

**Krishna Institute of Medical Sciences Deemed University**

**Krishna Institute of Nursing Sciences**



Syllabus

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**M Sc. Nursing - Program code: 4305**

**KIMSDU. (4305)KINS.M SC NURSING 4305-11**

**1<sup>ST</sup> 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	Contents			T/I method	Method of evaluation
		Must know	Desirable to know	`Nice to know`		
I T-10 Hours	At the end of unit students are able to :- Knowledge: understand the aims of education, philosophies and trends in nursing education gain knowledge regarding impact of nursing education. Skill: quality education Attitude: in corporate in theory & clinical for better learning.	<b>Introduction :</b> <ul style="list-style-type: none"> <li>• Education:-definition, aims(1hr) Concepts, (1hr)</li> <li>• Philosophies their education implications(1hr)</li> <li>• Impact of social, economical, political &amp; technological changes education:(1hr)</li> <li>• Professional education current trends and issues in education(1hr)</li> <li>• Educational Trends in development of nursing education in India (1hr) (6hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Professional organizations and unions-self defense Individual and collective bargaining.(1 hours)</li> <li>• Educational preparations, Continuing education, career opportunities professional advancement &amp; role and scope of nursing education.(1hr)</li> <li>• Role of research, leadership and management. (1hr)</li> </ul> (2hrs)	<ul style="list-style-type: none"> <li>• Reforms and national educational Policy, various educational commissions-reports(1hr)</li> </ul> (1hr)	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• charts, graphs</li> <li>• Models, films and slides</li> <li>• seminars</li> </ul>	Formative summative Ia-25 Ea-75 Total-100
II T- 20 hours P-30	At the end of unit students are able to knowledge: understand the teaching learning	<b>MUST KNOW</b>  <b>Teaching – learning process</b> <input type="checkbox"/> concepts of teaching and learning: Definition, <ul style="list-style-type: none"> <li>• Theories of teaching and learning</li> </ul>	<b>DESIRABLE TO KNOW</b> <ul style="list-style-type: none"> <li>• Micro-Teaching, (1hr)</li> <li>• computer assisted instruction(CAI) (1hr)</li> </ul>	<b>`NICE TO KNOW`</b> <ul style="list-style-type: none"> <li>• Programmed Instruction (1hr)</li> <li>• Self directed</li> </ul>	<ul style="list-style-type: none"> <li>• lectures &amp; Discussion</li> <li>• charts, graphs</li> </ul>	Essay type •short Answers •objective Type of

	<p>process, theories of teaching .</p> <p>Skill: use appropriate resources of iec give effective health education. Operate telemedicine system.</p>	<p>(1hr)</p> <ul style="list-style-type: none"> <li>• Relationship Between teaching and learning.(1hr)</li> <li>• Educational aims and objectives (1hr)</li> <li>• types, domains, Levels, elements and writing of educational objectives(1hr)</li> <li>• Instructional design: planning and designing the Lesson (1hr)</li> <li>• writing lesson plan : meaning, its need andImportance, formats.(1hr)</li> <li>• Instruction strategies – lecture, Discussion (1hr)</li> <li>Demonstration, Stimulation, Laboratory(1hr)</li> <li>seminar, Panel, (1hr)</li> <li>Symposium, problem solving, problem based Learning (PBL) (1hr)</li> <li>• Workshop, project(1hr)</li> <li>• Clinical teaching methods (1hr)</li> </ul> <p>(12hr)</p>	<ul style="list-style-type: none"> <li>• Computer assisted learning (CAL) (1hr)</li> <li>• Role- play(socio-drama) (1hr)</li> <li>• Competency based education(CBE) (1hr)</li> <li>• OutcomeBased education(OBE) (1hr)</li> </ul> <p>(6hrs)</p>	<p>learning(SDL) (1hr)</p> <p>(2hrs)</p>	<p>Models, films and slides</p> <ul style="list-style-type: none"> <li>•seminars</li> </ul>	<p>Question Assessment Of skill- Assessment With check list</p> <ul style="list-style-type: none"> <li>•clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.</li> </ul>
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	<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"> <li>• Meaning</li> <li>• Process</li> <li>• Purposes (1hr)</li> <li>• principles of assessment, formative(1hr)</li> <li>• Summative (1hr)</li> <li>• Assessment- internal assessment (1hr)</li> </ul> <p>External(1hrs)</p> <p>(6hrs)</p>	<p>referenced evaluation, (1hr)</p> <ul style="list-style-type: none"> <li>• Nature of measurement and evaluation(1hr)</li> <li>• Problems in evaluation and measurement (1hr)</li> </ul> <p>(3hrs)</p>	<p>advantages and disadvantages (1hr)</p> <p>(1hr)</p>	<p>and slides</p> <ul style="list-style-type: none"> <li>•seminars</li> </ul>	
<p>V. T-10 hours P-10</p>	<p>At the end of unit students are able to understand the Standardized and non-standardized</p>	<p>Must know</p>	<p>Desirable to know</p>	<p>ˆnice to know</p>	<p>Lecture cum discussion Seminar</p>	<p>•lectures &amp;</p>

	<p>tests :</p> <ul style="list-style-type: none"> <li>□ meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students</li> </ul> <p>Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p><b>Standardized and non-standardized tests :</b></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"> <li>• Rating scales, checklist (1hr)</li> <li>• OSCE (objective Structured clinical examination ) (1hr)</li> <li>• OSPE (objective Structured practical examination)(1hr)</li> <li>• Differential scales, and summated scales</li> <li>• Critical incident technique Socio-metry, anecdotal record, attitude scale (1hrs)</li> </ul> <p>(6hrs)</p>	<ul style="list-style-type: none"> <li>• Question bank-preparation (1hr)</li> <li>Validation (1hr)</li> <li>Moderation By panel, utilization(1hour)</li> </ul> <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 &

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

	students.					
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	Must know  <b>Nursing educational programs</b> <ul style="list-style-type: none"> <li>• Perspectives of nursing education: global and National(1hr)</li> <li>• Patterns of nursing education and training programmes in India. (1hr) 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)</li> </ul> (3hrs)	Desirable to know  <ul style="list-style-type: none"> <li>• Post basic diploma programs,Nurse (1 hour)</li> <li>• Practitioner programs. (1 hour)</li> </ul> (2hrs)	`Nice to know`	Lectures & Discussion <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	

	educational programs Current need of the community.					
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	<b>Continuing education in nursing</b> □ 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	



	functions, Characteristics, competencies, qualities, . Skill: able to do teacher preparation, Teacher roles & responsibilities	(5hrs)				
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  <b>Guidance and counseling</b> • 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  • Professional preparation (1hr) • Training for counseling. (1hr) • Problems in counseling. (1hr)  (3hrs)	`Nice to know`  Different models of collaboration between education And service (1hr)	Lecture cum discussion Seminar	

				(1hr)		
XIII T-15 hours P-10	At the end of unit students are able to Knowledge: understand the administration of nursing curriculum Role of curriculum coordinator planning,, Implementation	<b>Administration of nursing curriculum</b> <ul style="list-style-type: none"> <li>• Role of curriculum coordinator (1hr)</li> <li>• planning Implementation (1hr)</li> <li>• Evaluation.(1hrs)</li> <li>• Evaluation of educational programs in nursing course and program.(1hr)</li> <li>• Curriculum research in nursing.(1hrs)</li> <li>• Current changes in Nursing curriculum (1hr)</li> <li>• Factors influencing curriculum development in Nursing education</li> </ul>	Desirable to know <ul style="list-style-type: none"> <li>• Different models of collaboration between educationAnd service (1hr)</li> <li>• Concept of faculty supervisor (dual) position (1hr)</li> <li>• Evidenced based research in nursing Education.(1hr)</li> <li>• Curriculum Administration (1hr)</li> </ul>	`Nice to know` Factors influencing faculty staff relationship (1hr) Techniques of working together (1hr)	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , graphs</li> <li>Models, films and slides</li> <li>Seminars</li> </ul>	



	discipline, public relation, Performance Appraisal.					
Xv	At the end of unit	Must Know	Desirable to know	`Nice to know`	Lectures &	

T-5 hours T-5	students are able to Knowledge: development and maintenance of standards and Accreditation in nursing education programs. Skill: able to do basic development and maintenance of standards in nursing education.	<b>Development and maintenance of standards</b> <ul style="list-style-type: none"> <li>• Role of Indian nursing council,</li> <li>• State registration.(1hr )</li> <li>• Nursing councils, boards and university.(1hr )</li> <li>• Role of professional associations and unions..(1hr )</li> </ul> (3hrs )	<ul style="list-style-type: none"> <li>• State registration.(1hr )</li> <li>• Accreditation in nursing education programs.(1hr )</li> </ul> (2hrs)		Discussion <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	
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**Theory External Assessment- 75 Marks****Practical External Assessment:**

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

Total – 100 Marks

Total Marks = 75 (+ 10 Marks)

**References:**

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

**KIMSDU. (4305)KINS.M SC NURSING 4305-12**

**1<sup>ST</sup> 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) <b>Nursing as a profession</b>	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies.</li> <li>• Gain</li> </ul>	<ul style="list-style-type: none"> <li>• History of development of nursing profession, characteristics, criteria of the profession, respective of nursing professional, global</li> <li>• Code of ethics (INC), code of</li> </ul>	<ul style="list-style-type: none"> <li>Professional organizations and unions-self defense,</li> <li>• Individual and collective bargaining. (1 hour)</li> <li>• Educational preparations,</li> <li>• Continuing Education, career opportunities professional advancement &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Futuristic nursing. (1 hour)</li> </ul>	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		
	knowledge regarding professional organizations <ul style="list-style-type: none"> <li>• Understand quality assurance.</li> <li>• <b>Attitude:</b> In corporate in clinical field for better patient care.</li> </ul>	professional conduct (INC), Role of regulatory bodies (1 hour) <ul style="list-style-type: none"> <li>• Autonomy and accountability , assertiveness, visibility of nurses, legal considerations . (1 hour)</li> <li>• Role of research, leadership and management.</li> <li>• Bioethics (3 hours )</li> </ul> Quality assurance in nursing (1 hour)	Role and scope of nursing education. (1 hour)			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		
II (10 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b></li> <li>• Understand the healthcare delivery system at all levels in India.</li> <li>• Gain knowledge regarding stakeholders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes.</li> <li>• Gain knowledge of telemedicine.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health care delivery system-</b> national, state, (1 hour)</li> <li>• District and local level. (1 hour)</li> <li>• Major stakeholders in the health care system- Government, non-govt., (1 hour)</li> <li>• Industry and other professionals. (1 hour)</li> <li>• Patterns of nursing care delivery in India. (1 hour)</li> <li>• Health care delivery concerns, national health and family</li> </ul>	<ul style="list-style-type: none"> <li>• Information, education and communication (IEC) (1 hour)</li> <li>• Political process vis a vis nursing profession. (1 hour)</li> <li>• Tele- medicine. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Health care environment, economics, constraints, planning process, policies, (1 hour)</li> </ul>	Panel Discussion Debate	

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"> <li>• <b>Skill:</b></li> <li>• Use appropriate resources of IEC give effective health education.</li> <li>• Operate telemedicine system.</li> </ul>	welfare programs, inter- sectoral coordination, role of non-governmental agencies. (1 hour)				
III ( 10hours) <b>Genetics</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept</li> </ul>	<ul style="list-style-type: none"> <li>• Basic concepts of Genes, (1 hour)</li> <li>• Chromosomes &amp; DNA.(1 hour)</li> <li>• Approaches to common genetic disorders. (1 hour)</li> <li>• Common genetic disorders. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Human genome project, The Genomic era. Approaches to common genetic disorders. (1 hour)</li> <li>• Genetic testing-basis of genetic diagnosis, Pre symptomatic and predisposition</li> </ul>	<ul style="list-style-type: none"> <li>• Practical application of genetics in nursing. (1 hour)</li> </ul>	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		
	<p>of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis</p> <ul style="list-style-type: none"> <li>Understand important of genetic counseling.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Able to do basic genetic counseling.</li> </ul>	<ul style="list-style-type: none"> <li>Genetic counseling. (1 hour)</li> <li>Review of cellular division, Mutation and law of inheritance, Approaches to common genetic disorders. (1 hour)</li> </ul>	<p>testing, Prenatal diagnosis &amp; screening, Approaches to common genetic disorders. (1 hour)</p> <ul style="list-style-type: none"> <li>Ethical, legal issues in genetic testing. (1 hour)</li> <li>psychosocial issues in genetic testing. (1 hour)</li> </ul>			
IV (12 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> Understand scope, epidemiological</li> </ul>	<ul style="list-style-type: none"> <li><b>Epidemiology</b> (1 hour)</li> <li>Scope, (1 hour)</li> <li>Epidemiological approach(1 hour)</li> <li>methods(1 hour)</li> <li>Application of</li> </ul>	<ul style="list-style-type: none"> <li>Morbidity, (1 hour)</li> <li>Mortality. (1 hour)</li> <li>Screening. (1 hour)</li> <li>Role of nurse. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of causation of diseases (1 hour)</li> </ul>	<p>Case Presentation Exposure to Scientific Conferences Field Visits</p>	<p>Seminar SAQ/LAQ Assignments</p>

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>approaches morbidity, mortality and concept of causation of disease.</p> <ul style="list-style-type: none"> <li>• Understand the health informatics and role of nurse.</li> <li>• <b>Attitude:</b> Apply epidemiology in health care delivery system.</li> </ul>	<p>epidemiology in health care delivery, (1 hour)</p> <ul style="list-style-type: none"> <li>• Health surveillance (1 hour)</li> <li>• Health informatics. (1 hour)</li> </ul>				
V (20 hours) <b>Bio psychosocial pathology</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand Pathology and psychodynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Cardio pulmonary resuscitation. (1 hour)</li> <li>• ACLS(1 hour)</li> <li>• BSLs(1 hour)</li> <li>• Child CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Pathophysiology and Psychodynamics of disease</li> <li>• causation</li> <li>• Life processes,</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment aspects: pharmacological (1 hour) pre-post operative care aspects(1</li> </ul>	<p>Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC</p>	<p>Seminar SAQ/LAQ Assignments</p>

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>cs of disease causation, common problems in health care.</p> <ul style="list-style-type: none"> <li>• Known CPR and EBP</li> <li>• <b>Skill:</b> Able to give CPR effectively.</li> <li>• <b>Attitude:</b> Incorporate with clinical and community practice for better care.</li> </ul>	<p>(1 hour) (4 hours practical)</p> <ul style="list-style-type: none"> <li>• Care of dying and dead (1 hour)</li> <li>• Infection prevention (including HIV) (1 hour)</li> <li>• standard safety measures, bio-medical waste management (1 hour)</li> <li>• Role of nurse-Evidence based nursing practice (1 hour)</li> </ul>	<p>(1 hour)</p> <p>homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour)</p> <p>life style (1 hour)</p> <ul style="list-style-type: none"> <li>• Common problems: Oxygen insufficiency, (1 hour)</li> <li>• fluid and electrolyte imbalance, nutritional problems, (1 hour)</li> <li>• Hemorrhage and shock, altered body</li> </ul>	<p>hour)</p>	<p>web site</p>	

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
			temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. (1 hour)			
VI (20 hours) <b>Philosophy and theories of nursing</b>	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand nursing theories, conceptual models, concept of self health care and evidence based practice model.</li> </ul>	<ul style="list-style-type: none"> <li>Nursing theories: Nightingale's, (1 hour)</li> <li>Henderson's, (1 hour)</li> <li>Roger's, (1 hour)</li> <li>Peplau's, (1 hour)</li> <li>Abdell's (1 hour)</li> <li>Lewine's, (1 hour)</li> <li>Orem's, (1 hour)</li> <li>Johnson's, (1 hour)</li> <li>King's, (1 hour)</li> <li>Neumann's,</li> </ul>	<ul style="list-style-type: none"> <li>Values, (1 hour)</li> <li>parsec, etc and their application. (1 hour)</li> <li>Health belief models, (1 hour)</li> <li>communication and management, etc. (1 hour)</li> <li>Evidence based practices model. (2Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual models, approach. (1 hour)</li> <li>Concept of Self health (1 hour)</li> </ul>	Panel Discussion Debate	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		
		(1 hour) • Roy's, (1 hour) • Watson (1 hour)				
VII (10 hours) <b>Nursing process approach</b>	At the end of unit students are able to <b>Knowledge:</b> • Understand health assessment, signs and symptoms of clients. • Gain knowledge regarding nursing process. <b>Skill:</b> • Develop skill in implementing nursing process.	• Health Assessment – illness status of patients / clients (Individuals, family, community) (1 hour) • Identification of health-illness problems, (1 hour) • signs and symptoms of clients (1 hour) • Methods of collection, (1 hour) • Analysis and utilization of data	• Formulation of nursing care plans, (1 hour) health goals, (1 hour) Implementation, modification evaluation of care. (1 hour)	• health behaviors, (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"> <li><b>Attitude:</b> Incorporate knowledge of nursing process for patient care.</li> </ul>	relevant to nursing process. (2 hour)				
VIII (23 hours) <b>Psychological aspects and human relations</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand growth and development in different stages of human life and defense mechanism.</li> <li>Understand stress and adaptation and techniques of counseling.</li> </ul> <p><b>Attitude:</b></p>	<p>Human behavior, (1 hour)</p> <ul style="list-style-type: none"> <li>Life processes (1 hour)</li> <li>growth and development, (1 hour)</li> <li>personality development, (1 hour)</li> <li>Defense mechanisms(1 hour)</li> <li>communication(1 hour)</li> <li>Basic human needs(1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Coping with loss, (1 hour)</li> <li>death (1 hour)</li> <li>grieving (1 hour)</li> <li>Principles of Counseling (1 hour)</li> <li>Techniques of Counseling (1 hour)</li> <li>Interpersonal relationships, individual (1 hour)</li> <li>group, (1 hour)</li> </ul>	<p>Organizational behavior (1 hours)</p> <ul style="list-style-type: none"> <li>Group dynamics. (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

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"> <li>• Incorporate with patient care in clinical and community settings.</li> <li>• Incorporate with professional ethics.</li> </ul>	<p>Growth and development, (Conception through preschool, (1 hour)</p> <p>School age through adolescence, (1 hour)</p> <ul style="list-style-type: none"> <li>• Young &amp; middle adult, (1 hour)</li> <li>• Older adult) (1 hour)</li> </ul> <p>Stress(1 hour) and adaptation, (1 hour)</p> <ul style="list-style-type: none"> <li>• crisis (1 hour)</li> <li>• Intervention (1 hour)</li> </ul> <p>Sexuality (1 hour)</p> <ul style="list-style-type: none"> <li>• Sexual health. (1 hour)</li> </ul>				

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
IX (26 hours) <b>Nursing practise</b>	At the end of unit students are able to <ul style="list-style-type: none"> <li><b>Knowledge:</b> Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse</li> <li>Know promotive, preventive, curative and restorative health care and models of prevention of</li> </ul>	<ul style="list-style-type: none"> <li>Models of Prevention. (1 hour)</li> <li>Models of Prevention. (1 hour)</li> <li>Family nursing, Models of Prevention. (1 hour)</li> <li>Home nursing Models of Prevention. (1 hour)</li> <li>Disaster nursing. (6 hours)</li> <li>Evidence based nursing practices theory (1 hour)</li> <li>Applications (1 hour)</li> <li>Trans-cultural Nursing Scope.</li> </ul>	<ul style="list-style-type: none"> <li>Health promotion(1 hour) and primary health care. (1 hour)</li> <li>Independent practices issues, (1 hour)</li> <li>Independent nurse-midwifery practitioners. (1 hour)</li> <li>Collaboration issues(1 hour)</li> <li>Models-within and outside nursing.(1 hour)</li> <li>Gender sensitive issues(1 hour)</li> <li>Women empowerment. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Geriatric Nursing (1 hour)</li> <li>Geriatrics considerations in nursing (1 hour)</li> </ul>	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>gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <ul style="list-style-type: none"> <li>• <b>Skill:</b> Able to prepare different models of EBP and its applications.</li> <li>• <b>Attitude:</b> Incorporate knowledge while providing comprehensive care.</li> </ul>	<p>Practices. (1 hour)</p> <ul style="list-style-type: none"> <li>• Framework, scope and trends. (1 hour)</li> <li>• Alternative modalities of care, alternative systems of health and complimentary therapies.</li> </ul> <p>Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hours)</p>				

Unit No. &Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
X (10 hours) <b>Computer applications for patient care delivery system</b>	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand the importance of use of computer application in patient care &amp; nursing.</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>Use computers in professional practice.</li> </ul> <b>Attitude:</b> <ul style="list-style-type: none"> <li>Incorporate this knowledge in professional and day today's life.</li> </ul>	<ul style="list-style-type: none"> <li>Use of computers in teaching, learning, (1 hour)</li> <li>Research and nursing practice. (1 hour)</li> <li>Windows, (1 hour)</li> <li>MS office: (1 hour)</li> <li>WORD, (1 hour)</li> <li>Excel, Power Point. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Hospital management information system: (1 hour)</li> <li>Software (1 hour)</li> <li>Internet, literature search. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Statistical packages. (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

**Theory – 150 hrs**  
**Practical – 200 hrs**  
**Total – 350 hrs**

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

**References :**

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

**KIMSDU. KINS. M SC NURSING (4305). 1<sup>ST</sup> YEAR M Sc NURSING 4305-13**  
**Mental Health (Psychiatric) Nursing**

**Clinical Specialty – I**

Placement: 1<sup>st</sup> Year M SC Nursing

Theory 150 hours

Practical 650 hours

Total: 800 hours

**Course Description**

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

**Objectives**

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

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing
4. Demonstrate therapeutic communications skills in all interactions
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities
6. Establish and maintain therapeutic relationship with individual and groups
7. Uses assertive techniques in personal and professional actions
8. Promotes self-esteem of clients, others and self

9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents, their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

Unit No. & Total Hours	Objectives	Must Know	Desirable To Know	Nice To Know	T/L Method	Method Of Evaluation
I (15 Hrs)	<p>At The End Of Unit Students Are Able To</p> <p><b>Cognitive:</b> Understand Historical Development &amp; Current Trend In Mental Health Nursing, Classification Of Psychiatric Disorders. Understand The Act Of Mental Health</p> <p><b>Psychomotor:</b> Provide Comprehensive Care To Mentally Ill Clients In Various Settings.</p> <p><b>Affective:</b> Work Effectively As A Member Of Mental Health Team. Apply The Principles Of Psychiatric Nursing In Clinical Practice.</p>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Mental Health And Mental Illness, Magnitude, Contemporary Practices 2 Hours</li> <li>• Mental Health Laws/Acts, National Mental Health Program -National Mental Health Authority, State Mental Health Authority 4Hours</li> <li>• Human Rights Of Mentally Ill 2Hours</li> <li>• Role Of Psychiatric Nurse- Extended And Expanded 1Hours</li> <li>• Standards Of Psychiatric Nursing 1Hours</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Perspectives, Trends, Issues And Mental Health/ Mental Illness Continuum 1Hours</li> <li>• Classification Of Mental Illnesses- ICD, DSM 2Hours</li> <li>• Multi-Disciplinary Team And Role Of Nurse 1Hours</li> </ul>	Challenges And Scope Of Psychiatric Nursing 1	Lecture Discussion	Objective Type Short Answer Assessment Of The Field Visit Reports
II (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p><b>Cognitive:</b> Understand And Describe Definition,</p>	<p><b>Concepts Of Psychobiology</b></p> <p>The Nervous System: An Anatomical Review, The</p>	Circadian Rhythms,	Normal Immune	Lecture	Essay Type

	Terminology, Psychopathology & <b>Psychomotor:</b> Identify Patients With Anatomical Defect And Deal Efficiently And Effectively. <b>Affective:</b> Apply The Anatomy And Physiology Knowledge Off Psychiatric Nursing In Clinical Practice	Brain And Limbic System, Nerve Tissue, Autonomic Nervous System, Neurotransmitters, 2Hours <ul style="list-style-type: none"> <li>• Neuroendocrinology, Pituitary, Thyroid Gland, 2Hours</li> <li>• Implications For Psychiatric Illness 2Hours</li> <li>• Implications For Nursing 2Hours</li> </ul>	Genetics NeuroPsychiatric Disorders, Psycho Immunology 1Hours	Response 1Hours	Discussion	Short Answer. Objective Type
III (10 Hrs)	At The End Of Unit Students Are Able To: <b>Cognitive:</b> Define Personality And Understand And Describe Personality Theories And Assessment. <b>Psychomotor:</b> Recognize Psychology Of Vulnerable Individuals. <b>Affective:</b> Develop Socially Acceptable Personality.	<b>Theories Of Personality Development And Relevance To Nursing Practice</b> <ul style="list-style-type: none"> <li>• Psychoanalytic 1 Hours</li> <li>• Theory- Freud's 1Hours</li> <li>• Interpersonal Theory- Sullivan's 1Hours</li> <li>• Theory Of Psychosocial Development- 1 Hours Erikson's</li> <li>• Cognitive Development Theory 2Hours</li> <li>• A Nursing Model-Hildegard E.Peplau 2Hours</li> </ul>	Theory Of Object Relations 1Hours	Theory Of Moral Development 1Hours	Lecture Discussion Demonstration Practice Session Clinical Practice	Short Answer Objective Type Assessment Of Skills With Check List.
IV (5 Hrs)	At The End Of Unit Students Are Able To: <b>Cognitive:</b> Understand And	<b>Stress And Its Management</b> <ul style="list-style-type: none"> <li>• An Introduction To The Concepts Of Stress</li> </ul>	Stress As An Environmental Event Stress As Transaction		Lecture Discussion Demonstration	Short Answer Objective

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

		<p>Relationship Its Phases ; 1Hours</p> <ul style="list-style-type: none"> <li>• Conditions</li> <li>• Essential To Development Of A Therapeutic Relationship 1Hours</li> <li>• Therapeutic Impasse And Its Management 1Hours</li> </ul>				
VI (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p><b>Cognitive:</b> Understand And Describe Assertive &amp; Nonassertive Behavior Assertive Behavior</p> <p><b>Psychomotor:</b> Provide Comprehensive Nursing Care To Aggressive Behavior Passive-Aggressive Behavior Client.</p> <p><b>Affective:</b> : Incorporate This Cognitive In Day To Day Activities.</p>	<p><b>Assertive Training</b></p> <ul style="list-style-type: none"> <li>• Assertive Communication 1Hours</li> <li>• Basic Human Rights 1Hours</li> <li>• Response Patterns</li> <li>• (Nonassertive Behavior 1Hours</li> <li>• Assertive Behavior 1Hours</li> <li>• Aggressive Behavior</li> <li>• Passive-Aggressive Behavior 3Hours</li> <li>• Role Of The Nurse 2</li> </ul>	Techniques That Promote Assertive Behavior 1	Thought-Stopping Techniques Method 1	Lecture Discussion Case Discussion Case Presentation Clinical Practice	Essay Type Short Answers Assessment Of Patient Management Problems
VII (10 Hrs)	<p>At The End Of Unit Students Are Able To</p> <p><b>Cognitive:</b> Know The Concept Of Self-Concept. And Development Enlist The Manifestations Of</p>	<p><b>Promoting Self-Esteem</b></p> <ul style="list-style-type: none"> <li>• Components Of Self-Concept, 1Hours</li> <li>• The Development Of Self-Esteem 3 Hours</li> <li>• Role Of The Nurse 2</li> </ul>	The Manifestations Of Low-Self-Esteem 2Hours	Boundaries Of Self-Esteem 1 Hours	Lecture Discussion Case Discussion Case Presentation Clinical Practice	Essay Type Short Answers Assessment Of Patient Management

	<p>Low-Self-Esteem.</p> <p><b>Psychomotor:</b> Recognize The Warning Signs Of Low-Self-Esteem And Its Effect On Mental Health.</p> <p><b>Affective:</b> Incorporate This Cognitive In Professional Practice Activities.</p>					Nt Problems
VIII (5 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p><b>Cognitive:</b> Understand And Describe The Women And Mental Health Problems.</p> <p><b>Psychomotor:</b> Provide Comprehensive Care To Woman With Problems Related To Conception, Pregnancy And Puerperium.</p> <p><b>Affective</b> Work As Efficient Team Member In Handling Woman With Psychiatric Disorder.</p>	<p><b>Women And Mental Health</b></p> <ul style="list-style-type: none"> <li>• Normal Reaction To Conception, (1Hours) Pregnancy And Puerperium(1Hours)</li> <li>• Problems Related To Conception, Pregnancy (1Hours) And Puerperium And Its Management 1Hours</li> </ul>	<p>Counseling – Premarital, Marital And Genetic 1Hours</p>		<p>Lecture Discussion Case Discussion Case Presentation Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient Managemen T Problems</p>

<p>IX (10 Hrs)</p>	<p>At The End Of Unit Students Are Able To:  <b>Cognitive:</b> Understand And Explain Mental Status Examination, Neurological Examination, Psychometric Assesment Investigations  <b>Psychomotor:</b> Conduct Mental Status Examination Correctly, Neurological Examination, Psychometric Assessment.  <b>Affective:</b> Incorporate This Cognitive In Clinical Practice.</p>	<p><b>The Nursing Process In Psychiatric/Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Mental Health Assessment- (1Hours)</li> <li>• History Taking, Mental Status, Examination,(1Hours)</li> <li>• Physical And Neurological Examination, (1Hours)</li> <li>• Investigations, (1Hours)</li> <li>• Diagnosis(1Hours) And Differential Diagnosis.(1Hours)</li> <li>• Nurse’s Role (1Hours)</li> <li>• Nursing Case Management (1Hours)</li> </ul> <p>Role of Nurse in Psycho social therapies(1Hours )</p>	<p>Interpretation Of Investigations                      Problem-Oriented Recording                      Focus Charting                      The PIE Method (1Hours)</p>	<p>Critical Pathways Of Care                      Documentation                      Psychometric Assessment 1 Hours</p>	<p>Lecture                      Discussion                      Demonstration                      Practice Session                      Clinical Practice</p>	<p>Essay Type                      Short Answers                      Assessment Of Patient Management Problems</p>
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<p>X (35 Hrs)</p>	<p>At The End Of Unit Students Are Able To: <b>Cognitive:</b> Understand And Explain Psycho social and physical therapies <b>Psychomotor:</b> utilize <b>knowledge of</b> Psycho social and physical therapies in clinical <b>Affective:</b> Incorporate This Cognitive In Clinical Practice.</p>	<p><b>Psycho social and physical therapies</b> Individual therapy Behavioral Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, abreactive therapy □</p>	<p>Group Therapy Family Therapy Milieu Therapy The Therapeutic Community Occupational therapy Recreational therapy Play therapy Music therapy</p>	<p>Light therapy Color therapy Aroma therapy</p>	<p>Lecture Discussion Presentation Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient Management Problems</p>
<p>XI (5 Hrs)</p>	<p>At The End Of Unit Students Are Able To: <b>Cognitive:</b> Understand And Explain Electroconvulsive Therapy In Mental Health Disorders. <b>Psychomotor:</b> Observe, Report And Record Actions And Adverse Actions Of Electroconvulsive Therapy In Mental Health Nursing Practice. <b>Affective:</b> Appreciate Importance And Use Of Electroconvulsive Therapy In Mental Health Nursing Practice.</p>	<p><b>Electroconvulsive Therapy</b> Indications Contraindications Mechanisms Of Action Side Effects(1Hours ) Risks Associated With Electroconvulsive Therapy The Role Of The Nurse In ECT (1Hours )</p>	<p>Historical Perspectives(1 Hours) Role of nurse in Alternative systems of medicine in mental health(1Hours )</p>	<p>Repetitive transitional magnetic stimulation Psychodrama(1Hours )</p>	<p>Lecture Discussion Presentation Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient Management Problems</p>
<p>XII (10 Hrs)</p>	<p>At The End Of Unit Students Are Able To:</p>	<p><b>Psychopharmacology</b> Role Of A Nurse In</p>	<p>Historical Perspectives (030 Min )</p>	<p>Future Developments</p>	<p>Lecture Discussion</p>	<p>Essay Type Short</p>

	<p><b>Cognitive:</b> Understand And Explain Different Treatment Psychopharmacological Therapy In Mental Health Disorders. Know And Use Pharmacotherapy Effectively.</p> <p><b>Psychomotor:</b> Observe, Report And Record Actions And Adverse Actions Of Drugs Used In Mental Health Nursing Practice.</p> <p><b>Affective:</b> Appreciate Importance And Use Of Psychopharmacological Therapy In Mental Health Nursing Practice.</p>	<p>Psychopharmacological Therapy, (1Hours) Ant Anxiety Agents (1Hours) Antidepressants Agents(1Hours), Mood Stabilizers(1Hours) Antipsychotics, Sedative-Hypnotics, (1Hours) Central Nervous System Stimulants (1Hours)</p> <p><b>Explain Chemical Restrain Physical Restrain (2) Role Of Nurse In Chemical Restrain (2)</b></p>	<p><b>Chemical Restrain Physical Restrain Role Of Nurse (1)</b></p>	(.30 Min)	Demonstration	Answers Assessment Of Patient Management Problems
XIII (15 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p><b>Cognitive:</b> Understand And Explain Different <b>Alternative Systems Of Medicine</b> In Mental Health Disorders. Know And Use Pharmacotherapy Effectively. Provide Comprehensive Care To Patients Receiving Different</p>	<p><b>Alternative Systems Of Medicine In Mental Health</b></p> <ul style="list-style-type: none"> <li>• Types Of Therapies (1 Hours)</li> <li>• Herbal Medicine(1 Hours)</li> <li>• UnaniSiddha (1 Hours)</li> <li>• Homeopathic(1 Hours)</li> <li>• Diet And Nutrition(1 Hours)</li> </ul>	<p>Therapeutic Touch And Massage Yoga Acupressure And Acupuncture 2</p> <p>• <b>Role Of Nurse In Psycho Social Therapies</b> • <b>Repetitive</b></p>	Pet Therapy	Lecture Discussion Clinical / Field Practice	Short Answers Objective Type Assessment Of The Field Visit Reports
					Lecture Discussion	Essay Type Short

	<p>Therapies</p> <p><b>Affective:</b> Appreciate Importance And Use Of AYUSH In Mental Health Nursing Practice.</p>	<ul style="list-style-type: none"> <li>• Chiropractic Medicine(1Hours)</li> <li>• Chemical restrain Physical restrain (1 Hours)</li> <li>• <b>Explain Role Of Nurse In Psycho Social Therapies (1)</b></li> <li>• <b>Repetitive Transitional Magnetic Stimulation (1)</b></li> <li>• <b>Psychodrama Used In Mental Disorders And Role Of The Nurse. (1)</b></li> </ul> <p>Explain Role Of Nurse In Alternative Systems Of Medicine In Mental Health (1)</p>	<p><b>Transitional Magnetic Stimulation</b></p> <ul style="list-style-type: none"> <li>• <b>Psychodrama</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Light Therapy</b></li> <li>• <b>Color Therapy</b></li> <li>• <b>Aroma Therapy (2 H)</b></li> </ul>	<p><b>Demonstration</b></p>	<p><b>Answers Assessment Of Patient Management Problems</b></p>
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**Scheme of Examination**

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

- \* Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
- \* A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
- \* A candidate must have 100% attendance in each of the practical areas before award of degree
- \* A candidate has to pass in theory and practical exam separately in each of the paper.
- \* If a candidate fails in either theory or practical paper he/she has to re-appear for both th papers (Theory and practical).

**References**

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3. M.S. Bhatia, A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
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9. De Souza Alan, De Souza Dhanlaxmi, De Souza A, “National series – Child psychiatry” 1st ed, Mumbai, The National Book Depot, 2004

10. Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill 1999.
11. Kathernic M. Fort in ash, Psychiatric Nursing Care plans, Mossby Year book. Toronto
12. Sheila M. Sparks, Cynthia M. Jalor, Nursing Diagnosis reference manual 5th edition, , Spring house, Corporation Pennsychiram's
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14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
17. American Journal of Psychiatry
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19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

**KIMSDU. (4305) KINS. M SC NURSING 4305-14**

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

		<p>hour)</p> <ul style="list-style-type: none"> <li>• Overview of Research process. (1 hour)</li> <li>• Introduction to Bioethics &amp; Principles of Ethics</li> </ul>				
II (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b> Describe the importance, purpose, scope, and sources of ROL.</p> <p><b>Psychomotor:</b> Apply steps in reviewing literature.</p> <p><b>Affective:</b> Recognize criteria for selection of resources.</p>	<p><b>Review of Literature:</b></p> <ul style="list-style-type: none"> <li>• Importance, Purposes (1 hour)</li> <li>• Scope, Sources (1 hour)</li> <li>• Criteria for selection of resources. (2Hrs)</li> <li>• Steps in reviewing literature.(1 Hr)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library Exercise</li> </ul>	
III (12 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Define and describe qualitative and quantitative research.</p> <p><b>Psychomotor:</b> Select appropriate design for research work and critically evaluate research designs.</p> <p><b>Affective:</b> Identify characteristics of qualitative &amp; quantitative research design.</p>	<p><b>Research Approaches and Design:</b></p> <ul style="list-style-type: none"> <li>• Type: Quantitative and Qualitative.(2 hours)</li> <li>• Historical, survey and experimental .(2 hours)</li> <li>• Characteristics, type's advantages and disadvantages. (2 hours)</li> <li>• Qualitative: Phenomenology grounded Theory, ethnography.(2 hours)</li> <li>• Research designs, its importance.(2 hours)</li> </ul> <p>1. Identify the significant values of the profession through a value clarification</p>	<ul style="list-style-type: none"> <li>• Characteristics of good design. (1 hours)</li> <li>• Threats to internal and external validity. (1hours)</li> </ul> <p>. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or</p>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>

		<p>process.</p> <p>2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation.</p> <p>3. Discuss the relationship of the caring ethic to the profession of nursing.</p> <p>4. Discuss the potential impact of nurses' personal values regarding the decisions and behavior of individuals on the delivery of nursing care.</p> <p>1. Discuss the interpretive statements of the American Nurse's Association Code for Nurses.</p> <p>2. Understand the non-negotiable character of the Code for Nurses.</p> <p>3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations.</p> <p>4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply.</p>	<p>position statements.</p>			
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<p>IV (10 hours)</p>	<p>At the end of unit students are able to  <b>Cognitive</b> Identify and describe research problem, sources of research problem &amp; define various terms  <b>Psychomotor:</b> Formulate research hypothesis.  <b>Affective:</b> Recognize assumptions delimitations and limitations.</p>	<p><b>Research Problem:</b></p> <ul style="list-style-type: none"> <li>• Identification of research problem,(2 hours)</li> <li>• Formulation of problem statement and research objectives (3 hours)</li> <li>• Assumptions and delimitations and Limitation (1 hours)</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types. (2 hours)</li> </ul> <ol style="list-style-type: none"> <li>1. Describe the relationship between ethical theory, ethical decision-making frameworks and nursing practice.</li> <li>2. Discuss ethical theories and principles involved in contemporary bioethics.</li> <li>3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice.</li> <li>4. Discuss the use of communication, negotiation, and mediation skills in the ethical decision making process</li> </ol>	<ul style="list-style-type: none"> <li>• Sources of research problem. (1 hours)</li> <li>• Definition of terms. (1 hours)</li> </ul> <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"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	
<p>V (05 hours)</p>	<p>At the end of unit students are able to  <b>Cognitive:</b> Understand and describe the nature, characteristics, purposes and uses of various nursing theories.</p>	<p><b>Developing Theoretical/Conceptual framework:</b></p> <ul style="list-style-type: none"> <li>• Theories: Nature,</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> </ul>	

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

		statements may apply				
VII (20 hours)	At the end of unit students are able to <b>Cognitive</b> Describe tools and methods of data collection. <b>Skill:</b> Calculate reliability of tools. <b>Affective:</b> Formulate tools for data collection.	<b>Tools and Method of Data Collection:</b> <ul style="list-style-type: none"> <li>Data sources, methods/techniques - Quantitative and qualitative. (4 hours)</li> <li>Tools for data collection – types, characteristics and their development(4 hours)</li> <li>Validity and reliability of tools (4 Hours)</li> <li>Procedure for data collection. (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of data collection.(4 hours)</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Library exercise</li> </ul>	
VIII (05 hours)	At the end of unit students are able to <b>Cognitive</b> Define and describe pilot study. <b>Psychomotor:</b> Conduct pilot study. <b>Affective:</b> Formulate plan for data collection.	<b>Implementing Research Plan:</b> <ul style="list-style-type: none"> <li>Pilot study (1 hour)</li> <li>Planning for data collection (1 hour)</li> <li>Administration of tool .(1 hour)</li> <li>Interventions Collection of data. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Review research plan (design) (1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Class room exercise</li> </ul>	
IX (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Know and describe various methods for data analysis. <b>Psychomotor:</b> Analyze data by using appropriate analysis method. <b>Affective:</b> Formulate plan for data	<b>Analysis and Interpretation of Data:</b> <ul style="list-style-type: none"> <li>Plan for data analysis: quantitative and Qualitative. (2 hours)</li> <li>Descriptive and</li> </ul>	<ul style="list-style-type: none"> <li>Conclusion and generalizations</li> <li>Summary and</li> </ul>	<ul style="list-style-type: none"> <li>Preparing data for computer analysis and presentati</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Class room</li> </ul>	<ul style="list-style-type: none"> <li>Short answer question</li> <li>Long answer question</li> </ul>

	analysis.	Inferential Analysis. (2 hours) <ul style="list-style-type: none"> <li>• Statistical analysis. (2 hours)</li> <li>• Interpretation of data.(1 hours)</li> </ul>	discussion. (2 hours)	on (1hours)	exercise <ul style="list-style-type: none"> <li>• Statistical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> </ul>
X (10 hours)	At the end of unit students are able to <b>Cognitive</b> Understand and describe various methods and styles of writing research report. <b>Psychomotor:</b> Communicate research results effectively and Compare research reports.	<b>Reporting and Utilizing Research Findings:</b> <ul style="list-style-type: none"> <li>• Writing research report purposes, methods and style-Vancouver, American Psychological Association (APA), Campbell etc(4 hours)</li> <li>• Writing scientific article for publication: purposes &amp; style (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of research results; oral and written. (2 hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>
XI (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe criteria's for critical analysis. <b>Psychomotor:</b> Analyze and communicate research articles critically. <b>Affective:</b> Initiate critical analysis.	<ul style="list-style-type: none"> <li>• Critical analysis of research articles. (1 hours)</li> <li>• Presenting and communicating critique. (2 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Journal Club</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> </ul>
XII (04 hours)	At the end of unit students are able to <b>Cognitive</b> Understand and describe criteria's for presenting research proposal. <b>Psychomotor:</b> Present research proposal. <b>Affective:</b> Prepare research proposal.	<ul style="list-style-type: none"> <li>• Preparation, presentation and approval of research proposal. (4 hours)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>

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

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

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

	available statistical packages.			(1 Hr)		statistical exercise Test
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**1<sup>st</sup> year M.Sc Nursing**

**Internal Assessment: Sent To University**

<b>Research</b>					<b>Statistics</b>
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**

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

**EvaluationScheme**

<b>Nursing Research &amp; Statistics</b>				
	<b>Hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>
<b>Theory</b>	3	25**	75*	100

**References:**

1. Polit, Denise F. & Hungler., Benadelte. P., Essentials of Research., 8<sup>th</sup> J. B. Lippincott company, Philadelphia, 2002.
  2. Sundar Rao. P. S. S. Jesudian G. Richard J – An introduction to Biostatistics, 2<sup>nd</sup> Edition, 1989, Christian Medical College, Vellore.
  3. Chirs Metzger Mcquiston. Adele A. Webb, Foundations of Nursing Theory, Sage Publication, London. 1995.
  - 4.T. Basavanthappa – Nursing Research, Jaypee Brother Publication, New Delhi, 1<sup>st</sup> Edition, 1998.
  5. R. Kothari. Research Methodology”, Wishwa Prakashan Publication, New Delhi. 2<sup>nd</sup> Edition, 1990.
- Ruby L. Weslye, “Nursing Theories Models”, Spring House Publication Pennsylvania, 2<sup>nd</sup> Edition, 1995.

**KIMSDU. (4305) KINS. M SC NURSING 4305-21**

**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.	<p>Must know</p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Philosophy, .(1 Hr)</li> <li>• purpose, .(1 Hr)</li> <li>• elements, .(1 Hr)</li> <li>• principles.(1 Hr)</li> <li>• and scope of administration.</li> <li>• (1 Hr)</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.(3 Hrs).</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Indian Administrative system vis a vis health care delivery system: National, State &amp; Local, Indian constitution .(2hr)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	<p>FORMATIVE SUMMATIVE IA-25 EA-75 TOTAL-100</p>

<p>II (10Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and classify the functions of administrator.  <b>Skill:</b> Formulate the philosophy, aim and objectives for administration in nursing education institute and hospital.  <b>Attitude:</b> Utilize the knowledge of general administration into nursing practice.</p>	<p>Must know  <b>Management :</b></p> <ul style="list-style-type: none"> <li>• Functions of administration. (1Hr)</li> <li>• Planning and control. (1Hr)</li> <li>• Co-ordination and delegation.</li> <li>• Decision making- decentralization basic goals of decentralization. Concept of management.(2Hr)</li> </ul> <p><b>Nursing Management:</b></p> <ul style="list-style-type: none"> <li>• Concept, types &amp; principles. (1Hr)</li> <li>• Current trends and issues in Nursing Administration.</li> <li>• <i>Application to nursing service &amp; education. (1 Hrs)</i></li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Vision and Mission Statements. (1Hr)</li> <li>• Philosophy, aims and objective of Nursing Administration. (1Hr)</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Theories and models of Nursing Administration (1Hr).</li> <li>• <i>Application to nursing service &amp; education . (1Hrs)</i></li> </ul>	<p>Lectures &amp; Discussion ,</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	
<p>III (15Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Explain the importance of planning and describe different types of planning.  <b>Skill:</b> Plan for various activities curricular and</p>	<p>Must know  <b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Strategic planning. Operational plans. (2Hr)</li> <li>• Management plans.(2Hrs)</li> </ul>				

	co-curricular in nursing service and education. Attitude: Takes initiative to practice MBO.	<ul style="list-style-type: none"> <li>• Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs)</li> <li>• Management by objectives (MBO). Application to nursing service and education. (2 Hrs)</li> </ul>				
IV (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain various patterns of organization.</p> <p>Skill: Develop the organizational charts and organization of nursing services in the hospital.</p> <p>Attitude: Incorporate this knowledge in developing effective nursing services.</p>	<p>Must know</p> <p>Organization :</p> <ul style="list-style-type: none"> <li>• Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs)</li> <li>• Advantages and disadvantages, primary nursing care.(2Hrs)</li> <li>• Planning and Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, kitchen, laboratory &amp; emergency services</li> <li>• <i>Application to nursing</i></li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Disaster management: plan, resources, drill, etc. (2 Hrs)</li> </ul> <p>Developing an organizational Structure, levels, .(2Hrs)</p> <p>Organizational effectiveness and organizational Climate.(2Hrs).</p>	<p>Nice to know</p> <p>Concept, principles , objective s, Types and theories, Minimum requirements for organization. (1 Hr).</p> <ul style="list-style-type: none"> <li>• <i>Application to nursing service and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	

		<i>service and education.</i> (2Hrs)		<i>education.</i> (2Hrs)		
V (15Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the staffing process and INC norms for staffing. Skill: Forecast the staff requirement for various institutions Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.	Must know Human Resource for Health : <ul style="list-style-type: none"> <li>Staffing- Philosophy, .(2Hrs)</li> <li>Estimation of nursing staff requirement – activity analysis, Various research studies. (2Hrs)</li> <li>Recruitment: credentialing, selection, placement, promotion. (1Hr)</li> <li>Duties and responsibilities of various categories of nursing .(2Hrs)</li> <li><i>Personnel. Applications to nursing service and education. (2Hrs)</i></li> </ul>	Desirable to know <ul style="list-style-type: none"> <li>Norms : Staff inspection units (SIU), .(2Hrs)</li> <li>Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. Retention. .(2Hrs)</li> </ul>	Nice to know <ul style="list-style-type: none"> <li>Personnel policies. (1Hr)</li> <li>Termination. (1hr)</li> <li><i>Personnel . Applications to nursing service and education . (2Hrs)</i></li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Seminars with PPTS</li> </ul>	
VI (15Hrs)	At the end of unit students are able to: Knowledge: Illustrate the process of direction. Skill: Motivate various	Must know Directing : <ul style="list-style-type: none"> <li>Roles and functions. .(2Hrs)</li> <li>Motivation: Intrinsic,</li> </ul>	Desirable to know Confidentiality, Public relations. (2Hrs)	Nice to know <ul style="list-style-type: none"> <li>Collective bargaining: health care</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models,</li> </ul>	

	<p>categories of personnel for higher positions and quality output. Attitude: Identify conflict situations promptly and manage effectively</p>	<p>extrinsic, Creating motivating climate, Motivational theories. .(2Hrs)</p> <ul style="list-style-type: none"> <li>• Communication: process, types, strategies, (2Hrs) Interpersonal communication, channels, barriers, problems. .(2Hrs) Delegation: common delegation errors. .(2Hrs)</li> <li>• Managing conflict: process, management, negotiation, consensus.</li> <li>• Occupational health and safety.</li> <li>• Application to nursing service and education. .(2Hrs)</li> </ul>		<p>labour laws, unions, professional associations, role of nurse manager. (2Hr)</p>	<p>films and slides • Seminars with PPTS</p>	
VII (10Hrs)	<p>At the end of unit students are able to: Knowledge: Understands and explains the procedures related to procurement of hospital supplies Skill: Practice VED and</p>	<p>Must know Material Management:</p> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures. .(2Hrs)</li> <li>• ABC analysis, VED (very important and</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Planning and procurement procedures : Specifications (1 hrs).</li> <li>• <i>Application to</i></li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Procedures. ABC analysis, VED.(1Hrs)</li> </ul>	<p>Lectures &amp; Discussion • Charts , graphs models, films and slides • Seminars</p>	

	<p>ABC analysis for maintaining inventories economically.                  Attitude: Shows interest in cost effective management of material and disseminates the same to others.</p>	<p>essential daily use) analysis .(2Hrs)</p> <ul style="list-style-type: none"> <li>• Planning equipments and supplies for nursing care : unit and hospital (2 hrs)</li> <li>• Inventory control. Condemnation.</li> <li>• <i>Application to nursing service and education. (2 hrs)</i></li> </ul>	<p><i>nursing service and education. (2 hrs)</i></p>		with PPTS	
VIII (15Hrs)	<p>At the end of unit students are able to:                  Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service.                  Skill: Supervises the nursing services for quality performance and care.                  Attitude: Uses discipline constructively for the growth of the individual &amp; organization.</p>	<p>Must know                  Controlling</p> <ul style="list-style-type: none"> <li>• Quality assurance, Standards, Models. (2rs)</li> <li>• Nursing audit. .(2Hrs)</li> <li>• Performance appraisal : Tools, format (2Hrs)</li> <li>• Supervision and management: concepts and principles. .(2Hrs)</li> <li>• <i>Application to nursing service &amp; education. (2Hrs)</i></li> </ul>	<p>Desirable to know                  Discipline: service rules, .(1Hrs)self discipline, constructive versus (2Hrs)</p>	<p>Nice to know:                  Management, interviews. (2Hrs).                  • <i>Application to nursing service &amp; education .(2Hrs)</i></p>	<p>Lectures &amp; Discussion                  • Charts , graphs models, films and slides                  • Seminars with PPTS</p>	
IX (15Hrs)	<p>At the end of unit students are able to:                  Knowledge: Explain different types of budgets with their</p>	<p>Must know                  Fiscal Planning :</p> <ul style="list-style-type: none"> <li>• Budget estimate, (2Hrs)</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• budgeting, Steps .(1Hrs)</li> <li>• Plan and non-plan,</li> </ul>	<ul style="list-style-type: none"> <li>• Nice to know:                      Budgeting for</li> </ul>	<p>Lectures &amp; Discussion                  • Charts , graphs models,</p>	

	<p>importance at various levels. Skill: Prepare budget for the unit/institution Attitude: Practices budgeting within the constraints to manage the unit effectively and efficiently.</p>	<ul style="list-style-type: none"> <li>revised estimate, .(2Hrs)</li> <li>Performance budget Audit.(2Hrs)</li> <li>Cost effectiveness Health care reforms, .(2Hrs)</li> <li>Health economics</li> <li><i>Application to nursing service &amp; education. .(2Hrs)</i></li> </ul>	<p>zero mid-term appraisal, capital and revenue. (2 hrs)</p>	<p>various units and levels. (2Hrs)</p> <ul style="list-style-type: none"> <li><i>Application to nursing service &amp; education . .(2Hrs)</i></li> </ul>	<p>films and slides</p> <ul style="list-style-type: none"> <li>Seminars with PPTS</li> </ul>	
X (10Hrs)	<p>At the end of unit students are able to: Knowledge: Explain the importance of nursing informatics and understands its place in rendering quality care. Skill: Participates in development of nursing informatics system. Attitude: Pay special attention to user friendly information system to enhance cooperation from all.</p>	<p>Must know Nursing Informatics :</p> <ul style="list-style-type: none"> <li><i>Use of computers in hospital and community.(2hrs)</i></li> <li>Patient record-system. (2 hrs)</li> <li>Nursing records and reports. (2hrs)</li> <li>Management information and evaluation system (MIES)</li> <li>Electronic medical records.(2hrs)</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>Trends</li> <li>General purpose. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>Nice to know: Group dynamics, (1 hrs)</li> <li>Use of computers in hospital and community.(2hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs, models, films and slides</li> <li>Seminars with PPTS</li> </ul>	
XI (10Hrs)	<p>At the end of unit students are able to: Knowledge: Understands and explains various</p>	<p>Must know Leadership:</p> <ul style="list-style-type: none"> <li>Concepts, Types,</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>Power and politics</li> <li>Lobbying (1 hrs)</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>Stress</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Lectures &amp; Discussion</li> </ul>	

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

		accreditation (2hrs) • Patient's rights. Rights of special groups : children, women, HIV, handicap (2 hrs)				
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**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
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University examination -Theory marks – 75

Clinical Assignment: 10 Marks

Practicum: Posting of ward management: 225Marks

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

External Assessment (Theory): 75 Marks

(University Examination)

#### **REFERENCES:**

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**KIMSDU. KINS. M SC NURSING (4305). 2<sup>ND</sup> YEAR M Sc NURSING 4305-22**  
**Clinical Speciality - II**  
**Psychiatric (Mental Health) Nursing**

Placement : IInd Year

Hours of Instruction

Theory 150 hours

Practical 950 hours

Total : 1100 hours

**Course Description**

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

**Objectives**

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

1. Apply the nursing process in the care of patients with mental disorders in hospital and community
2. Demonstrate advanced skills/competence in nursing management of patients with mental disorders

3. Identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS.
4. Identify and manage psychiatric emergencies.
5. Provide nursing care to critically ill patients with mental disorders
6. Utilize the recent technology and various treatment modalities in the management of patients with mental disorders
7. Demonstrate skills in carrying out crisis intervention.
8. Appreciate the legal and ethical issues pertaining to psychiatric nursing.
9. Identify areas of research in the field of psychiatric nursing.
10. Prepare a design for layout and describe standards for management of Psychiatric units/emergency units/hospitals
11. Teach psychiatric nursing to undergraduate students & in-service nurses.

**Course Content**

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

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

	<p>Accept and recognize the anger/aggression clients and provide competent care.</p> <p>Affective: Practices varied methods of managing anger and aggressive behavior of clients.</p>					
<b>IV 5</b>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands and explains the etiology for suicide.</p> <p>Psychomotor: Render effective care to the suicidal client in acute and recovery stage.</p> <p>Affective: Learns different way of managing frustration and teaches to clients.</p>	<ul style="list-style-type: none"> <li>• <b>The Suicidal Client</b></li> <li>• <b>Predisposing Factors:</b> Theories of Suicide- Psychological, Sociological, Biological (1 hrs)</li> <li>• Nursing Management (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Epidemiological Factors</li> <li>• Risk Factors (1 hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• spiritual therapy as treatment for suicide prevention (2)</li> </ul>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>V 5</b>	<p>At the end of the unit the students are able to-</p> <p>Cognitive:</p>	<ul style="list-style-type: none"> <li>• <b>Disorders of Infancy, Childhood, and Adolescence</b></li> <li>• Mentally</li> </ul>	-	-		<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>Describe various psychiatric disorders of infancy, childhood and adolescence.</p> <p>Psychomotor: Identify and render compressive care to children suffering from various childhood and adolescent disorders.</p> <p>Affective: Takes initiative in pre conceptional counseling.</p>	<p>Challenged (1 hr)</p> <ul style="list-style-type: none"> <li>• Autistic Disorders</li> <li>• Attention-Deficit/Hyperactivity Disorder (1 hr)</li> <li>• Conduct Disorders, behavioral disorders</li> <li>• Oppositional Defiant Disorder (1 hr)</li> <li>• Tourette's Disorders</li> <li>• Separation Anxiety Disorder (1 hr)</li> <li>• Psychopharmacological Intervention and Nursing Management (1 hr)</li> </ul>				
<b>VI 5</b>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands stages of dementia and explains the difference between dementia and delirium.</p> <p>Psychomotor: Identify clients with memory disturbances and</p>	<p><b>Delirium, Dementia, and Amnesic Disorders</b></p> <p>Delirium (1 hr) Dementia (1 hr) Amnesia (1 hr) Psychopharmacological Intervention and Nursing Management (2 hrs)</p>	-	-	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	render them effective care. Affective: Cultivate an empathetic view about clients and strive for making them independent.					
<b>VII 10</b>	At the end of the unit the students are able to-  Cognitive: Understand different categories of substances abused and their effects on individual, families and society.  Psychomotor: Identify substance related disorders among people and practices different treatment modalities to treat and prevent them. Affective: Participates in awareness campaigns of substance abuse prevention for adolescents and young adults.	<b>Substance-Related Disorders</b> Substance-Use Disorders (2 hrs) Substance-Induced Disorders (2 hrs) Classes Of Psychoactive Substances (1 hr) Predisposing Factors (1 hr) The Dynamics Of Substance-Related Disorders (1 hr) Nursing Management (1 hr)	The Impaired Nurse  Codependency (1 hr) Treatment Modalities For Substance-Related Disorders (1 hr)	-	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>VIII 10</b>	At the end of the unit the students are able to-	<b>Schizophrenia -Types</b> • Disorganized	Nature of the Disorder	-	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short</li> </ul>

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

	<p>Psychodynamics, diagnostic features and treatment modalities.</p> <p>Psychomotor: Recognize patients with mood disorders and render comprehensive care.</p> <p>Affective: Learns to correlate seasonality and grief with mood</p>					
<b>X 8</b>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Develop an understanding of constructive and destructive anxiety and different anxiety disorder.</p> <p>Psychomotor: Identify various anxiety disorders among clients.</p> <p>Affective: Incorporates innovative techniques to combat anxiety.</p>	<p><b>Anxiety disorders</b> Types</p> <ul style="list-style-type: none"> <li>• Panic Disorder</li> <li>• Generalized Anxiety Disorder (1 hr)</li> <li>• Phobias</li> <li>• Obsessive-Compulsive Disorder</li> <li>• Posttraumatic Stress Disorder (1 hr)</li> <li>• Anxiety Disorder Due to a General Medical Condition (1 hr)</li> <li>• Substance-Induced Anxiety Disorder Nursing Management (1 hr)</li> </ul>	<p>Epidemiological Statistics How Much is too Much? Treatment Modalities Psychopharmacology (3 hrs)</p>	<p>Historical Aspects (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>XI</b>	<p>At the end of the unit the</p>	<p><b>Somatoform And Sleep</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Historical</p>	<p>Lecture</p>	<ul style="list-style-type: none"> <li>• Essay type</li> </ul>

<p><b>5</b></p>	<p>students are able to-</p> <p><b>Cognitive:</b> Understands body mind relationship concept and various somatoform disorders that result.</p> <p><b>Psychomotor:</b> Develops skill in rendering comprehensive care to clients with somatoform disorders.</p> <p><b>Affective:</b> Learns to identify and prevent the development of somatoform disorders.</p>	<p><b>Disorders</b></p> <ul style="list-style-type: none"> <li>□ Somatoform Disorders</li> <li>• Pain Disorder</li> <li>• Hypochondriasis</li> <li>• Conversion Disorder(2 hrs)</li> <li>• Body Dysmorphic Disorder</li> <li>Sleep Disorder</li> <li>Treatment Modalities and Nursing Management (1 hr)</li> </ul>	<p>Epidemiological Statistics (1 hrs)</p>	<p>Aspects (1 hr)</p>	<p>Discussion</p>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
<p><b>XII</b> <b>4</b></p>	<p>At the end of the unit the students are able to-</p> <p><b>Cognitive:</b> Understand and describe causes and psychodynamics of dissociative disorders.</p> <p><b>Psychomotor:</b> Renders culturally congruent care to these clients.</p>	<p><b>Dissociative Disorders and Management</b></p> <ul style="list-style-type: none"> <li>Application of the Nursing Management</li> <li>Treatment Modalities and Nursing Management (2 hrs)</li> </ul>	<p>Epidemiological Statistics (1 hr)</p>	<p>Historical Aspects (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	Affective: Consider early life experiences of clients to manage stress.					
<b>XIII</b> <b>4</b>	At the end of the unit the students are able to-  Cognitive: Define and explain various sexual and gender identity disorders.  Psychomotor: Diagnose sexual and gender identity disorders and take appropriate action to bring about behavioral changes.  Affective: Establishes a fruitful relationship between normal sexuality and mortality.	<b>Sexual And Gender Identity Disorders</b> Sexual Disorders Variation In Sexual Orientation Nursing Management (3 hrs)	Development Of Human Sexuality (1 hr)	-	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>XIV</b> <b>4</b>	At the end of the unit the students are able to-  Cognitive:	<b>Eating Disorders</b> Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa	Treatment (1 hr)	Epidemiological Factors (1 hr)	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>Describe diagnostic criteria for eating disorders and its management.</p> <p>Psychomotor: Identify and render care to these clients.</p> <p>Affective: Takes interest in practicing different treatment modalities and alternative therapies while rendering care to clients with eating disorders.</p>	<p>Obesity (1 hr) Psychopharmacology Nursing Management (1 hr)</p>				
<p><b>XV</b> <b>4</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Describe, illustrate different adjustment and impulse control disorders.</p> <p>Psychomotor: Demonstrates competence in identifying and caring for clients.</p> <p>Affective:</p>	<p><b>Adjustment and Impulse Control</b></p> <ul style="list-style-type: none"> <li>• Adjustment Disorders</li> <li>• Impulse Control Disorders</li> </ul> <p>Nursing Management (2 hrs)</p>	<p><input type="checkbox"/> <b>Psychological Treatment (1 hr)</b></p>	<p>Historical Factors Epidemiological Factors (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	Participates in community awareness campaigns for mental health and mental ill health.					
<b>XVI 4</b>	<p>At the end of the unit the students are able to-</p> <p><b>Cognitive:</b> Understand psychological bases of various medical conditions and their prognosis.</p> <p><b>Psychomotor:</b> Develops skills in identifying psychological stressors for medical conditions and render care accordingly.</p> <p><b>Affective:</b> Provide psycho-education to clients with medical conditions, help them to identify psychological stressors for these conditions.</p>	<p><b>Medical Conditions due to Psychological Factors</b></p> <p>Asthma Cancer Coronary Heart Disease (1 hr) Peptic Ulcer Essential Hypertension Migraine Headache (1 hr) Rheumatoid Arthritis <input type="checkbox"/> Ulcerative Colitis <input type="checkbox"/> Nursing Management (1 hr)</p>	Treatment (1 hr)	-	Lecture Discussion	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<b>XVII</b>	At the end of the unit the	<b>Personality Disorders</b>	<input type="checkbox"/>	<input type="checkbox"/> Historical	Lecture	• Essay type

<p><b>8</b></p>	<p>students are able to-</p> <p><b>Cognitive:</b> Understands concept of normal and abnormal personality, explain various personality disorders.</p> <p><b>Psychomotor:</b> Demonstrates competence in indentifying and rendering Comprehensive culture care to clients with different personality disorders.</p> <p><b>Affective:</b> Take initiative to early diagnose abnormal personality traits in order to prevent them from progressing to personality disorder by prompt intervention.</p>	<p>☐ Types Of Personality Disorders</p> <ul style="list-style-type: none"> <li>• Paranoid Personality Disorder</li> <li>• Schizoid Personality Disorder (1 hr)</li> <li>• Antisocial Personality Disorder</li> <li>• Borderline Personality Disorder (1 hr)</li> <li>• Histrionic Personality Disorder</li> <li>• Narcissistic Personality Disorder( 1 hr)</li> <li>• Avoidance Personality Disorder</li> <li>• Dependent Personality Disorder (1 hr)</li> <li>• Obsessive-Compulsive Personality Disorder</li> <li>• Passive-Aggressive Personality Disorders (1 hr)</li> </ul> <p>Identification, symptoms, diagnostic ☐ Nursing Management (1 hr)</p>	<p>Psychological approach in Treatment (1 hr)</p>	<p>perspectives, (1 hr)</p>	<p>Discussion</p>	<ul style="list-style-type: none"> <li>• Short answers</li> </ul>
<p><b>XVIII</b> <b>8</b></p>	<p>At the end of the unit the students are able to-</p> <p><b>Cognitive:</b></p>	<p><b>The Aging Individual</b></p> <p>Biological Aspects of Aging</p>	<p>Special Concerns of the Elderly Population</p>	<p>Epidemiological Statistics Biological</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>Describe theories</p> <p>Psychomotor: Identify the psychological aspects of aging</p> <p>Affective:</p> <p>Correlate with nursing practice</p>	<p>Psychological Aspects of Aging (2 hrs)</p> <p>Memory Functioning(1 hr)</p> <p>Socio-cultural aspects of aging (1 hr)</p> <p>Sexual aspects of aging</p> <p>Psychiatric problems among elderly Population (1 hr)</p> <p>Nursing Management (1 hr)</p>	<p>alternative system of medicine for geriatrics Treatment (1 hr)</p>	<p>Theories (1 hr)</p>		
<p><b>XIX</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Illustrate patho-physiology and psychodynamics due to disease.</p> <p>Psychomotor: Demonstrate effective communication skills through counseling.</p> <p>Affective: Considers social stigma of the disease, takes initiative to prevent transmission of the disease.</p>	<p><b>The person living with HIV Disease</b></p> <p>Psychological problems of individual HIV/AIDS (2 hrs)</p> <p>Counseling (1 hr)</p> <p>Nursing Management (1 hr)</p>	<p>Treatment (1 hr)</p>	-	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

<p><b>XX</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands vulnerability of certain groups for neglect and abuse.</p> <p>Psychomotor: Identify the signs of neglect and abuse among the patients encountered in different clinical settings and take appropriate action.</p> <p>Affective: Indicates awareness of legal implications of neglect abuse.</p>	<p><b>Problems Related to Abuse or Neglect</b> Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged (2 hrs) Nursing management- Counseling (1 hr)</p>	<p>Predisposing Factors (1 hr) Treatment (1 hr)</p>	<p>-</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<p><b>XXI</b> <b>7</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understand; explain the concept of community mental health nursing and levels of prevention.</p>	<p><b>Community Mental Health Nursing</b> National Mental Health Program- Community mental health program (1 hr) The Role of the Nurse (1 hr)</p>	<p>The Public Health Model Populations at Risk (1 hr)</p>	<p>The Changing Focus of care (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>Psychomotor: Practice case management and applies public health model while rendering mental health care in community.</p> <p>Affective: Participates in psycho social and occupational rehabilitation of the chronic mentally ill clients.</p>	<p>Case Management The community as Client (1 hr)</p> <ul style="list-style-type: none"> <li>• Primary Prevention</li> <li>• Secondary prevention</li> <li>• Tertiary Prevention</li> </ul> <p>Community based rehabilitation (2 hrs)</p>				
<p><b>XXII</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Explains legal and ethical considerations in psychiatric nursing.</p> <p>Psychomotor: Renders ethically and legally competent care.</p> <p>Affective: Appreciates the rights of mentally ill clients.</p>	<p><b>Ethical and Legal Issues in Psychiatric/Mental Health Nursing</b></p> <p>Ethical Considerations Legal Consideration(1 hr)</p> <ul style="list-style-type: none"> <li>• Nurse Practice Acts</li> <li>• Classification within Statutory and Common Law(1 hr)</li> <li>• Legal Issues in Psychiatric/Mental Health Nursing(1 hr)</li> <li>• Nursing Liability</li> </ul> <p>Ethical issues in Terminal illnesses (1Hrs)</p>	<p><input type="checkbox"/> Types of Law(1 hr)</p>	-	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

<p><b>XXIII</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: List principles of rehabilitation</p> <p>Psychomotor: Write the disability assessment</p> <p>Affective: Correlate with nursing practice.</p>	<p><b>Psychosocial rehabilitation</b> Principles of rehabilitation(1 hr) Disability assessment Day care centers Half way homes(1 hr) Reintegration into the community</p>	<p>Training and support to care givers(1 hr) Sheltered workshops –Counseling for disability ( 1 Hr)</p>	<p>Correctional homes(1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<p><b>XXIV</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Define post partum psychosis, counseling etc.</p> <p>Psychomotor: Identify the etiology of post partum psychosis</p> <p>Affective: Correlate with nursing practice</p>	<p><b>Counseling</b> Terminal illnesses- Counseling(1 hr) • Predisposing Factors Treatment &amp; Nursing management of terminally ill clients ( 3 Hr) Post partum psychosis-treatment, care and counseling Death dying- Counseling and spiritual aspect of death and dying (2 hr)</p>	<p>Treatment, care and counseling (1 hr) • Unwed mothers HIV and AIDS(1 hr)</p>	<p>Liaison psychiatric nursing (1 hr)</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
<p><b>XXV</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p>	<p><b>Administration and management of psychiatric units</b></p>	<p>Quality assurance module for</p>	<p>Design &amp; layout Practice</p>	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

	<p>Cognitive: Understands various needs of the psychiatric units.</p> <p>Psychomotor: Manage psychiatric unit effectively and efficiently.</p> <p>Affective: Develops a quality assurance measurement for the psychiatric unit.</p>	<p><b>including emergency units</b> Staffing, Equipment, supplies, (1 hr) Norms, policies and protocols Documentation (1 hr). Legal aspect in psychiatric emergency (2)</p>	<p>psychiatric nurses (1 hr)</p>	<p>standards for psychiatric nursing (1 hr)</p>		
<p><b>XXVI</b> <b>5</b></p>	<p>At the end of the unit the students are able to-</p> <p>Cognitive: Understands, explain the need for staff development.</p> <p>Psychomotor: Plan staff development program for staff nurses.</p> <p>Affective: Volunteers to provide clinical teaching to students.</p>	<p><b>Education and training in psychiatric care</b> Staff orientation, training and development, (2 hrs) In-service education program, (2 hrs)</p>	<p>Clinical teaching programs. (1 hr)</p>	-	<p>Lecture Discussion</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

**INTERNAL ASSESSMENT (Theory)**

SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY
1	Seminar	2	50	100	
2	Project Work	1	100	100	
3	Journal Presentation	2	25	50	
4	Theory Examination: Midterm: 75 Marks Prefinal: 75 Marks			150	
			Grand Total	400	25

Total External Assessment 75

Midterm 75	Prefinal 75	University Examination 75
SAQ 7x5= 35 LAQ 4x10= 40	SAQ 7x5= 35 LAQ 4x10= 40	SAQ 7x5= 35 LAQ 4x10= 40

**Internal Assessment (Practical)**

SN	Requirement	Prescribed No.	Marks For Each	Total Marks	Send To University
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1	Midterm Practical Exam	1	100	100	
2	Prefinal Practical Exam	1	100	100	
3	Case Presentation	2	50	100	
4	Case study	2	50	100	
5	Clinical Evaluation	1	100	100	
6	History Taking	2	50	100	
7	Mental Status Examination.	2	50	100	
8	Process Recording	2	25	50	
9	Health Education	2	25	50	
10	Drug Study	1	50	50	
			Grand Total	850	100

**Total External Assessment 100**

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