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# **SYLLABUS AND REGULATIONS**

## **M.Sc. (NURSING)**



*Published by*

**INDIAN NURSING COUNCIL**  
**Combined Council Building, Kotla Road,**  
**Temple Lane, New Delhi - 110002**

## **Philosophy**

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

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

Indian Nursing Council believes that:

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

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

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

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

## **Aim**

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

## **Objectives**

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

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.

6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

### **Guidelines and Minimum Requirements for setting up of a College of Nursing**

1. Any organization under the Central Government, State Government, Local body or a Private or Public Trust, Mission, Voluntary registered under Society Registration Act or a Company registered under company's act wishes to open a M.Sc. Nursing programme, should obtain the No Objection/Essentiality certificate from the State Government.
2. The Indian Nursing council on receipt of the proposal from the Institution to start nursing program, will undertake the **first inspection** to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
3. After the receipt of the permission to start the nursing programme from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and University.
4. Institution will admit the students only after taking approval of State Nursing Council and University.
5. The Indian Nursing Council will conduct inspection every year till the first batch completes the programme. Permission will be given year by year till the first batch completes.
6. If the institution is recognized for B.Sc. (N) programme and if one batch has passed out after found suitable by INC, then the institution will be exempted from NOC/Essentiality certificate for M.Sc.(N) programme from the State Government.
7. **Super Speciality Hospital\*** can start M.Sc.(N) programme, however they have to get NOC/Essentiality certificate from respective State Government to start the M.Sc. (N) programme.

\*Super Speciality Hospital are eligible to start M.Sc.(N) provided they have respective speciality beds

#### **Cardio thoracic beds**

- 50-100 bedded Cardiac Hospital, which has CCU, ICCU and ICU units with own thoracic unit or affiliated thoracic unit.

#### **Critical Care beds**

- 250-500 bedded Hospital, which has a 8-10 beds critical care beds & ICUs

### **OBG speciality beds**

50 bedded parent hospital having:

- i. Mother and neonatal units
- ii. Case load of minimum 500 deliveries per year
- iii. 8-10 level II neonatal beds.
- iv. Affiliation with level III neonatal beds

### **Neuro speciality beds**

- Minimum of 50 bedded Neuro care institution with advanced diagnostic, therapeutic and state of the art clinical facilities

### **Oncology speciality beds**

- Regional Cancer centers/Cancer Hospitals having minimum 100 beds, with medical and surgical oncology units with chemotherapy, radiotherapy, palliative care, other diagnostic and supportive facilities.

### **Orthopaedic Speciality beds**

- 250-500 bedded Hospital, which has a 50 orthopaedic beds & rehabilitation units.

### **Psychiatric beds**

- Minimum of 50 bedded institutes of psychiatry and mental health having all types of patients (acute, chronic, adult psychiatric beds, child psychiatric beds and de-addiction facilities) , with advanced diagnostic, therapeutic and state of the art clinical facilities.

### **Paediatrics beds**

- 50-100 bedded paediatric Hospital/ unit with paediatric surgery and level II or III neonatal units

### **Gastroenterology beds**

- 50-100 bedded gastroenterology beds

### **Nephro-Urology speciality beds**

- 50-100 bedded nephro urology hospital with dialysis and kidney transplants, urosurgery

## **STAFFING PATTERN:**

### **M.Sc. (N)**

If parent hospital is super-speciality hospital like cardio-thoracic hospital/cancer with annual intake 10 M.Sc(N) in cardio thoracic/cancer

Professor cum coordinator	1
Reader / Associate Professor	1
Lecturer	2

The above faculty shall perform dual role

### **B.Sc.(N) and M.Sc.(N)**

Annual intake of 60 students in B.Sc.(N) and 25 students for M.Sc.(N) programme

Professor-cum-Principal	1
Professor-cum-Vice Principal	1
Reader / Associate Professor	5
Lecturer	8
Tutor / Clinical Instructor	19
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<b>Total</b>	<b>34</b>

One in each specialty and all the M.Sc(N) qualified teaching faculty will participate in all collegiate programmes.

**Teacher Student Ratio = 1 : 10 for M.Sc.(N) programme.**

### **QUALIFICATIONS & EXPERIENCE OF TEACHERS OF COLLEGE OF NURSING**

<b>Sr. No.</b>	<b>Post</b>	<b>Qualification &amp; Experience</b>
<b>1</b>	<b>Professor-cum-Principal</b>	<ul style="list-style-type: none"> <li>- Masters Degree in Nursing</li> <li>- 14 years experience after M.Sc. (N) in College of Nursing .</li> <li>- 3 years experience in administration (Years of experience is relaxable if suitable candidate is not available) (If a candidate is not available, minimum 5 years of experience in college of nursing, with an aggregate of 14 years teaching experience)</li> </ul>
		<b><u>Desirable :</u> Independent published work of high standard / doctorate degree / M.Phil.</b>
<b>2</b>	<b>Professor-cum-Vice Principal</b>	<ul style="list-style-type: none"> <li>- Masters Degree in Nursing</li> <li>- 14 years experience after M.Sc. (N) in College of Nursing .</li> <li>- 3 years experience in administration (Years of experience is relaxable if suitable candidate is not available) (If a candidate is not available, minimum 5 years of experience in college of nursing, with an aggregate of 14 years teaching experience)</li> </ul>
		<b><u>Desirable :</u> Independent published work of high standard / doctorate degree / M.Phil.</b>

- 3 **Reader / Associate Professor**
- Master Degree in Nursing.
  - 10 years experience after M.Sc.(N) in a College of Nursing. (If a candidate is not available, 5 years of experience in College of Nursing with an aggregates of 10 years teaching experience.

**Desirable :** Independent published work of high standard /doctorate degree / M.Phil.

- 4 **Lecturer**
- Master Degree in Nursing.
  - 3 years teaching experience after M.Sc. (N)

**Note: *Qualifications & Experience of Nursing Teaching faculty relaxed till 2012 & placed under Annexure - I***

External /Guest faculty may be arranged for the selected units in different subjects as required

**NOTE:**

1. No part time nursing faculty will be counted for calculating total no. of faculty required for a college.
2. Irrespective of number of admissions, all faculty positions (Professor to Lecturer) must be filled.
3. For M.Sc.(N) programme appropriate number of M.Sc. faculty in each speciality be appointed subject to the condition that total number of teaching faculty ceiling is maintained.
4. All nursing teachers must possess a basic university or equivalent qualification as laid down in the schedules of the Indian Nursing Council Act, 1947. They shall be registered under the State Nursing Registration Act.
5. Nursing faculty in nursing college except tutor/clinical instructors must possess the requisite recognized postgraduate qualification in nursing subjects.
6. Holders of equivalent postgraduate qualifications, which may be approved by the Indian Nursing Council from time to time, may be considered to have the requisite recognized postgraduate qualification in the subject concerned.
7. All teachers of nursing other than Principal and Vice-Principal should spend at least 4 hours in the clinical area for clinical teaching and/or supervision of care every day.

**Other Staff (Minimum requirements)**

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

- Ministerial
  - a) Administrative Officer 1
  - c) Office Superintendent 1
  - d) PA to Principal 1
  - e) Accountant/Cashier 1



• Upper Division Clerk	2
• Lower Division Clerk	2
• Store Keeper	1
a) Maintenance of stores	1
b) Classroom attendants	2
c) Sanitary staff	As per the physical space
d) Security Staff	As per the requirement
• Peons/Office attendants	4
• Library	
a) Librarian	2
b) Library Attendants	As per the requirement
• Hostel	
a) Wardens	2
b) Cooks, Bearers, Sanitary Staff	As per the requirement
c) Ayas /Peons	As per the requirement
d) Security Staff	As per the requirement
e) Gardeners & Dhobi (desirable)	Depends on structural facilities

### **Eligibility Criteria/Admission Requirements:**

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.
2. The minimum education requirements shall be the passing of :  
B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
3. The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.
4. Minimum one year of work experience after Basic B.Sc. Nursing.
5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

### **Entrance/Selection test**

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

## **Regulations for examination:**

### **Eligibility for appearing for the examination:**

75% of the attendance for theory and practicals. However 100% of attendance for practical before the award of degree

### **Classification of results:**

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

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

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination

### **Practicals**

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

### **Dissertation**

Evaluation of the dissertation should be done by the examiner prior to viva  
Duration: Viva-voce -minimum 30 minutes per student

## **Guidelines for Dissertation**

### **Tentative Schedule for dissertation**

<b>S. No.</b>	<b>Activities</b>	<b>Scheduled Time</b>
1.	Submission of the research proposal	End of 9 <sup>th</sup> month of 1 <sup>st</sup> year

2.	Submission of dissertation – Final	End of 9 <sup>th</sup> month of II <sup>nd</sup> Year
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Note: - Administrative approval and ethical clearance should be obtained

#### A. Research Guides

##### a) *Qualification of Guide*

Main guide : Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide : A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

##### b) *Guide – Students Ratio*

Maximum of 1:4 (including as co-guide)

##### c) *Research Committee*

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

### Duration

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

Available	52 weeks
Vacation	4 weeks
Examination	2 weeks
Gazetted holidays	3 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
<b>Total hours for 2 years</b>	<b>3440 hours</b>

#### Course of Instruction

	Theory (hrs)	Practical (hrs)
<b>1st year</b>		
Nursing education	150	150
Advance nursing practice	150	200
Nursing Research and statistics	150	100
*Clinical speciality –I	150	650

<b>Total</b>	<b>600</b>	<b>1100</b>
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### II nd Year

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

Educational visit 2 weeks

**\*Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing,)Obstetric & Gynaecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

**Note: Students have to maintain log book for each activity during the course of study**

### Scheme of Examination

	Theory			Practical		
	Hours	Internal	External	Hours	Internal	External
1st year						
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and statistics	3	25**	75*			
Clinical speciality -I	3	25	75		100	100
<b>Total</b>		<b>100</b>	<b>300</b>		<b>150</b>	<b>150</b>
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
<b>Total</b>		<b>50</b>	<b>150</b>		<b>200</b>	<b>200</b>

\* Nursing research=50 and statistics=25

\*\*Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. 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.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.

7. The maximum period to complete the course successfully should not exceed 4 (four) years
8. A candidate failing in more than two subjects will not be promoted to the II<sup>nd</sup> year.
9. No candidate shall be admitted to the subsequent II<sup>nd</sup> year examination unless the candidate has passed the I<sup>st</sup> year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

### **Admission Strength**

Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

### **Health Services**

There should be provisions for the following health services for the students.

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness and / provision of health insurance should be made.
- (d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

# **CURRICULUM**

## **NURSING EDUCATION**

Placement : 1<sup>st</sup> Year

Hours of Instruction  
Theory 150 Hours  
Practical 150 Hours  
Total : 300 Hours

### **Course Description**

This course is designed to assist students to develop a broad understanding of 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
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

Units	Hours		Course Content
	Theory	Practical	
I	10		<p><b>Introduction :</b></p> <ul style="list-style-type: none"> <li>□ Education :Definition, aims, concepts, philosophies &amp; their education implications,</li> <li>□ Impact of Social, economical, political &amp; technological changes on education:               <ul style="list-style-type: none"> <li>• Professional education</li> <li>• Current trends and issues in education</li> <li>• Educational reforms and National Educational policy, various educational commissions-reports</li> <li>• Trends in development of nursing education in India</li> </ul> </li> </ul>
II	20	30	<p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>□ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives</li> <li>□ Competency based education(CBE) and outcome based education(OBE)</li> <li>□ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats.</li> <li>□ Instruction strategies - Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(socio-drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)</li> </ul>

Units	Hours		Course Content
	Theory	Practical	
III	10	10	<b>Instructional media and methods</b> <ul style="list-style-type: none"> <li>□ Key concepts in the selection and use of media in education</li> <li>□ Developing learning resource material using different media</li> <li>□ Instructional aids – types, uses, selection, preparation, utilization.</li> <li>□ Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc</li> </ul>
IV	10		<b>Measurement and evaluation:</b> <ul style="list-style-type: none"> <li>□ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.</li> <li>□ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages.</li> <li>□ Criterion and norm referenced evaluation,</li> </ul>
V	12	10	<b>Standardized and non-standardized tests :</b> <ul style="list-style-type: none"> <li>□ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> <li>• Essay, short answer questions and multiple choice questions.</li> <li>• Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination)</li> <li>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique</li> </ul> </li> <li>□ Question bank-preparation, validation, moderation by panel, utilization</li> <li>□ Developing a system for maintaining confidentiality</li> </ul>
VI	8	5	<b>Administration, Scoring and Reporting</b> <ul style="list-style-type: none"> <li>□ Administering a test; scoring, grading versus marks</li> <li>□ Objective tests, scoring essay test, methods of scoring, Item analysis.</li> </ul>
VII	12	6	<b>Standardized Tools</b> <ul style="list-style-type: none"> <li>□ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> </ul>



Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"> <li>□ Perspectives of nursing education: Global and national.</li> <li>□ Patterns of nursing education and training programmes in India. 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, post basic diploma programs, nurse practitioner programs.</li> </ul>
IX	12	25	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"> <li>□ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li> <li>□ Program planning, implementation and evaluation of continuing education programs.</li> <li>□ Research in continuing education.</li> <li>□ Distance education in nursing.</li> </ul>
X	10	10	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>□ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li> <li>□ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Equivalency of courses: Transcripts, credit system.</li> </ul>
XI	8	4	<b>Teacher preparation</b> <ul style="list-style-type: none"> <li>□ Teacher – roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li> <li>□ Preparation of professional teacher</li> <li>□ Organizing professional aspects of teacher preparation programs</li> <li>□ Evaluation: self and peer</li> <li>□ Critical analysis of various programs of teacher education in India.</li> </ul>

Units	Hours		Course Content
	Theory	Practical	
<b>XII</b>	<b>10</b>	<b>5</b>	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>□ Concept, principles, need, difference between guidance and counseling , trends and issues.</li> <li>□ Guidance and counseling services : diagnostic and remedial.</li> <li>□ Coordination and organization of services.</li> <li>□ Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling.</li> <li>□ Professional preparation and training for counseling.</li> </ul>
<b>XIII</b>	<b>15</b>	<b>10</b>	<b>Administration of Nursing Curriculum</b> <ul style="list-style-type: none"> <li>□ Role of curriculum coordinator – planning, implementation and evaluation.</li> <li>□ Evaluation of educational programs in nursing-course and program.</li> <li>□ Factors influencing faculty staff relationship and techniques of working together.</li> <li>□ Concept of faculty supervisor (dual) position.</li> <li>□ Curriculum research in nursing.</li> <li>□ Different models of collaboration between education and service</li> </ul>
<b>XIV</b>	<b>10</b>		<b>Management of nursing educational institutions</b> <ul style="list-style-type: none"> <li>□ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,</li> </ul>
<b>XV</b>	<b>5</b>	<b>5</b>	<ul style="list-style-type: none"> <li>□ Development and maintenance of standards and accreditation in nursing education programs.</li> <li>□ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li> <li>□ Role of Professional associations and unions.</li> </ul>

**Activities :**

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

#### **Methods of Teaching**

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

#### **Methods of evaluation**

- Tests
- Presentation
- Project work
- Written assignments

#### **Internal Assessment**

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	-----
	100
	-----

#### **Practical – Internal assessment**

Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25

#### **Practical – external assessment**

Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

## **ADVANCE NURSING PRACTICE**

Placement: 1<sup>ST</sup> Year

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 of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

### **Objectives:**

At the end of the course the students 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 advancement.

## Course Content

Unit	Hours	Content
I	10	<p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li>□ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global</li> <li>□ Code of ethics(INC), code of professional conduct(INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations,</li> <li>□ Role of regulatory bodies</li> <li>□ Professional organizations and unions-self defense, individual and collective bargaining</li> <li>□ Educational preparations, continuing education, career opportunities, professional advancement &amp; role and scope of nursing education.</li> <li>□ Role of research, leadership and management.</li> <li>□ Quality assurance in nursing (INC).</li> <li>□ Futuristic nursing.</li> </ul>
II	5	<p><b>Health care delivery</b></p> <ul style="list-style-type: none"> <li>□ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession.</li> <li>□ Health care delivery system- national, state, district and local level.</li> <li>□ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals.</li> <li>□ Patterns of nursing care delivery in India.</li> <li>□ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-governmental agencies.</li> <li>□ Information, education and communication (IEC).</li> <li>□ Tele-medicine.</li> </ul>
III	10	<p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>□ Review of cellular division, mutation and law of inheritance, human genome project ,The Genomic era.</li> <li>□ Basic concepts of Genes, Chromosomes &amp; DNA.</li> <li>□ Approaches to common genetic disorders.</li> <li>□ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li>□ Genetic counseling.</li> <li>□ Practical application of genetics in nursing.</li> </ul>
IV	10	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>□ Scope, epidemiological approach and methods,</li> <li>□ Morbidity, mortality,</li> <li>□ Concepts of causation of diseases and their screening,</li> <li>□ Application of epidemiology in health care delivery, Health surveillance and health informatics</li> <li>□ Role of nurse</li> </ul>

Unit	Hours	Content
V	20	<p><b>Bio-Psycho social pathology</b></p> <ul style="list-style-type: none"> <li>□ Pathophysiology and Psychodynamics of disease causation</li> <li>□ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style</li> <li>□ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation.</li> <li>□ Treatment aspects: pharmacological and pre- post operative care aspects,</li> <li>□ Cardio pulmonary resuscitation.</li> <li>□ End of life Care</li> <li>□ Infection prevention (including HIV) and standard safety measures, bio-medical waste management.</li> <li>□ Role of nurse- Evidence based nursing practice; Best practices</li> <li>□ Innovations in nursing</li> </ul>
VI	20	<p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li>□ Values, Conceptual models, approaches.</li> <li>□ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parsee, etc and their applications,</li> <li>□ Health belief models, communication and management, etc</li> <li>□ Concept of Self health.</li> <li>□ Evidence based practice model.</li> </ul>
VIII	10	<p><b>Nursing process approach</b></p> <ul style="list-style-type: none"> <li>□ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health-illness problems, health behaviors, signs and symptoms of clients.</li> <li>□ Methods of collection, analysis and utilization of data relevant to nursing process.</li> <li>□ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.</li> </ul>
IX	30	<p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li>□ Human behavior, Life processes &amp; growth and development, personality development, defense mechanisms,</li> <li>□ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior,</li> <li>□ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young &amp; middle adult, and Older adult)</li> <li>□ Sexuality and sexual health.</li> <li>□ Stress and adaptation, crisis and its intervention,</li> <li>□ Coping with loss, death and grieving,</li> <li>□ Principles and techniques of Counseling.</li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
<b>X</b>	<b>10</b>	<b>Nursing practice</b> <ul style="list-style-type: none"> <li>□ Framework, scope and trends.</li> <li>□ Alternative modalities of care, alternative systems of health and complimentary therapies.</li> <li>□ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li>□ Health promotion and primary health care.</li> <li>□ Independent practice issues,- Independent nurse-midwifery practitioner.</li> <li>□ Collaboration issues and models-within and outside nursing.</li> <li>□ Models of Prevention,</li> <li>□ Family nursing, Home nursing,</li> <li>□ Gender sensitive issues and women empowerment.</li> <li>□ Disaster nursing.</li> <li>□ Geriatric considerations in nursing.</li> <li>□ Evidence based nursing practice- Best practices</li> <li>□ Trans-cultural nursing.</li> </ul>
<b>XI</b>	<b>25</b>	<b>Computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>□ Use of computers in teaching, learning, research and nursing practice.</li> <li>□ Windows, MS office: Word, Excel, Power Point,</li> <li>□ Internet, literature search,</li> <li>□ Statistical packages,</li> <li>□ Hospital management information system: softwares.</li> </ul>

### **Practical**

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

### **Activities**

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

## **Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

## **Methods of evaluation :**

- Tests
- Presentation
- Seminar
- Written assignments

## **Advance nursing Procedures**

Definition, Indication and nursing implications;

- CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oxymetry

## **Internal Assessment**

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
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	100
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# **CLINICAL SPECIALITY – I**

## **MEDICAL SURGICAL NURSING**

Placement: 1<sup>st</sup> Year

Hours of instruction  
Theory: 150 Hours  
Practical: 650 Hours  
Total : 800 Hours

### **Course Description**

This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro & urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

### **Objectives**

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

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical- Surgical patients.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.

11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

**COURSE CONTENT:**

Unit	Hours	Content
I	5	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>❑ Historical development of Medical- Surgical Nursing in India.</li> <li>❑ Current status of health and disease burden in India.</li> <li>❑ Current concept of health.</li> <li>❑ Trends &amp; issues in Medical – Surgical Nursing.</li> <li>❑ Ethical &amp; cultural issues in Medical – Surgical Nursing.</li> <li>❑ Rights of patients.</li> <li>❑ National health policy, special laws &amp; ordinances relating to older people.</li> <li>❑ National goals.</li> <li>❑ Five year plans.</li> <li>❑ National health programs related to adult health.</li> </ul>
II	20	<p><b>Health Assessment of patients</b></p> <ul style="list-style-type: none"> <li>❑ History taking.</li> <li>❑ Physical examination of various systems.</li> <li>❑ Nutritional assessment.</li> <li>❑ Related investigations and diagnostic assessment.</li> </ul>
III	5	<p><b>Care in hospital settings:</b></p> <ul style="list-style-type: none"> <li>❑ Ambulatory care.</li> <li>❑ Acute and Critical care.</li> <li>❑ Long term care.</li> <li>❑ Home Health Care.</li> <li>❑ Characteristics, care models, practice settings, interdisciplinary team.</li> <li>❑ Hospitalization- effects of hospitalization on the patient &amp; family.</li> <li>❑ Stressors &amp; reactions related to disease process.</li> <li>❑ Nursing care using Nursing process approach.</li> </ul>
IV	10	<p><b>Management of patients with disorders of Gastro intestinal tract</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment- History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>

Unit	Hours	Content
V	10	<b>Management of patients with disorders of nervous system</b> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology.</li> <li>□ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>□ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>□ Treatment modalities and trends.</li> <li>□ Nursing management.</li> <li>□ Related research studies.</li> <li>□ Evidence based nursing practice.</li> <li>□ Rehabilitation and follow-up.</li> </ul>
VI	10	<b>Management of patients with disorders of respiratory system</b> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology.</li> <li>□ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>□ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>□ Treatment modalities and trends.</li> <li>□ Nursing management.</li> <li>□ Related research studies.</li> <li>□ Evidence based nursing practice.</li> <li>□ Rehabilitation and follow-up.</li> </ul>
VII	10	<b>Management of patients with disorders of cardio vascular system</b> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology.</li> <li>□ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>□ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>□ Treatment modalities and trends.</li> <li>□ Nursing management.</li> <li>□ Related research studies.</li> <li>□ Evidence based nursing practice.</li> <li>□ Rehabilitation and follow-up.</li> </ul>
VIII	5	<b>Management of patients with disorders of blood</b> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology.</li> <li>□ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>□ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>□ Treatment modalities and trends.</li> <li>□ Nursing management.</li> <li>□ Related research studies</li> <li>□ Evidence based nursing practice</li> <li>□ Rehabilitation and follow-up</li> </ul>
IX	10	<b>Management of patients with disorders of genito urinary system</b> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology.</li> <li>□ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>X</b>	<b>10</b>	<p><b>Management of patients with disorders of endocrine system</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XI</b>	<b>10</b>	<p><b>Management of patients with disorders of musculo-skeletal system</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XII</b>	<b>8</b>	<p><b>Management of patients with disorders of integumentary system</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XIII</b>	<b>5</b>	<p><b>Management of patients with disorders of Eye and ENT</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XIV</b>	<b>8</b>	<p><b>Management of patients with disorders of reproductive system</b></p> <ul style="list-style-type: none"> <li>❑ Review of anatomy and physiology.</li> <li>❑ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XV</b>	<b>8</b>	<p><b>Geriatric nursing</b></p> <ul style="list-style-type: none"> <li>❑ Nursing Assessment-History and Physical assessment.</li> <li>❑ Ageing;</li> <li>❑ Demography; Myths and realities.</li> <li>❑ Concepts and theories of ageing.</li> <li>❑ Cognitive Aspects of Ageing.</li> <li>❑ Normal biological ageing.</li> <li>❑ Age related body systems changes.</li> <li>❑ Psychosocial Aspects of Aging.</li> <li>❑ Medications and elderly.</li> <li>❑ Stress &amp; coping in older adults.</li> <li>❑ Common Health Problems &amp; Nursing Management;</li> <li>❑ Psychosocial and Sexual.</li> <li>❑ Abuse of elderly.</li> <li>❑ Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual.</li> <li>❑ Role of nurse for caregivers of elderly.</li> <li>❑ Role of family and formal and non formal caregivers.</li> <li>❑ Use of aids and prosthesis (hearing aids, dentures,</li> <li>❑ Legal &amp; Ethical Issues.</li> <li>❑ Provisions and Programmes for elderly; privileges, Community Programs and health services;</li> <li>❑ Home and institutional care.</li> <li>❑ Issues, problems and trends.</li> </ul>
<b>XVI</b>	<b>8</b>	<p><b>Management of patients with communicable and sexually transmitted diseases:</b></p> <ul style="list-style-type: none"> <li>❑ Review of immune system.</li> <li>❑ Common Disorders of immune system – HIV/AIDS.</li> <li>❑ Review of infectious disease process.</li> <li>❑ Communicable Diseases- etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment.</li> <li>❑ Treatment modalities and trends.</li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>❑ Nursing management.</li> <li>❑ Related research studies.</li> <li>❑ Evidence based nursing practice.</li> <li>❑ Rehabilitation and follow-up.</li> </ul>
<b>XVII</b>	<b>8</b>	<p><b>Emergency, trauma and multi-system organ failure</b></p> <ul style="list-style-type: none"> <li>❑ DIC (disseminated intravascular coagulation)</li> <li>❑ Trauma, burns, poisoning</li> <li>❑ Etiology, Patho physiology, Clinical manifestations, complications, prognosis.</li> <li>❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment. <ul style="list-style-type: none"> <li>• Treatment modalities and trends.</li> <li>• Nursing management.</li> <li>• Related research studies.</li> <li>• Evidence based nursing practice.</li> <li>• Rehabilitation and follow-up.</li> </ul> </li> </ul>

## Practical

**Total = 660 Hours**

**1 Week = 30 Hours**

<b>S.No.</b>	<b>Dept/Unit</b>	<b>No. of Week</b>	<b>Total Hours</b>
	General Medical Ward	4	120 Hours
	General Surgical Ward	4	120 Hours
	ICUs	4	120 Hours
	Oncology	2	60 Hours
	Ortho	2	60 Hours
	Cardio	2	60 Hours
	Emergency Department	2	60 Hours
	Neuro	2	60 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

### Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits

## **CLINICAL SPECIALITY-I**

### **OBSTETRIC AND GYNAECOLOGICAL NURSING**

Placement : 1st year

Hours of Instruction  
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 Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing

#### **Objectives**

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

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



## Course Content

Units	Hours	Content
<b>I</b>	<b>10</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Historical and contemporary perspectives</li> <li>□ Epidemiological aspects of maternal and child health</li> <li>□ Magnitude of maternal and child health problems</li> <li>□ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors</li> <li>□ Preventive obstetrics</li> <li>□ National health and family welfare programmes related to maternal and child health: health care delivery system- National Rural health mission, Role of NGO's</li> <li>□ Theories, models and approaches applied to midwifery practice</li> <li>□ Role and scope of midwifery practice: Independent Nurse midwifery practitioner</li> <li>□ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders</li> <li>□ Evidence based midwifery practice</li> <li>□ Research priorities in obstetric and gynaecological nursing.</li> </ul>
<b>II</b>	<b>15</b>	<p><b>Human reproduction</b></p> <ul style="list-style-type: none"> <li>□ Review of anatomy and physiology of human reproductive system: male and female</li> <li>□ Hormonal cycles</li> <li>□ Embryology</li> <li>□ Genetics, teratology and counseling</li> <li>□ Clinical implications</li> </ul>
<b>III</b>	<b>25</b>	<p><b>Pregnancy</b></p> <ul style="list-style-type: none"> <li>□ Maternal adaptation : Physiological, psychosocial <ul style="list-style-type: none"> <li>▪ Assessment – Maternal and foetal measures Maternal measures:History taking , exmanination-General,physical and obstetrical measure, identification of high risk,</li> <li>▪ Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AChE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)),</li> <li>▪ Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, foetoscopy,</li> <li>▪ Radiological examination,</li> </ul> </li> <li>□ Interpretation of diagnostic tests and nursing implications</li> <li>□ Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer</li> <li>□ Alternative/complementary therapies</li> </ul>

Units	Hours	Content
IV	25	<p><b>Normal Labour and nursing management:</b></p> <ul style="list-style-type: none"> <li>□ Essential factors of labour</li> <li>□ Stages and onset</li> </ul> <p><b>First stage: Physiology of normal labour</b></p> <ul style="list-style-type: none"> <li>• Use of partograph: Principles, use and critical analysis, evidence based studies</li> <li>• Analgesia and anaesthesia in labour</li> <li>• Nursing management</li> </ul> <p><b>Second stage</b></p> <ul style="list-style-type: none"> <li>• Physiology , intrapartum monitoring</li> <li>• Nursing management.</li> <li>• Resuscitation , immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India)</li> </ul> <p><b>Third stage</b></p> <ul style="list-style-type: none"> <li>• Physiology and nursing management</li> </ul> <p><b>Fourth stage – Observation, critical analysis and Nursing management.</b></p> <ul style="list-style-type: none"> <li>• Various child birth practice: water birth, position change etc</li> <li>• Evidence based practice in relation to labour intervention</li> </ul> <p><b>Role of nurse midwifery practitioner</b></p> <ul style="list-style-type: none"> <li>• Alternative/complementary therapies</li> </ul>
V	20	<p><b>Normal puerperium and nursing management</b></p> <ul style="list-style-type: none"> <li>□ Physiology of puerperium</li> <li>□ Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital initiative(BFHI)</li> <li>□ Assessment of postnatal women .</li> <li>□ Minor discomforts and complications of puerperium</li> <li>□ Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain</li> <li>□ Evidence based studies</li> </ul> <p><b>Role of nurse midwifery practitioner</b></p> <ul style="list-style-type: none"> <li>• Alternative/complementary therapies</li> </ul>
VI	20	<p><b>Normal Newborn</b></p> <ul style="list-style-type: none"> <li>□ Physiology and characteristics of normal newborn</li> <li>□ Physical and Behavioural assessment of newborn</li> <li>□ Needs of newborn</li> <li>□ Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition</li> <li>□ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU</li> <li>□ Observation and care of newborn</li> <li>□ Parenting process</li> </ul>

<b>Units</b>	<b>Hours</b>	<b>Content</b>
<b>VII</b>	<b>10</b>	<b>Pharmacodynamics in obstetrics</b> <ul style="list-style-type: none"> <li>❑ Drugs used in pregnancy, labour, post partum and newborn</li> <li>❑ Calculation of drug dose and administration</li> <li>❑ Effects of drugs used</li> <li>❑ Anaesthesia and analgesia in obstetrics</li> <li>❑ Roles and responsibilities of midwifery nurse practitioner</li> <li>❑ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW</li> </ul>
<b>VIII</b>	<b>10</b>	<b>Family welfare services</b> <ul style="list-style-type: none"> <li>❑ Population dynamics</li> <li>❑ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems</li> <li>❑ Recent advancement in contraceptive technology</li> <li>❑ Role of nurses in family welfare programmes in all settings</li> <li>❑ Role of independent nurse midwifery practitioner</li> <li>❑ Family life education</li> <li>❑ Evidence based studies</li> <li>❑ Information, Education and Communication(IEC)</li> <li>❑ Management information and evaluation system(MIES)</li> <li>❑ Teaching and supervision of health team members</li> </ul>
<b>IX</b>	<b>5</b>	<b>Infertility</b> <ul style="list-style-type: none"> <li>❑ Primary and secondary causes</li> <li>❑ Diagnostic procedures</li> <li>❑ Counseling: ethical and legal aspects of assisted reproductive technology(ART)</li> <li>❑ Recent advancement in infertility management.</li> <li>❑ Adoption procedures</li> </ul> <p>Role of nurses in infertility management.</p>
<b>X</b>	<b>5</b>	<b>Menopause</b> <ul style="list-style-type: none"> <li>❑ Physiological, psychological and social aspects</li> <li>❑ Hormone Replacement Therapy</li> <li>❑ Surgical menopause</li> <li>❑ Counseling and guidance</li> </ul> <p>Role of midwifery nurse practitioner</p>
<b>XI</b>	<b>5</b>	<b>Abortion</b> <ul style="list-style-type: none"> <li>❑ Types, causes</li> <li>❑ Legislations, Clinical rights and professional responsibility</li> <li>❑ Abortion procedures</li> <li>❑ Complications</li> <li>❑ Nursing management</li> </ul> <p>Role of midwifery nurse practitioner</p>

## Practical

**Total = 660 Hours**  
**1 week = 30 Hours**

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Anetenatal Wards & OPDs	4	120
2	Labour Room	5	150
3	Postnatal Ward	2	60
4	Family Planning Clinics	2	60
5	PHC/Rural maternity settings	4	120
6	Gynae	2	60
7	Maternity OT	2	60
8	NICU	1	30
	<b>Total</b>	<b>22 Weeks</b>	<b>660Hours</b>

### Procedures observed

- Diagnostic investigations : amniocentecis, chordocentecis, chorionic villi sampling
- Infertility management: artificial reproduction : artificial insemination, invitro fertilization, and related procedures

### Procedures assisted

- Medical termination of pregnancy,

### Procedures performed

- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour : use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices( copper T)

### Others

- Identification of high risk women and referral
- Health education: to women and their families
- Motivation of couples for planned parenthood

## **CLINICAL SPECIALTY –I**

### **CHILD HEALTH (PAEDIATRIC) NURSING**

Placement : 1<sup>st</sup> Year

Hours of Instruction

Theory 150 Hours

Practical 650 Hours

Total : 800 Hours

#### **Course Description**

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

#### **Objectives**

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units
11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurses

## Course Content

Unit	Hours	Content
I	10	<b>Introduction</b> <ul style="list-style-type: none"> <li>□ Historical development of Pediatrics and Pediatric Nursing in India;</li> <li>□ Current status of child health in India;</li> <li>□ Trends in Pediatrics and Pediatric Nursing,</li> <li>□ Ethical and cultural issues in pediatric care</li> <li>□ Rights of children</li> <li>□ National health policy for children, special laws and ordinances relating to children.</li> <li>□ National goals,</li> <li>□ Five year plans,</li> <li>□ National health programs related to child health.</li> </ul>
II	10 Hrs	<b>Assessment of pediatric clients</b> <ul style="list-style-type: none"> <li>□ History taking</li> <li>□ Developmental assessment</li> <li>□ Physical assessment</li> <li>□ Nutritional assessment</li> <li>□ Family assessment</li> </ul>
III	10	<b>Hospitalized child</b> <ul style="list-style-type: none"> <li>□ Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family</li> <li>□ Stressors and reactions related to developmental stages, play activities for ill hospitalized child.</li> <li>□ Nursing care of hospitalized child and family -principles and practices</li> </ul>
IV	15	<b>Pre-natal Pediatrics</b> <ul style="list-style-type: none"> <li>□ Embryological and fetal development, Prenatal factors influencing growth and development of fetus,</li> <li>□ Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling,</li> <li>□ Importance of prenatal care and role of pediatric nurse.</li> </ul>
V	15	<b>Growth and Development of children</b> <ul style="list-style-type: none"> <li>□ Principles of growth and development,</li> <li>□ Concepts and theories of growth and development,</li> <li>□ Developmental tasks and special needs from infancy to adolescence, developmental milestones,</li> <li>□ Assessment of growth and development of pediatric clients,</li> <li>□ Factors affecting growth and development.</li> </ul>
VI	15	<b>Behavioral Pediatrics and Pediatric Nursing</b> <ul style="list-style-type: none"> <li>□ Parent child relationship,</li> <li>□ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure</li> </ul>

Unit	Hours	Content
		<p>to thrive, child abuse, the battered child,</p> <ul style="list-style-type: none"> <li>□ Common behavioral problems and their management,</li> <li>□ Child guidance clinic.</li> </ul>
<b>VII</b>	<b>15</b>	<p><b>Preventive Pediatrics and Pediatric Nursing</b></p> <ul style="list-style-type: none"> <li>□ Concept, aims and scope of preventive pediatrics,</li> <li>□ Maternal health and its influence on child health antenatal aspects of preventive pediatrics,</li> <li>□ Immunization, expanded program on immunization/ universal immunization program and cold chain,</li> <li>□ Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding,</li> <li>□ Health education, nutritional education for children</li> <li>□ Nutritional programs</li> <li>□ National and international organizations related to child health,</li> </ul> <p>Role of pediatric nurse in the hospital and community.</p>
<b>VIII</b>	<b>30</b>	<p><b>Neonatal Nursing</b></p> <ul style="list-style-type: none"> <li>□ New born baby- profile and characteristics of the new born,</li> <li>□ Assessment of the new born,</li> <li>□ Nursing care of the new born at birth, care of the new born and family,</li> <li>□ High risk newborn- pre term and term neonate and growth retarded babies,</li> <li>□ Identification and classification of neonates with infections, HIV &amp; AIDS, Ophthalmia neonatorum, congenital syphilis.</li> <li>□ High risk new born- Identification, classification and nursing management</li> <li>□ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.</li> </ul>
<b>IX</b>	<b>30</b>	<p><b>IMNCI</b> (Integrated management of neonatal and childhood illnesses)</p>

## Practical

**Total = 660Hours**  
**1 Week = 30Hours**

<b>S.No.</b>	<b>Deptt./Unit</b>	<b>No. of Week</b>	<b>Total Hours</b>
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room/Maternity Ward	2	60 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	120 Hours
6	Creche	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	4	120 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

### Student Activities

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits



## **CLINICAL SPECIALITY – I**

### **MENTAL HEALTH (PSYCHIATRIC) NURSING**

Placement : 1<sup>st</sup> Year

Hours of Instruction

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

## Course Content

Units	Hours	Content
I	15	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Mental Health and Mental Illness</li> <li>□ Historical perspectives</li> <li>□ Trends, issues and magnitude</li> <li>□ Contemporary practices</li> <li>□ Mental health laws/Acts</li> <li>□ National mental health program -National mental health authority, state mental health authority</li> <li>□ Human rights of mentally ill</li> <li>□ Mental Health/ Mental Illness Continuum</li> <li>□ Classification of mental illnesses-ICD, DSM</li> <li>□ Standards of Psychiatric nursing</li> <li>□ Challenges and Scope of psychiatric nursing</li> <li>□ Multi-disciplinary team and role of nurse</li> </ul> <p>Role of psychiatric nurse- extended and expanded</p>
II	10	<p><b>Concepts of Psychobiology</b></p> <ul style="list-style-type: none"> <li>□ The Nervous System: <ul style="list-style-type: none"> <li>• An Anatomical Review</li> <li>• The Brain and limbic system</li> <li>• Nerve Tissue</li> <li>• Autonomic Nervous system</li> <li>• Neurotransmitters</li> </ul> </li> <li>□ Neuroendocrinology <ul style="list-style-type: none"> <li>• Pituitary, Thyroid Gland</li> <li>• Circadian Rhythms</li> </ul> </li> <li>□ Genetics</li> <li>□ Neuro psychiatric disorders</li> <li>□ Psychoimmunology <ul style="list-style-type: none"> <li>• Normal Immune response</li> <li>• Implications for psychiatric illness</li> </ul> </li> <li>□ Implications for Nursing</li> </ul>
III	10	<p><b>Theories of Personality Development and relevance to nursing practice</b></p> <ul style="list-style-type: none"> <li>□ Psychoanalytic Theory- Freud's</li> <li>□ Interpersonal Theory-Sullivan's</li> <li>□ Theory of Psychosocial Development-Erikson's</li> <li>□ Theory of object relations</li> <li>□ Cognitive Development Theory</li> <li>□ Theory of Moral Development</li> <li>□ A Nursing Model-Hildegard E.Peplau</li> </ul>
IV	5	<p><b>Stress and its management</b></p> <ul style="list-style-type: none"> <li>□ An introduction to the concepts of stress</li> <li>□ Psychological Adaptation to stress</li> <li>□ Stress as a Biological Response.</li> <li>□ Stress as an Environmental Event.</li> </ul>

Units	Hours	Content
		<ul style="list-style-type: none"> <li>□ Stress as Transaction between the Individual and the Environment.</li> <li>□ Stress management.</li> </ul>
<b>V</b>	<b>10</b>	<p><b>Therapeutic communication and interpersonal relationship</b></p> <ul style="list-style-type: none"> <li>□ Review communication process, factors affecting communication</li> <li>□ Communication with individuals and in groups</li> <li>□ Techniques of therapeutic communication-touch therapy</li> <li>□ Barrier of communication with specific reference to psychopathology</li> <li>□ Therapeutic attitudes</li> <li>□ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness</li> <li>□ Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship</li> <li>□ Therapeutic impasse and its management</li> </ul>
<b>VI</b>	<b>10</b>	<p><b>Assertive Training</b></p> <ul style="list-style-type: none"> <li>□ Assertive Communication</li> <li>□ Basic Human Rights</li> <li>□ Response Patterns <ul style="list-style-type: none"> <li>• (Nonassertive Behavior</li> <li>• Assertive Behavior</li> <li>• Aggressive Behavior</li> <li>• Passive-Aggressive Behavior)</li> </ul> </li> <li>□ Behavioral Components of Assertive Behavior</li> <li>□ Techniques that Promote Assertive Behavior</li> <li>□ Thought-Stopping Techniques Method</li> </ul> <p>Role of The Nurse</p>
<b>VII</b>	<b>10</b>	<p><b>Promoting Self-Esteem</b></p> <ul style="list-style-type: none"> <li>□ Components of Self-Concept</li> <li>□ The Development of Self-Esteem</li> <li>□ The Manifestations of Low-Self-Esteem</li> <li>□ Boundaries</li> </ul> <p>Role of The Nurse</p>
	<b>5</b>	<p><b>Women and Mental Health</b></p> <ul style="list-style-type: none"> <li>• Normal reaction to conception, pregnancy and puerperium</li> <li>• Problems related to conception, pregnancy and puerperium and its management.</li> <li>• Counselling – Premarital, marital and genetic</li> </ul>

<b>Units</b>	<b>Hours</b>	<b>Content</b>
<b>VIII</b>	<b>10</b>	<b>The nursing process in psychiatric/mental health nursing</b> <ul style="list-style-type: none"> <li>❑ Mental health assessment- History taking, mental status examination</li> <li>❑ Physical and neurological examination</li> <li>❑ Psychometric assessment</li> <li>❑ Investigations, Diagnosis and Differential diagnosis</li> <li>❑ Interpretation of investigations</li> <li>❑ Nurse's role</li> <li>❑ Nursing case management <ul style="list-style-type: none"> <li>• Critical pathways of care</li> </ul> </li> <li>❑ Documentation <ul style="list-style-type: none"> <li>• Problem-oriented recording</li> <li>• Focus charting</li> <li>• The PIE method</li> </ul> </li> </ul>
<b>IX</b>	<b>35</b>	<b>Psycho social and physical therapies</b> <ul style="list-style-type: none"> <li>❑ Individual therapy</li> <li>❑ Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy</li> <li>❑ Group Therapy</li> <li>❑ Family Therapy</li> <li>❑ Milieu Therapy</li> <li>❑ The Therapeutic Community</li> <li>❑ Occupational therapy</li> <li>❑ Recreational therapy</li> <li>❑ Play therapy</li> <li>❑ Music therapy</li> <li>❑ Light therapy</li> <li>❑ Color therapy</li> <li>❑ Aroma therapy</li> </ul>
<b>XI</b>	<b>5</b>	<b>Electroconvulsive Therapy</b> <ul style="list-style-type: none"> <li>❑ Historical Perspectives</li> <li>❑ Indications</li> <li>❑ Contraindications</li> <li>❑ Mechanisms of Action</li> <li>❑ Side Effects</li> <li>❑ Risks Associated with Electroconvulsive Therapy</li> <li>❑ The Role of The Nurse in Electroconvulsive Therapy</li> </ul>
<b>X</b>	<b>10</b>	<b>Psychopharmacology</b> <ul style="list-style-type: none"> <li>❑ Historical Perspectives</li> <li>❑ Role of a Nurse in Psychopharmacological Therapy <ul style="list-style-type: none"> <li>• Antianxiety Agents</li> <li>• Antidepressants Agents</li> <li>• Mood stabilizers</li> <li>• Antipsychotics</li> <li>• Sedative-Hypnotics</li> <li>• Central Nervous System Stimulants</li> </ul> </li> <li>❑ Future developments</li> </ul>

Units	Hours	Content
<b>XII</b>	<b>15</b>	<b>Alternative systems of medicine in mental health</b> <ul style="list-style-type: none"> <li>□ Types of Therapies <ul style="list-style-type: none"> <li>• Herbal Medicine</li> <li>• Unani</li> <li>• Siddha</li> <li>• Homeopathic</li> <li>• Acupressure and Acupuncture</li> <li>• Diet and Nutrition</li> <li>• Chiropractic Medicine</li> <li>• Therapeutic Touch and Massage</li> <li>• Yoga</li> <li>• Pet Therapy</li> </ul> </li> </ul>

## Practical

**Total = 660 Hours**  
**1 Week = 30 Hours**

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric ward	4	120 Hours
3	Psychiatric Emergency Unit	2	60 Hours
4	O.P.D	2	60 Hours
5	Family Psychiatric Unit	2	60 Hours
6	Community Mental Health Unit	4	120 Hours
7	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	4	120 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

### Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational therapy
- Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling
- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

## **CLINICAL SPECIALITY- I**

### **COMMUNITY HEALTH NURSING**

Placement : 1<sup>st</sup> Year

Hours of Instructions

Theory 150 hours

Practical 650 hours

Total 800 hours

#### **Course Description**

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

#### **Objectives**

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

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

13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice

### Course Content

Unit	Hours	Content
I	10	<b>Introduction</b> <ul style="list-style-type: none"> <li>□ Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees</li> <li>□ Current status, trends and challenges of Community Health Nursing</li> <li>□ Health status of the Community-community diagnosis</li> <li>□ Scope of Community health Nursing practice</li> <li>□ Ethical and legal issues</li> <li>□ Socio-cultural issues in Community health Nursing</li> <li>□ National Policies, plans and programmes               <ul style="list-style-type: none"> <li>• National health policy</li> <li>• National Population policy</li> <li>• National Health and welfare Programmes</li> <li>• National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies</li> <li>• Planning process: Five year plans</li> <li>• National Rural Health Mission</li> <li>• Panchayat raj institutions</li> </ul> </li> </ul>
II	10	<b>Health</b> <ul style="list-style-type: none"> <li>□ Concepts, issues</li> <li>□ Determinants</li> <li>□ Measurements</li> <li>□ Alternate systems for health promotion and management of health problems</li> <li>□ Health economics</li> <li>□ Health technology</li> <li>□ Genetics and health</li> <li>□ Waste disposal</li> <li>□ Eco system</li> </ul>
III	15	<b>Population dynamics and control</b> <ul style="list-style-type: none"> <li>□ Demography</li> <li>□ Transition and theories of population</li> <li>□ National population policy</li> <li>□ National population programmes</li> <li>□ Population control and related programmes</li> <li>□ Methods of family limiting and spacing</li> <li>□ Research, Census, National Family Health Survey</li> </ul>



<b>Unit</b>	<b>Hours</b>	<b>Content</b>
<b>IV</b>	<b>30</b>	<p><b>Community health Nursing</b></p> <ul style="list-style-type: none"> <li>❑ Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions</li> <li>❑ Community health Nursing theories and models</li> <li>❑ Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits</li> <li>❑ Family nursing and Family centered nursing approach</li> <li>❑ Family health nursing process <ul style="list-style-type: none"> <li>○ Family health assessment</li> <li>○ Diagnosis</li> <li>○ Planning</li> <li>○ Intervention</li> <li>○ Evaluation</li> </ul> </li> <li>❑ Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large</li> <li>❑ Community nutrition</li> <li>❑ Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues</li> </ul>
<b>V</b>	<b>45</b>	<p><b>Maternal and neonatal care</b></p> <ul style="list-style-type: none"> <li>❑ IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module</li> <li>❑ Skilled Birth Attendant (SBA) module</li> </ul>
<b>VI</b>	<b>15</b>	<ul style="list-style-type: none"> <li>❑ Disaster nursing (INC module on Reaching out: Nursing Care in emergencies)</li> </ul>
<b>VII</b>	<b>10</b>	<p><b>Information, education and communication</b></p> <ul style="list-style-type: none"> <li>❑ IEC/BCC: Principles and strategies</li> <li>❑ Communication Skills</li> <li>❑ Management information and evaluation system: Records and reports</li> <li>❑ Information technology</li> <li>❑ Tele-medicine and tele-nursing</li> <li>❑ Journalism</li> <li>❑ Mass media</li> <li>❑ Folk media</li> </ul>
<b>VIII</b>	<b>15</b>	<p><b>Health care delivery system: Urban, rural, tribal and difficult areas</b></p> <ul style="list-style-type: none"> <li>❑ Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies,Roles and Responsibilities of DPHNO</li> <li>❑ Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives</li> <li>❑ Alternative systems of medicine</li> <li>❑ Training and supervision of health workers</li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
		<ul style="list-style-type: none"><li>❑ Health agencies: NGO's, Roles and functions</li><li>❑ Inter-sectoral coordination</li><li>❑ Public private partnership</li><li>❑ Challenges of health care delivery system</li></ul>

**Practical****Total = 660 Hours**  
**1 Week = 30 Hours**

S.No.	Deptt./Unit	No. of Week	Total Hours
1	<b>Sub-centre, PHC, CHC</b>	12	360 Hours
2	District family welfare bureau	1	30 Hours
3	Urban centers	6	180 Hours
4	Field visits	3	90 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

**Student Activities**

- Identification of community leaders and resource persons (community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IEC materials
- Organising and participating in special clinics/camps and national health and welfare programmes-Organise atleast one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organise atleast one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

# NURSING RESEARCH AND STATISTICS

Placement: 1<sup>st</sup> Year

Hours of Instruction  
Theory 150 Hours  
Practical 100 Hours  
Total : 250 Hours

## Part-A : Nursing Research

Theory 100 Hours  
Practical 50 Hours  
Total : 150 Hours

### **Course Description:**

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.

### **General Objectives:**

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.
6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

## Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		<b>Introduction:</b> <ul style="list-style-type: none"> <li>❑ Methods of acquiring knowledge – problem solving and scientific method.</li> <li>❑ Research – Definition, characteristics, purposes, kinds of research</li> <li>❑ Historical Evolution of research in nursing</li> <li>❑ Basic research terms</li> <li>❑ Scope of nursing research: areas, problems in nursing, health and social research</li> <li>❑ Concept of evidence based practice</li> <li>❑ Ethics in research</li> <li>❑ Overview of Research process</li> </ul>
II	5	5	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>❑ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</li> </ul>
III	12		<b>Research Approaches and designs</b> <ul style="list-style-type: none"> <li>❑ Type: Quantitative and Qualitative</li> <li>❑ Historical, survey and experimental –Characteristics, types advantages and disadvantages</li> <li>❑ Qualitative: Phenomenology, grounded theory, ethnography</li> </ul>
IV	10	5	<b>Research problem:</b> <ul style="list-style-type: none"> <li>❑ Identification of research problem</li> <li>❑ Formulation of problem statement and research objectives</li> <li>❑ Definition of terms</li> <li>❑ Assumptions and delimitations</li> <li>❑ Identification of variables</li> <li>❑ Hypothesis – definition, formulation and types.</li> </ul>
V	5	5	<b>Developing theoretical/conceptual framework.</b> <ul style="list-style-type: none"> <li>❑ Theories: Nature, characteristics, Purpose and uses</li> <li>❑ Using, testing and developing conceptual framework, models and theories.</li> </ul>
VI	6		<b>Sampling</b> <ul style="list-style-type: none"> <li>❑ Population and sample</li> <li>❑ Factors influencing sampling</li> <li>❑ Sampling techniques</li> <li>❑ Sample size</li> <li>❑ Probability and sampling error</li> <li>❑ Problems of sampling</li> </ul>

Unit	Hours		Course Content
	Theory	Practical	
VII	20	10	<b>Tools and methods of Data collection:</b> <ul style="list-style-type: none"> <li>❑ Concepts of data collection</li> <li>❑ Data sources, methods/techniques quantitative and qualitative.</li> <li>❑ Tools for data collection – types, characteristics and their development</li> <li>❑ Validity and reliability of tools</li> <li>❑ Procedure for data collection</li> </ul>
VIII	5		<b>Implementing research plan</b> <ul style="list-style-type: none"> <li>❑ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data</li> </ul>
IX	10	10	<b>Analysis and interpretation of data</b> <ul style="list-style-type: none"> <li>❑ Plan for data analysis: quantitative and qualitative</li> <li>❑ Preparing data for computer analysis and presentation.</li> <li>❑ Statistical analysis</li> <li>❑ Interpretation of data</li> <li>❑ Conclusion and generalizations</li> <li>❑ Summary and discussion</li> </ul>
X	10		<b>Reporting and utilizing research findings:</b> <ul style="list-style-type: none"> <li>❑ Communication of research results; oral and written</li> <li>❑ Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc</li> <li>❑ Writing scientific articles for publication: purposes &amp; style</li> </ul>
XI	3	8	<b>Critical analysis of research reports and articles</b>
XII	4	7	<b>Developing and presenting a research proposal</b>

**Activities:**

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

### **Method of Teaching**

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

### **Methods of Evaluation**

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

### **Internal Assessment**

<b>Techniques</b>	<b>Weightage (15marks)</b>
Term Test(2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
<b>Total</b>	<b>100%</b>

## Part –B : Statistics

Hours of Instruction  
Theory 50 Hours  
Practical 50 Hours  
Total : 100 Hours

### Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

### General Objectives

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

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health related research.
7. Use statistical packages for data analysis

Unit	Hours		Course Content
	Theory	Practical	
I	7	4	<b>Introduction:</b> <input type="checkbox"/> Concepts, types, significance and scope of statistics, meaning of data, <input type="checkbox"/> sample, parameter <input type="checkbox"/> type and levels of data and their measurement <input type="checkbox"/> Organization and presentation of data – Tabulation of data; <input type="checkbox"/> Frequency distribution <input type="checkbox"/> Graphical and tabular presentations.
II	4	4	<b>Measures of central tendency:</b> <input type="checkbox"/> Mean, Median, Mode
III	4	5	<b>Measures of variability;</b> <input type="checkbox"/> Range, Percentiles, average deviation, quartile deviation, standard deviation
IV	3	2	<b>Normal Distribution:</b> <input type="checkbox"/> Probability, characteristics and application of normal probability curve; sampling error.



Unit	Hours		Course Content
	Theory	Practical	
V	6	8	<b>Measures of relationship:</b> <ul style="list-style-type: none"> <li>☐ Correlation – need and meaning</li> <li>☐ Rank order correlation;</li> <li>☐ Scatter diagram method</li> <li>☐ Product moment correlation</li> <li>☐ Simple linear regression analysis and prediction.</li> </ul>
VI	5	2	<b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>☐ Experimental designs</li> <li>☐ Comparison in pairs, randomized block design, Latin squares.</li> </ul>
VII	8	10	<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, Sign, median test, Mann Whitney test.</li> <li>☐ Parametric test – 't' test, ANOVA, MANOVA, ANCOVA</li> </ul>
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>☐ Scaling – Z Score, Z Scaling</li> <li>☐ Standard Score and T Score</li> <li>☐ Reliability of test Scores: test-retest method, parallel forms, split half method.</li> </ul>
IX	4	2	<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.</li> <li>☐ Measures related to fertility, morbidity and mortality</li> </ul>
X	4	8	<b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>☐ Use of statistical package.</li> </ul>

### Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics(chi square, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

### Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,

- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

#### **Methods of Evaluation**

- Test, Classroom statistical exercises.

#### **Internal Assessment**

##### ***Techniques***

##### ***Weightage 10 marks***

Test – (2 tests)

**100%**