Folk Media	Lectures & Discussion	Short Answers	

Hours)	<p>Are Able To</p> <p>Knowledge: Know The Principles And Strategies Of Iec.</p> <p>Skill: Communicate Effectively And Use The Principles Of Iec While Giving Health Education.</p> <p>Attitude: Listens Carefully & Develops Habit Of Reading Between The Lines.</p>	<p>Communication: Iec: Principles And Strategies(2 Hours) Communication Skills (2 Hours) Management Information And Evaluation System: Records And Reports (2 Hours) Information Technology(1 Hour)</p>	<p>Nursing (1 Hour) Journalism. (1hr) 3.IEC in AIDS, Leprosy , TB,</p> <p>(8 HR)</p>	(1 Hour)	<p>Chart S , Graphs Seminar •Clinical Practice</p>	<p>Long Answer Question</p>	
Viii (15 Hours)	<p>At The End Of Unit Students Are Able To</p> <p>Knowledge: Explain The Organizational And Functional Structure Of Health Care Delivery System At All Levels.</p> <p>Skill: Review</p>	<p>Health Care Delivery System: Urban And Rural: Functions, Staffing, Pattern Of Assistance, Layout, Drugs, Equipments And Supplies: Village, Sub-Centre, Primary Health Centre,</p>	<p>Alternative System Of Medicine. (1 Hour) Training And Supervision Of Health Workers (2 Hours) 6. Principles & Feature of Health Care Delivery (1HR)</p>	<p>Inter-Sectoral Coordination (1 Hour) Public Private Partnership. (1 Hour)</p>	<p>Lectures & Discussion Chart S , Graphs Seminar •Clinical Practice</p>	<p>Short Answers Long Answer Question</p>	

For internal assessment marks 125 to be converted out of 25

Student References:

1. Jayawanti, TNAI Nursing Manual, TNAI publication
2. K.Park, 'Text Book Of Preventive & Social Medicine'
3. K.Park, Essentials Of Community Health Nursing,
4. Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
5. Freeman Ruth, 'Community Health Nursing Practice'
6. Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
7. Basvantappa B.T, 'Community Health Nursing'

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- 1) Anderson, 'Community as Partner, Theory & Practice'.
- 2) Allender, 'Community Health Nursing' B.I. Publications
- 3) Harpson, 'Hand Book of Community Health Nursing'
- 4) Shastr , 'Preventive & Social Medicine', National Publications
- 5) Sathe , 'Epidemiology & management of Health Care', Popular Publications
- 6) Vasundhara & Basvantappa , 'Community Health Nursing', Jaypee Publication
- 7) Mc. Evens M. 'Community based Nursing', Sanmdess publication
- 8) Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.

- 9) Cookfair Joan, 'Nursing Care in Community', Moby Publications
- 10) Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- 11) Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- 12) K.Park , 'Text Book of Preventive & Social Medicine'
- 13) Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
- 14) Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
- 15) Walton, 'Community Concepts & Practice', Scuzt Foresmen Publications
- 16) Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- 17) Babu Sheshu, 'Review in Community Medicine', Paras Publication
- 18) Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- 19) Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- 20) Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- 21) Clarke, 'Preventive & Community Medicine', Boston Little Brown Company

KIMSDU. (4304)KINS.M SC NURSING 4304--14

1ST YEAR M Sc NURSING

**NURSING RESEARCH AND STATISTICS
SECTION A - NURSING RESEARCH**

First year MSc.(N)

Theory:150Hrs Practical: 150 Hrs

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 EVALUATI ON
		Must know	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to Cognitive: Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. Psychomotor: Apply evidence based practice in nursing research. Affective: Incorporate with nursing research.	Introduction: <ul style="list-style-type: none"> • Methods of acquiring knowledge – problem solving and scientific method. (1 hour) • Research – definition, Characteristics purposes, kinds of research.(1 hour) • Historical Evolution of research in Nursing.(1 hour) • Basic research terms.(1hour) • Scope of nursing research 	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 • Assignme nt • Presentatio n • Project

		<p>: Areas, problems in nursing, health and social research.(1 hour)</p> <ul style="list-style-type: none"> • Concept of Evidence based practice.(2hour) • Ethics in research .(2 hour) • Overview of Research process. (1 hour) • Introduction to Bioethics & Principles of Ethics 				Work
II (05 hours)	<p>At the end of unit students are able to</p> <p>Cognitive Describe the importance, purpose, scope, and sources of ROL.</p> <p>Psychomotor: Apply steps in reviewing literature.</p> <p>Affective: Recognize criteria for selection of resources.</p>	<p>Review of Literature:</p> <ul style="list-style-type: none"> • Importance, Purposes (1 hour) • Scope, Sources (1 hour) • Criteria for selection of resources. (2Hrs) • Steps in reviewing literature.(1 Hr) 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library Exercise 	
III (12 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and describe qualitative and quantitative research.</p> <p>Psychomotor: Select appropriate design for research work and critically evaluate research designs.</p> <p>Affective: Identify characteristics of qualitative & quantitative research design.</p>	<p>Research Approaches and Design:</p> <ul style="list-style-type: none"> • Type: Quantitative and Qualitative.(2 hours) • Historical, survey and experimental .(2 hours) • Characteristics, type's advantages and disadvantages. (2 hours) • Qualitative: Phenomenology grounded Theory, ethnography.(2 	<ul style="list-style-type: none"> • Characteristics of good design. (1 hours) • Threats to internal and external validity. (1hours) <p>. Discuss cases derived from</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 • Presentatio

		<p>hours)</p> <ul style="list-style-type: none"> • Research designs, its importance.(2 hours) <ol style="list-style-type: none"> 1. Identify the significant values of the profession through a value clarification process. 2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation. 3. Discuss the relationship of the caring ethic to the profession of nursing. 4. Discuss the potential impact of nurses' personal values regarding the decisions and behavior of individuals on the delivery of nursing care. <ol style="list-style-type: none"> 1. Discuss the interpretive statements of the American Nurse's Association Code for Nurses. 2. Understand the non-negotiable character of the Code for Nurses. 3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations. 4. Discuss cases derived from 	<p>clinical practice with an emphasis on variations from professional ethical codes or position statements.</p>			<p>n</p> <ul style="list-style-type: none"> • Project Work
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		clinical practice with an emphasis on how professional ethical 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 hours) • Formulation of problem statement and research objectives (3 hours) • Assumptions and delimitations and Limitation (1 hours) • Identification of variables • Hypothesis – definition, formulation and types. (2 hours) <ol style="list-style-type: none"> 1. Describe the relationship between ethical theory, ethical decision-making frameworks and nursing practice. 2. Discuss ethical theories and principles involved in contemporary bioethics. 3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice. 4. Discuss the use of 	<ul style="list-style-type: none"> • Sources of research problem. (1 hours) • Definition of terms. (1 hours) <p>Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case study of a healthcare related ethical dilemma using a decision making model of the student’s choice</p>		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise

		communication, negotiation, and mediation skills in the ethical decision making process				
V (05 hours)	At the end of unit students are able to Cognitive: Understand and describe the nature, characteristics, purposes and uses of various nursing theories. Psychomotor: Develop conceptual framework for their research work. Affective: Identify and test various theories.	Developing Theoretical/Conceptual framework: <ul style="list-style-type: none"> Theories: Nature, Characteristics, Purpose and Uses (2 hours) Using, testing and developing Conceptual framework, models and theories.(3 hour) 			<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation 	
VI (06 hours)	At the end of unit students are able to Cognitive Understand, Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error. Psychomotor: Select and use appropriate sampling technique. Affective: Identify & select appropriate population, sample, sampling technique and sample size.	Sampling: <ul style="list-style-type: none"> Population and sample(1 hour) Sampling techniques (1 hour) Sample size (1 hour) Probability and sampling Error (1 hour) Problems of sampling (1 hour) 1. Discuss the interpretive statements of the American	<ul style="list-style-type: none"> Factors influencing sampling. (1 hour) Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentation Project

		<p>Nurse's Association Code for Nurses. 2. Understand the non-negotiable character of the Code for Nurses. 3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations. 4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply</p>	statements.			Work
VII (20 hours)	<p>At the end of unit students are able to Cognitive Describe tools and methods of data collection. Skill: Calculate reliability of tools. Affective: Formulate tools for data collection.</p>	<p>Tools and Method of Data Collection:</p> <ul style="list-style-type: none"> • Data sources, methods/techniques - Quantitative and qualitative. (4 hours) • Tools for data collection – types, characteristics and their development(4 hours) • Validity and reliability of tools (4 Hours) • Procedure for data collection. (4 hours) 	<ul style="list-style-type: none"> • Concepts of data collection.(4 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	

VIII (05 hours)	At the end of unit students are able to Cognitive Define and describe pilot study. Psychomotor: Conduct pilot study. Affective: Formulate plan for data collection.	Implementing Research Plan: <ul style="list-style-type: none"> • Pilot study (1 hour) • Planning for data collection (1 hour) • Administration of tool .(1 hour) • Interventions Collection of data. (1 hour) 	<ul style="list-style-type: none"> • Review research plan (design) (1 hour) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise 	
IX (10 hours)	At the end of unit students are able to Cognitive: Know and describe various methods for data analysis. Psychomotor: Analyze data by using appropriate analysis method. Affective: Formulate plan for data analysis.	Analysis and Interpretation of Data: <ul style="list-style-type: none"> • Plan for data analysis: quantitative and Qualitative. (2 hours) • Descriptive and Inferential Analysis. (2 hours) • Statistical analysis. (2 hours) • Interpretation of data.(1 hours) 	<ul style="list-style-type: none"> • Conclusion and generalizations • Summary and discussion. (2 hours) 	<ul style="list-style-type: none"> • Preparing data for computer analysis and presentation (1hours) 	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise • Statistical exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation
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 	<ul style="list-style-type: none"> • Communication of research results; oral and written. (2 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<ul style="list-style-type: none"> • Project Work

		for publication: purposes & style (4 hours)				
XI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe criteria's for critical analysis. Psychomotor: Analyze and communicate research articles critically. Affective: Initiate critical analysis.	<ul style="list-style-type: none"> • Critical analysis of research articles. (1 hours) • Presenting and communicating critique. (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Journal Club 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz
XII (04 hours)	At the end of unit students are able to Cognitive Understand and describe criteria's for presenting research proposal. Psychomotor: Present research proposal. Affective: Prepare research proposal.	<ul style="list-style-type: none"> • Preparation, presentation and approval of research proposal. (4 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<ul style="list-style-type: none"> • Test • Assignment • Presentation • Project Work

Nursing Research and Statistics
Section 'B' -Statistics

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

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

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

	available statistical packages.			(1 Hr)		Class room statistical exercise Test
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Internal Assessment: Sent To University

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

Scheme of Examination

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

Evaluation Scheme

Nursing Research & Statistics				
	Hours	Internal	External	Total

Theory	3	25**	75*	100
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KIMSDU. (4304) KINS. M SC NURSING 4304--21

Sub: NURSING MANAGEMENT

Theory 150 Hours ; Practical 150 Hours

Total : 300 Hours

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

<p>II (10Hrs)</p>	<p>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>	<p>Must know Management : <ul style="list-style-type: none"> • Functions of administration. (1Hr) • Planning and control. (1Hr) • Co-ordination and delegation. • Decision making- decentralization basic goals of management.(2Hr) Nursing Management: <ul style="list-style-type: none"> • Concept, types & principles. (1Hr) • Current trends and issues in Nursing Administration. • <i>Application to nursing service & education. (1 Hrs)</i> </p>	<p>Desirable to know <ul style="list-style-type: none"> • Vision and Mission Statements. (1Hr) • Philosophy, aims and objective of Nursing Administration. (1Hr) </p>	<p>Nice to know <ul style="list-style-type: none"> • Theories and models of Nursing Administration (1Hr). • <i>Application to nursing service & education. (1Hrs)</i> </p>	<p>Lectures & Discussion <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS </p>	
<p>III (15Hrs)</p>	<p>At the end of unit students are able to: Knowledge: Explain the importance of planning and describe different types of planning. Skill: Plan for various activities curricular and co-curricular in nursing service and education. Attitude: Takes initiative to practice MBO.</p>	<p>Must know Planning: <ul style="list-style-type: none"> • Strategic planning. Operational plans. (2Hr) • Management plans.(2Hrs) • Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs) • Management by objectives (MBO). Application to nursing </p>				

		service and education. (2 Hrs)				
IV (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various patterns of organization. Skill: Develop the organizational charts and organization of nursing services in the hospital. Attitude: Incorporate this knowledge in developing effective nursing services.	Must know Organization : <ul style="list-style-type: none"> Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs) Advantages and disadvantages, primary nursing care.(2Hrs) Planning and Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, kitchen, laboratory & emergency services <i>Application to nursing service and education. (2Hrs)</i> 	Desirable to know <ul style="list-style-type: none"> Disaster management: plan, resources, drill, etc. (2 Hrs) Developing an organizational Structure, levels, .(2Hrs) Organizational effectiveness and organizational Climate.(2Hrs).	Nice to know Concept, principles, objectives, Types and theories, Minimum requirements for organization. (1 Hr). <ul style="list-style-type: none"> <i>Application to nursing service and education. (2Hrs)</i> 	<ul style="list-style-type: none"> Lectures & Discussion Charts , graphs models, films and slides Seminars with PPTS 	
V (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the staffing process and	Must know Human Resource for Health : <ul style="list-style-type: none"> Staffing- Philosophy, .(2Hrs) 	Desirable to know <ul style="list-style-type: none"> Norms : Staff inspection units (SIU), .(2Hrs) 	Nice to know <ul style="list-style-type: none"> Personnel policies. (1Hr) 	Lectures & Discussion <ul style="list-style-type: none"> Charts , graphs models, films 	

	<p>INC norms for staffing. Skill: Forecast the staff requirement for various institutions Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.</p>	<ul style="list-style-type: none"> • Estimation of nursing staff requirement – activity analysis, Various research studies. (2Hrs) • Recruitment: credentialing, selection, placement, promotion. (1Hr) • Duties and responsibilities of various categories of nursing .(2Hrs) • <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 	<ul style="list-style-type: none"> • Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. Retention. .(2Hrs) 	<ul style="list-style-type: none"> • Termination. (1hr) • <i>Personnel. Applications to nursing service and education. (2Hrs)</i> 	<p>and slides •Seminars with PPTS</p>	
VI (15Hrs)	<p>At the end of unit students are able to: Knowledge: Illustrate the process of direction. Skill: Motivate various categories of personnel for higher positions and quality output. Attitude: Identify conflict situations promptly and manage effectively</p>	<p>Must know Directing :</p> <ul style="list-style-type: none"> • Roles and functions. .(2Hrs) • Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. .(2Hrs) • Communication: process, types, strategies, (2Hrs) Interpersonal communication, channels, barriers, problems. .(2Hrs) Delegation: common delegation errors. .(2Hrs) • Managing conflict: process, management, negotiation, 	<p>Desirable to know Confidentiality, Public relations. (2Hrs)</p>	<p>Nice to know</p> <ul style="list-style-type: none"> • Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (2Hr) 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS 	

		<p>consensus.</p> <ul style="list-style-type: none"> Occupational health and safety. Application to nursing service and education. .(2Hrs) 				
VII (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understands and explains the procedures related to procurement of hospital supplies 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>Must know</p> <p>Material Management:</p> <ul style="list-style-type: none"> Concepts, principles and procedures. .(2Hrs) ABC analysis, VED (very important and essential daily use) analysis .(2Hrs) Planning equipments and supplies for nursing care : unit and hospital (2 hrs) Inventory control. Condemnation. <i>Application to nursing service and education. (2 hrs)</i> 	<p>Desirable to know</p> <ul style="list-style-type: none"> Planning and procurement procedures : Specifications (1 hrs). <i>Application to nursing service and education. (2 hrs)</i> 	<p>Nice to know</p> <ul style="list-style-type: none"> Procedures. ABC analysis, VED.(1Hrs) 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	
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. Skill: Supervises the nursing services for quality performance and care. Attitude: Uses discipline</p>	<p>Must know</p> <p>Controlling</p> <ul style="list-style-type: none"> Quality assurance, Standards, Models. (2rs) Nursing audit. .(2Hrs) Performance appraisal : Tools, format (2Hrs) Supervision and management: 	<p>Desirable to know</p> <p>Discipline: service rules, .(1Hrs)self discipline, constructive versus (2Hrs)</p>	<p>Nice to know:</p> <p>Management, interviews.(2Hrs).</p> <ul style="list-style-type: none"> <i>Application to nursing service & education.(2Hrs)</i> 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars with PPTS 	

	constructively for the growth of the individual & organization.	<p>concepts and principles. .(2Hrs)</p> <ul style="list-style-type: none"> • <i>Application to nursing service & education. (2Hrs)</i> 				
IX (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain different types of budgets with their importance at various levels.</p> <p>Skill: Prepare budget for the unit/institution Attitude: Practices budgeting within the constraints to manage the unit effectively and efficiently.</p>	<p>Must know</p> <p>Fiscal Planning :</p> <ul style="list-style-type: none"> • Budget estimate, (2Hrs) • revised estimate, .(2Hrs) • Performance budget Audit.(2Hrs) • Cost effectiveness Health care reforms, .(2Hrs) • Health economics • <i>Application to nursing service & education. .(2Hrs)</i> 	<p>Desirable to know</p> <ul style="list-style-type: none"> • budgeting, Steps .(1Hrs) • Plan and non-plan, zero mid-term appraisal, capital and revenue. (2 hrs) 	<ul style="list-style-type: none"> • Nice to know: Budgeting for various units and levels. (2Hrs) • <i>Application to nursing service & education. .(2Hrs)</i> 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts , graphs models, films and slides • Seminars with PPTS 	
X (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain the importance of nursing informatics and understands its place in rendering quality care.</p> <p>Skill: Participates in development of nursing informatics system.</p> <p>Attitude: Pay special attention to user friendly information system to enhance cooperation from all.</p>	<p>Must know</p> <p>Nursing Informatics :</p> <ul style="list-style-type: none"> • <i>Use of computers in hospital and community.(2hrs)</i> • Patient record-system. (2 hrs) • Nursing records and reports. (2hrs) • Management information and evaluation system (MIES) • Electronic medical records.(2hrs) 	<p>Desirable to know</p> <ul style="list-style-type: none"> • Trends • General purpose. (1hr) 	<ul style="list-style-type: none"> • Nice to know: Group dynamics,(1 hrs) • <i>Use of computers in hospital and community.(2hrs)</i> 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars with PPTS 	

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

		<ul style="list-style-type: none"> • Patient’s rights. Rights of special groups : children, women, HIV, handicap (2 hrs) 				
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Placement: II Year

Theory 150 Hours

Practical 150 Hours

Scheme of examination :

Internal assessment:

Theory: 15 Marks

Clinical Assignment: 10 Marks

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

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

Theory:

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

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

Clinical Assignment:

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

University examination -Theory marks - 75

Clinical Assignment: 10 Marks
 Practicum: Posting of ward management: 225Marks
 (225 Marks from Clinical Assignment to be converted into 10 Marks)

External Assessment (Theory): 75 Marks
 (University Examination)

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KIMSDU. KINS.M SC NURSING (4304).2ND YEAR M Sc NURSING 4304-22

SUBJECT: COMMUNITY HEALTH NURSING-II

Placement : II Year

**Hours of Instruction Theory - 150 hours
Practical's - 950 hours
Total- 1100 hrs**

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				
I 20	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	Epidemiology MUST KNOW <input type="checkbox"/> Concepts, scope, definition, trends History of modern Epidemiology(2 Hrs) <input type="checkbox"/> Epidemiological methods(2 Hrs) <input type="checkbox"/> Epidemiological approaches & study of disease causatives (1 Hrs) <input type="checkbox"/> Health promotion (1 Hrs) <input type="checkbox"/> Levels of prevention(1 Hrs) <input type="checkbox"/> Epidemiology of Communicable diseases(2 Hrs) <input type="checkbox"/> Epidemiology of Non-communicable diseases(2 Hrs) <input type="checkbox"/> Role of	DESIRABLE TO KNOW <input type="checkbox"/> Contribution of epidemiology & its implication in nursing • Investigation of An Outbreak (1 Hrs) <input type="checkbox"/> Measurement of health and Disease (1Hrs) <input type="checkbox"/> Emerging and re-emerging diseases Epidemics.(1 Hrs) <input type="checkbox"/> Epidemiology study and reports (1 Hrs) <input type="checkbox"/> Health policies <input type="checkbox"/> Health information system (1Hrs)	NICE TO KNOW National Integrated disease surveillance programme (1hrs) • Time Trends In Disease Occurrence In Epidemiology (1HR) (Total=2 hrs)	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	Short answers Essay type Short answers

	and contribute in control of epidemics and improving the health of the given community.	Community Health Nurse(1 Hrs) (Total = 12 hrs)	<input type="checkbox"/> Development of modern Epidemiology. (1 Hrs) (Total = 6 hrs)					
II 40	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 the field of community health nursing practice. Affective : Appreciate the importance of inter sectoral approach in	National Health and Family Welfare Programmes <input type="checkbox"/> MUST KNOW <input type="checkbox"/> National Filaria Control Programme (2hrs) <input type="checkbox"/> National Leprosy Eradication Programme (2hrs) <input type="checkbox"/> National programme for Control of Blindness (2 hrs) <input type="checkbox"/> National Iodine Deficiency disorders Control Programme. (2 hrs) <input type="checkbox"/> National Mental	DESIRABLE TO KNOW Health Schemes: <input type="checkbox"/> ESI <input type="checkbox"/> CGHS <input type="checkbox"/> Health Insurance (3 hrs) • Ayushman Bharat -National Health Protection Scheme (2HR) • Rashtriya Bal Sakshya Karyakram (RBSK) (2 HR) New National Health Programme- • National family planning Programme (2 HR) • National Viral Hepatitis	NICE TO KNOW <input type="checkbox"/> Organization/manpower/resources, <input type="checkbox"/> Activities and goals. (1 hrs) Role and responsibilities of community health nurse. Inter-sectoral approach Implementation, item/purpose <input type="checkbox"/> National Vector Borne Disease Control Programme (NVBDPC)	Method Lecture discussion	Explain using Charts, PPT	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	Short answers Essay type Short answers

	achieving the goals and targets.	<p>Health Programme (2 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> National AIDS Control Programme (2 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> National Cancer Control Programme (2 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> NRHM (3 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> National FW programme (3 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> Reproductive and Child Health Programme (4hrs) (Total = 24 hrs)</p>	<p>Surveillance Programme (2H R)</p> <p>• National AYUSH Mission (1 HR) (Total = 12 hrs)</p>	<p>(3 hrs)</p> <p>(Total = 4 hrs)</p>				
III 15	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the concept and objectives of school health programme.</p> <p>Psychomotor :Work as effective member of school health team, teach nursing students to work as member of school health team.</p>	<p>School Health</p> <p><input type="checkbox"/> MUST KNOW</p> <p><input type="checkbox"/> Introduction, definition, concepts, objectives, (1 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> Health assessment, Screening, identification, referral and follow up. (3 hrs)</p>	<p>DESIRABLE TO KNOW</p> <p>Inter-Sectoral Coordination</p> <p><input type="checkbox"/> <input type="checkbox"/> Guidance and counseling (1 hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> School health records maintenance and its importance (2hrs)</p> <p><input type="checkbox"/> <input type="checkbox"/> Services,</p>	<p>NICE TO KNOW</p> <p>History of school health nursing (1 hrs)</p> <p>Total=1 hrs</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT Visit to School</p>	<p>FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be</p>	<p>Short answers Essay type Short answers</p>

	<p>Affective :Recognize the importance of school health services and motivate children to develop health habits. Encourage teachers and parents to cooperate and contribute in school health services.</p>	<p><input type="checkbox"/><input type="checkbox"/> Safe school environment (1 hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Disaster, disaster preparedness, and management(3 hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Roles and responsibilities of community health nurse. (1 hrs)</p> <p>Total=9 hrs</p>	<p>programme and plans -first aid, treatment of minor ailments (1hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Adolescent health (1 hrs)</p> <p>Total= 5 hrs</p>				<p>converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
IV 15	<p>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</p>	<p>International Health</p> <p><input type="checkbox"/><input type="checkbox"/> Health and food legislation, laws, adulteration of Food (1hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Disaster management</p> <p><input type="checkbox"/><input type="checkbox"/> Migration(3hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> International health agencies-World health assembly(2hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> International health issue and problems(1hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> International nursing practice standards(1hrs)</p>	<p>DESIRABLE TO KNOW</p> <p><input type="checkbox"/><input type="checkbox"/> International cooperation and assistance, International trade and travel (2hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> International health celebration days and their significance</p> <p><input type="checkbox"/><input type="checkbox"/> International quarantine and Health tourism. (1 hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Global health</p>	<p>NICE TO KNOW</p> <p><input type="checkbox"/><input type="checkbox"/> Global burden of disease and Global health rules to Halt disease spread (1 hrs)</p> <p>(Total=1 hrs)</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT</p>	<p>FORMATIVE 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 SUMMATIVE Mid-term Examination: 75 Marks</p> <p>ii) Pre-final: 75 Marks</p>	<p>Short answers Essay type Short answers</p>

	standards. Affective : Appreciate the importance of health related rules and regulations and promote health tourism in the institution.	<input type="checkbox"/> <input type="checkbox"/> International health vis-a- vis national health(1hrs) (Total=9 hrs)	priorities and programmes (2 hrs) (Total=5 hrs)				Total: 125 Marks External assessment University examination: Theory 75 Marks	
V 15	At the end of unit students are able to: Cognitive : Discuss the institutional, national and international standards, policies, protocols and procedures. Psychomotor :Strive for improving quality of health services and does the critical evaluation of quality of rendered health services. Affective :Emphasize quality and standards in nursing practice.	Education and administration <input type="checkbox"/> <input type="checkbox"/> MUST KNOW Quality assurance <input type="checkbox"/> <input type="checkbox"/> Standards, protocols, Policies, Procedures(1hrs) <input type="checkbox"/> <input type="checkbox"/> Infection control, standard safety measures(1hrs) <input type="checkbox"/> <input type="checkbox"/> Nursing audit(1hrs) <input type="checkbox"/> <input type="checkbox"/> Staffing, Supervision and monitoring – Performance appraisal(1hrs) <input type="checkbox"/> <input type="checkbox"/> Referral chain-community outreach	DESIRABLE TO KNOW <input type="checkbox"/> <input type="checkbox"/> Budgeting. Material Management. (2hrs) • Transportation (1 Hrs) <input type="checkbox"/> <input type="checkbox"/> Planning in-service educational programme (1 Hrs) (Total=4 hrs)	NICE TO KNOW <input type="checkbox"/> <input type="checkbox"/> Design of sub centre, primary health centre and community health centre. (2 Hrs) (Total=2 hrs)	Method Lecture discussion	Explain using Charts, PPT <input type="checkbox"/> <input type="checkbox"/> Visit to subcentre, PHC, CHC, hospital Infection Control Centre, Quality Control Centre if any, & In service Education Department	FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	Short answers Essay type Short answers

		<p>services (1hrs)</p> <p>Role and responsibilities of different categories of personnel in community health (2hrs)</p> <p><input type="checkbox"/><input type="checkbox"/> Training of various categories of health workers and preparation of manuals (2 hrs)</p> <p>(Total=9 hrs)</p>						
VI 10	<p>At the end of unit students are able to:</p> <p>Cognitive : Discuss the concept, problems and issues related to geriatric nursing.</p> <p>Psychomotor :Provide comprehensive care to old people and educate students, colleagues and family members for caring geriatric population.</p> <p>Affective : Respect</p>	<p>Geriatric Nursing</p> <p><input type="checkbox"/> MUST KNOW</p> <p><input type="checkbox"/> Aging process and changes</p> <p><input type="checkbox"/><input type="checkbox"/> Health problems and needs (1hr)</p> <p><input type="checkbox"/><input type="checkbox"/> Psycho-social stressors and disorders (1hr)</p> <p><input type="checkbox"/><input type="checkbox"/> Health assessment</p> <p><input type="checkbox"/><input type="checkbox"/> Care of elderly and rehabilitation of elderly (1hr)</p>	<p>DESIRABLE TO KNOW</p> <ul style="list-style-type: none"> • Myths and facts of aging. Elderly abuse. • Government welfare measures-programmers' for elderly and role of NGOs. (3 Hrs) <p>Total=3hrs)</p>	<p>NICE TO KNOW</p> <p><input type="checkbox"/><input type="checkbox"/> Theories of aging (1hr)</p> <p>Total=1hrs)</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT Visit to old age</p>	<p>FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks (225 Marks to be converted in to 10 Marks for I. A. (Practicum SUMMATIVE Mid-term Examination: 75</p>	<p>Short answers Essay type Short answers</p>

	elderly; use their skills and knowledge wherever possible.	<input type="checkbox"/> <input type="checkbox"/> Elderly abuse <input type="checkbox"/> <input type="checkbox"/> Concept <input type="checkbox"/> <input type="checkbox"/> Home for aged-various agencies (1hr) <input type="checkbox"/> <input type="checkbox"/> Training and supervision of care givers (1hr) <input type="checkbox"/> Roles and responsibilities of Geriatric nurse in the community(1hr) Total=6 hrs)					Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks	
VII 10	At the end of unit students are able to: Knowledge: Explain the concept, principles and models & methods of rehabilitation. Skill: Rehabilitate all types of challenged individuals in all settings. Motivate and educate individuals and	Rehabilitation <input type="checkbox"/> MUST KNOW Rehabilitation team <input type="checkbox"/> <input type="checkbox"/> Community based rehabilitation(1hr) <input type="checkbox"/> <input type="checkbox"/> Disability and Rehabilitation- Use of various prosthetic devices(1hr) <input type="checkbox"/> <input type="checkbox"/> Rehabilitation of	DESIRABLE TO KNOW <input type="checkbox"/> <input type="checkbox"/> Introduction: Concept, principles <input type="checkbox"/> <input type="checkbox"/> Role of voluntary organizations (2hr) <input type="checkbox"/> <input type="checkbox"/> Welfare measures by Govt/Private sector (1hr)	NICE TO KNOW Trends, issues <input type="checkbox"/> <input type="checkbox"/> Models, Methods <input type="checkbox"/> Ethical issues and Rehabilitation Council of India (1 hrs) Total=1 hrs)	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>family members to overcome their disability and become useful member of the society. Attitude: Shows concern towards challenged members of the society and recognize the importance of team approach and inter sectoral coordination in rehabilitation.</p>	<p>chronic diseases, Restorative rehabilitation and Vocational rehabilitation(1hr)</p> <p><input type="checkbox"/> <input type="checkbox"/> Psychosocial Rehabilitation(1hr)</p> <p><input type="checkbox"/> <input type="checkbox"/> Restorative rehabilitation</p> <p><input type="checkbox"/> Guidance and counseling(1hr)</p> <p><input type="checkbox"/> <input type="checkbox"/> Roles and responsibilities of Community health nurse(1hr)</p> <p>(Total=6 hrs)</p>	Total=3 hrs)				<p>SUMMATIVE Mid-term Examination: 75 Marks ii) Pre-final: 75 Marks Total: 125 Marks External assessment University examination: Theory 75 Marks</p>	
VIII 10	<p>Community Psychiatry</p>	<p><input type="checkbox"/> <input type="checkbox"/> MUST KNOW</p> <p>Magnitude</p> <p><input type="checkbox"/> <input type="checkbox"/> National Mental Health Program- Community mental health program (1hr)</p> <p><input type="checkbox"/> <input type="checkbox"/> The community as Client - - Primary Prevention - Populations at Risk</p>	<p>DESIRABLE TO KNOW</p> <p><input type="checkbox"/> <input type="checkbox"/> The Changing Focus of care, management, Collaborative care and Crisis intervention trends and issues</p> <p>(2hr)</p>	<p>NICE TO KNOW</p> <ul style="list-style-type: none"> • Mental Health Act (1 HR) <p>(Total=1hrs)</p>	<p>Method Lecture discussion</p>	<p>Explain using Charts, PPT</p> <p>Visit to Human Rights Office</p>	<p>FORMATIVE Clinical Evaluation Community health Nursing Practice: 100 Marks ii) Family Care Study: 50 Marks iii) Health Teaching (2 X 25 Marks): 50 Marks iv) Community Visit Observation report: 25 Marks Total: 225 Marks</p>	<p>Short answers Essay type Short answers</p>

		<p>- Secondary prevention - Tertiary Prevention (1hr) <input type="checkbox"/><input type="checkbox"/>Community based rehabilitation <input type="checkbox"/><input type="checkbox"/>Human rights of mentally ill <input type="checkbox"/><input type="checkbox"/>Role of Community health nurse (1hr)</p> <p>5. Adolescent Counseling (1 HR)</p> <ul style="list-style-type: none"> • Drug De-addiction & de-alcoholism Programme psychosocial problems of alcoholism (2 HR) <p>(Total=6 hrs)</p>	<p><input type="checkbox"/><input type="checkbox"/>Welfare agencies <input type="checkbox"/><input type="checkbox"/>Public Health Model, Case (1 hrs)</p> <p>(Total=3hrs)</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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<p>IX</p> <p>15</p>	<p>Occupational health</p>	<p>☐☐ MUST KNOW</p> <p>Definition, aims and objectives.</p> <p>☐☐ Workplace safety, (1hr)</p> <p>☐☐ Occupational environment-Physical and social Decision making, Critical thinking. (1hr)</p> <p>☐☐ Occupational hazards of different categories-physical,chemical, biological, mechanical, Accidents, Foreign bodies (1hr)</p> <p>☐☐ Occupational diseases and disorders (1hr)</p> <p>☐☐ Measures for Health promotion of workers, Prevention and control of occupational diseases, disability, limitation and rehabilitation(2hr)</p> <p>☐☐ Women and</p>	<p>DESIRABLE TO KNOW</p> <p>Salient features of work environment.</p> <p>☐☐ Ergonomics and Ergonomic solutions (1hr)</p> <p>☐☐ Occupational Educational and Counseling</p> <p>☐☐ Legal issues, Legislation, (2hr)</p> <p>☐ labour unions, ILO and WHO recommendations (1hr)</p> <p>Total=4 hrs)</p>	<p>NICE TO KNOW</p> <p>☐☐ Introduction: History of Occupational health nursing, trends, issues, (1hr)</p> <p>☐ Factories act ESI act.(1hr)</p> <p>Total=2 hrs)</p>	<p>Method</p> <p>Lecture discussion</p>	<p>Explain using Charts, PPT</p> <p>Visit to an industry/factory</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 University examination: Theory 75 Marks</p>	<p>Short answers</p> <p>Essay type</p> <p>Short answers</p>
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		occupational health <input type="checkbox"/> <input type="checkbox"/> Violence at Workplace (1hr) <input type="checkbox"/> <input type="checkbox"/> Child labour(1hr) <input type="checkbox"/> <input type="checkbox"/> Disaster preparedness and management Role of Community health nurse, Occupational health team(1hr) Total=9hrs)						
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LIST OF RECOMMENDED BOOKS:

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