

PHILOSOPHY

Maharashtra University of Health Sciences believes in the development of Postgraduate Programme in Nursing. Based on the application of principles of Modern Health Sciences, including research, which can help in the improvement of the quality of Nursing Education & Practice in India. The Philosophy of the M.Sc. Nursing is incorporated by M.U.H.S. at par of Indian Nursing Council.

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 specialist, consultants, educators, Administrators in a wide variety of professional setting.

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. Institute can start M.Sc.(N) programme where in *one* batch of students have passed out from College of Nursing.
7. Super Speciality Hospital can start M.Sc. (N) Programme without having College of Nursing,

STAFFING PATTERN RELAXED TILL 20 12**QUALIFICATIONS & EXPERIENCE OF TEACHERS OF COLLEGE OF NURSING**

SN.	Post	Qualification	Experience
1	Professor-cum-Principal	Masters Degree in Nursing	10 years of experience and minimum of 5 years of teaching experience <i>Desirable: Independent published work of high standard / doctorate degree / M.Phil.</i>
2	Professor-cum-Vice Principal.	Masters Degree in Nursing	10 years of experience and minimum of 5 years of teaching experience <i>Desirable: Independent published work of high standard / doctorate degree /M.Phil.</i>
3	Reader/ Associate Professor	Masters Degree in Nursing	7 years of experience and minimum of 3 years teaching experience <i>Desirable: Independent published work of high standard /doctorate degree/ M.Phil.</i>
4	Lecturer	Masters Degree in Nursing	3 years experience
5	Tutor /clinical Instructor	B.Sc. (N) Degree years experience after B.Sc.(N)	Desirable; M.Sc(N) or B.Sc (N) With 1 year experience or post basic diploma in clinical speciality

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	2
Lecturer	1

The above faculty shall perform dual role

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

Annual Intake of 60 students for 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
Total	<u>34</u>

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

Part time Teachers / External Teachers as per subject live

1. Nursing Research and Statistics
2. Nursing Education
3. Nursing Management
5. Clinical Specialty
6. Computer
7. Hindi / Any other language
8. Any other – clinical disciplines

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 specialty 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 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

Regulations for examination:

Eligibility for appearing for the examination 80% of the attendance for theory and practical. However 100% of attendance for practical before the award of degree

If the candidate fails in either practical or theory paper he/she has to reappear for both the papers (theory and practical).

Candidate who fails in two 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

Practical

- 4 hours of practical examination per student.
- Maximum number of 6 students per day per speciality.
- The examination should be held in clinical area only for clinical specialties
- 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

SN.	Activities	Scheduled time
1.	Submission of the research proposal	End of 9 th month of 1 st year
2.	Submission of dissertation -Final	End of 9 th month of II nd Year

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)

a.1) In case the candidate is not able to complete his/her research work within 2 years. On the request of the candidate & research guide, the research committee may grant extension of time as per requirement of research work as recommended by research guide.

b) Guide - Students Ratio

Maximum of 1:4

c) Research Committee

There should be a research committee and ethical 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	04 weeks
Examination	02 weeks
Gazetted holidays	03 weeks
Total weeks available	43 weeks
40 hours per week	1720 hours
Total hours for 2 years	3440 hours

Course of Instruction

	Theory (hrs)	Practical (hrs)
1st year		
Nursing education	150	150
Advance nursing practice	150	200
Clinical specialty -II	150	650
Nursing .Research and statistics	150	100
Total	600	1100
II nd Year		
Nursing Management	150	150
Nursing Research(Dissertation)		300
Clinical Specialty-II	150	950
Total	300	1400

Educational visit 2 weeks

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

Scheme of Examination

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

* Nursing research = 50 and statistics = 25

**Nursing research = 15 and statistics = 10

NURSING EDUCATION

PLACEMENT: First 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, 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 the methodology of curriculum changes, 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

UNIT	TOPIC	THEORY	PRATICALS
I	INTRODUCTION <ul style="list-style-type: none"> ❑ Education: Definition, aims, concepts, philosophies & their education implication. ❑ Impact of social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issue in education • Educational reforms and national educational policy • Trends in development of nursing education in India. 	10	
II	TEACHING-LEARNING PROCESS <ul style="list-style-type: none"> ❑ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. ❑ Educational aims and objectives ; types, domains, levels, elements and writing of educational objectives. ❑ Competency based education (CBE) and outcome based education (OBE). ❑ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. ❑ Instruction strategies: Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, 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), 	20	30
III	INSTRUCTIONAL MEDIA AND METHOD <ul style="list-style-type: none"> • Key concepts in the selection and use of media in education. • Developing learning resource material using different media • Instructional aids –types, uses, selection, preparation, and utilization. <p>❑Teacher's role in procuring and managing instructional Aids – project and non projected aids, multi media, video-tele conferencing etc.</p>	10	10

UNIT	TOPIC	THEORY	PRATICALS
IV	MEASUREMENT AND EVALUATION <ul style="list-style-type: none"> ❑ Concept and nature of measurement and Evaluation, Meaning, Principles, purpose, problems in evaluation and measurement. ❑ Principles of Assessment, formatting and summative assessment – internal assessment external examination, advantages and disadvantages. ❑ Criterion and norm referenced evaluation. 	10	

V	STANDARDIZED AND NON STANDARDIZED TEST <input type="checkbox"/> Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests. <ul style="list-style-type: none"> • Essay, short answer questions and multiple-choice questions. • Rating scales, checklist, OSCE/OSPE (objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique <input type="checkbox"/> Question bank –preparation, validation, moderation by panel, utilization Developing a system for maintaining Confidentiality	12	10
VI	ADMINISTRATION, SCORING AND REPORTING <input type="checkbox"/> Administering a test, scoring, grading versus marks. <input type="checkbox"/> Objective tests, scoring essay test, methods of scoring, item analysis	05	10
VII	STANDARDIZED TOOLS <ul style="list-style-type: none"> ▪ Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. 	12	06
VIII	NURSING EDUCATIONAL PROGRAMS <ul style="list-style-type: none"> • Perspectives of nursing education: Global and national. Patterns of nursing education and training program in India .Non – university and university programs: ANM, GNM, Basic B.Sc Nursing, post certificate B.Sc. Nursing, M. Sc (N), M Phil and Ph D Post diploma program, nurse practitioner programs 	05	06

UNIT	TOPIC	THEORY	PRATICALS
IX	CONTINUING EDUCATION IN NURSING <ul style="list-style-type: none"> • Concepts –Definition, importance, need, scope, principles of adult learning, assessments of learning needs priorities, resources. • Program planning, implementation, and evaluation, of continuing education programs. • Research in continuing education. <input type="checkbox"/> Distance education in nursing.	12	30
X	CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> <input type="checkbox"/> Definition, curriculum determinants, process & steps of curriculum development, curriculum models types and framework. <input type="checkbox"/> Formulation of philosophy, objectives, Mission statement. Selection and organization of learning experiences, Current trends in clinical learning experiences. <input type="checkbox"/> Evaluation strategies, process of curriculum change, role of students, faculty, administrators <input type="checkbox"/> Equivalency of courses: transcripts, credit system. 	10	

XI	TEACHER PREPARATION <ul style="list-style-type: none"> ❑ Teacher-roles & responsibilities, function, characteristics, competencies, qualities. ❑ Preparation of professional teacher ❑ Organizing professional aspects of teacher preparation programs ❑ Evaluation: self and peer ❑ Critical analysis of various programs of teacher education in India. 	05	04
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UNIT	TOPIC	THEORY	PRATICALS
XII	GUIDANCE AND COUNSELING <ul style="list-style-type: none"> ❑ Concepts and principles of guidance and counseling. <ul style="list-style-type: none"> ▪ Guidance and counseling services : diagnostic and remedial. ▪ Coordination and organization of services. ▪ Techniques of counseling: Interview, case work and characteristics of counselor. ▪ Professional preparation and training for counseling. 	10	05
XIII	ADMINISTRATION OF NURSING CURRICULUM <ul style="list-style-type: none"> ❑ Role of curriculum coordinator- planning, implementation and evaluation. ❑ Evaluation of educational program in nursing course and program ❑ Factors influencing faculty staff relationship and techniques of working together. ❑ Concept of faculty supervisor (dual) position. ❑ Curriculum research in nursing. ❑ Different models of collaboration between education and service 	15	10
XIV	MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS <ul style="list-style-type: none"> • Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostels 	10	
XV	<ul style="list-style-type: none"> ❑ Development and maintenance of standards and accreditation in nursing education programme. ❑ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. ❑ Role of Professional association and unions. 	05	05

PLANNED ACTIVITIES:

- Panel discussion/group presentation – Educational psychology – Theories and laws of learning and teaching, Personality, Intelligence, Individual differences, Motivation, Group Dynamics
- Framing philosophy, aims and objectives of an educational Institution
- Lesson Planning
- Micro teaching –2
- Conduct Practice teaching using different teaching strategies –10 (Classroom –5, Demonstration
- Construct a written objectives type test for the lessons taken.
- Construct tests, administer and determine reliability and validity.
- Preparation and utilization of instructional aids using different media.
- Design a curriculum for a basic B.Sc Nursing Programme; Develop course plan, units plan, rotation plans, prepare cumulative records for students.
- Prepare rotation plan for clinical practice

- Planning and organizing field visits
- Plan, conduct and evaluate a continuing nursing education workshop
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by a selected institution.
- Educational visit – Educational institutions –GNM, B Sc, Diploma course etc
- Field visits (INC/SNC) to get familiar with recognition / registration process.
- Construct, administrator 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 and mental disabilities tests.)
- Prepare aptitude test for entrance exams of B.Sc nursing students.
- Prepare a plan for evaluation of the students in the B.Sc nursing programme.
- Visit to schools – gifted children, slow learners, mentally handicapped, deaf & dumb & visually impaired

METHODS OF TEACHING

Method of teaching

- Lecture cum discussion
- Demonstration
- Seminar/Presentation
- Project work
- Field visits
- Workshop

Methods of evaluation

- Written Tests
- Class room /Clinical teaching
- Presentation
- Project work
- Written assignments

INTERNAL ASSESSMENT

THEORY

1. Mid Term -	50
2. Pre- term -	75
3. Assignment (AV Aids)	25
4. Seminar / Presentation	25

	175

PRACTICAL

1. Learning resource material	25
2. Curriculum Planning	25
3. Practice teaching	50 (total of 10 practice teachings)
4. Conduct Workshop / Short Term Course	25

	125

UNIVERSITY EXAMINATION **WRITTEN EXAMINATION -**

75 marks

PRACTICAL EXAMINATION

1.Practice teaching –1	25
2.Preparation /use learning resource material-1	10
3.Construction of tests /rotation plan	15

	50

Books for Reference

1. Aggarwal J.C, “ Principles, methods &Techniques of Teaching”, Vikas Publishing House PVT Ltd, II Edn.
2. Basavanthappa B.T, “Nursing Education”, Jaypee brothers,Edn I, 2005.
3. Bevis, Em Olivia, Curriculum Building in Nursing: A Process, Ed-2, C V Mosby Co, St. Louis. 1978.
4. George Kurian Aleyamma, “Principles of Curriculum Development and Evaluation”, Vivekanandha Press,2002.
5. Bhatia, Kamala & BHATIA,B.D, Principles and methods of teaching, Doabra house, New Delhi, 1970.
6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
8. DOABA guide
9. Fuszard, Barbara: Innovating teaching strategies in Nursing, Aspen Publishers Inc. Maryland.1989.
10. Gay.LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E.MERILL publishers Co. Columbus .1985.
11. Guilbert. J J , Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce.B, etc, Models of teaching. Ed –4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
14. Keay,F E, A History of education in India and Pakistan, Ed-4 , Oxford University Press, London, 1964.
15. King, Imogene M, Curriculum and Instruction in Nursing, Concepts and process Appleton – Century crafts, Norwalk., Connecticut, 1986.
16. KrathwohL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17. Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18. Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York, 1995.
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20. O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986.
21. Sanatombi Elsa, “Manipal Manual of Nursing Education”, CBS Publishers & Distributors, New Delhi, Ist Edn, 2006.
22. Supe, Rege, Bhuiyan, “ The Art of Teaching Medical Students”, Medical Education Technology Cell, 2nd edn, 2002.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.Sc NURSING

PRACTICE TEACHING

PROFORMA FOR LESSON PLAN

TOPIC

NAME OF THE STUDENT:

SUB TOPIC:

NAME OF THE GUIDE:

UNIT:

DATE:

TIME:

VENUE:

CLASS TAUGHT:

METHOD OF TEACHING:

AUDIO VISUAL AIDS:

PREVIOUS KNOWLEDGE OF THE GROUP:

GENERAL OBJECTIVE:

SPECIFIC OBJECTIVES:

SN	SPECIFIC OBJECTIVE	DURATION	CONTENT	TEACHER/ LEARNER ACTIVITY	AUDIO VISUAL AIDS	B/B ACTIVITY	EVALU ATION
			❖INTRODUCTION ❖CONTENT ❖CONCLUSION ❖ASSIGNMENT ❖REFERENCES				

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.Sc NURSING

PRACTICE TEACHING

PROFORMA FOR EVALUATION

Name Of The Student ----- Group -----

Topic ----- Place -----

Name Of The Evaluator ----- Date & Time -----

SN	CRITERIA	Maximum Marks	Marks Obtained
1.	LESSON PLAN <ul style="list-style-type: none">• General objectives stated clearly• Specific objectives stated in behavioral terms• Lesson plan followed in sequence• Bibliography upto date and complete	10	
2.	LEARNING ENVIRONMENT <ul style="list-style-type: none">• Physical set up of classroom (Seating)• Classroom light adequate• Well ventilated• Motivates student	05	
3.	PRESENTATION <ul style="list-style-type: none">• Coverage of subject content• Depth of Knowledge• Integration of subject matter• Speech- Clear, audible, well modulated.• Explanation and clarification• Use of current literature• Time limit	10	
4.	USE OF AUDIO VISUAL AIDS <ul style="list-style-type: none">• Relevant, clear and visible• Creativity• Used effectively at the right time	10	
5.	QUESTIONING TECHNIQUE <ul style="list-style-type: none">• Questions equally addressed to all• Well worded questions, no ambiguity• Thought provoking questions• Sufficient time allowed for answering• Questions relevant and challenging	05	
6.	ASSIGNMENT <ul style="list-style-type: none">• Appropriate to the lesson• Clear• Motivating• Explained to the students• Feedback given to the students	05	
7.	STUDENT TEACHER PERSONALITY <ul style="list-style-type: none">• Appearance grooming• Confidence• Mannerisms	05	
	<i>TOTAL MARKS</i>	50	

Remarks of the Evaluator / Guide:

Signature of the evaluator / Guide:

Signature of the Student :

EVALUATION CRITERIA FOR SEMINAR

SN	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	AIMS & OBJECTIVES	2	
2.	ORGANISATION OF CONTENT- Coverage of content, Simple to complex, logical	3	
3.	PRESENTATION <ul style="list-style-type: none">• Introduction• Coverage of subject content• Sequencing• Depth of Knowledge• Integration of subject matter• Explanation and clarification• Use of current literature• Time limit	5	
4.	AUDIOVISUAL AIDS	5	
5.	SPEAKER'S QUALITIES	5	
6.	GROUP DISCUSSION	2.5	
7.	REFERENCES	2.5	
	TOTAL MARKS	25	

Remarks of the Guide:

Signature of the Guide;

Signature of the Student:

GUIDE LINES FOR PRESENTATION OF EDUCATIONAL INSTITUTION

SCHOOL/ COLLEGE OF NURSING

- ❖ Name of the institution
- ❖ Type of the institution
- ❖ Head of the institution
- ❖ Organizational chart
- ❖ Course conducted
- ❖ No. of students per batch
- ❖ Male /Female reservations
- ❖ Budget
- ❖ Teaching/ non teaching staff
- ❖ Blue print of the college building
- ❖ AV aids
- ❖ No of Books/ Journals – Library facilities
- ❖ Laboratories
 - Demonstration lab, equipments, models, space, furniture and other facilities.
 - Nutrition lab
 - MCH Lab/ Community health lab
 - Museum
- ❖ Scheme of Teaching and Examination

GUIDELINES FOR WRITING THE ASSIGNMENT ON CURRICULUM PLANNING

- ★ Mission statement
- ★ Philosophy
- ★ Aims & Objectives
- ★ Course outline -
 - ii) Unit Plan,
 - iii) Lesson Plan,
 - iv) Rotation Plan,
 - v) Evaluation system, Internal & University,
 - vi) Assignments
 - vii) Field visits
 - viii) Suggested Bibliography

NURSING EDUCATION

PLACEMENT: First 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, 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 the methodology of curriculum changes, 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

UNIT	TOPIC	THEORY	PRATICALS	MO T	T/L Activities
I	INTRODUCTION <ul style="list-style-type: none"> ❑ Education: Definition, aims, concepts, philosophies & their education implication. ❑ Impact of social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issue in education • Educational reforms and national educational policy • Trends in development of nursing education in India. ❑ Concepts of Nursing education ❑ History of Nursing education in India ❑ Philosophy and objectives of Nursing education. ❑ Purposes of nursing education in India. ❑ Scientific approach in Nursing ❑ Current issues and emerging trends in Nursing education ❑ Liberal education and Nursing Education 	4		L	<ul style="list-style-type: none"> ➤ Students to apply various philosophies of educations to nursing education. ➤ Present the history of nursing education in India; Issues & trends in nursing education.
II	TEACHING-LEARNING PROCESS <ul style="list-style-type: none"> ❑ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. ❑ Educational aims and objectives ; types, domains, levels, elements and writing of educational objectives. ❑ Competency based education (CBE) and outcome based education (OBE). ❑ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. ❑ Instruction strategies: Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, 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), ❑ Development of effective study habits. 	4		L	<ul style="list-style-type: none"> ➤ Prepare educational objectives on various domains
III	INSTRUCTIONAL MEDIA AND METHOD <ul style="list-style-type: none"> ❑ Key concepts in the selection and use of media in education. ❑ Developing learning resource material using different media ❑ Instructional aids –types, uses, selection, preparation, and utilization. ❑ Teacher's role in procuring and managing instructional Aids – project and non projected aids, multi media, video-tele conferencing etc. 	10	5	L/D	<ul style="list-style-type: none"> ➤ Visit to IEC Bureau

UNIT	TOPIC	THEORY	PRACTICALS	MOT T	T/L Activities
IV	MEASUREMENT AND EVALUATION <ul style="list-style-type: none"> ❑ Concept and nature of measurement and Evaluation, Meaning, Principles, purpose, problems in evaluation and measurement. ❑ Principles of Assessment, formatting and summative assessment – internal assessment external examination, advantages and disadvantages. ❑ Criterion and norm referenced evaluation. EVALUATION PROCESS <ul style="list-style-type: none"> ❑ Defining objectives for evaluation purposes. ❑ Relating evaluation procedures to objectives. ❑ Formative and summative summative evaluation. ❑ Characteristics of evaluation. 	02 02		L/D L/D	➤ Relate evaluation to educational objective
V	STANDARDIZED AND NON STANDARDIZED TEST <ul style="list-style-type: none"> ❑ Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests. <ul style="list-style-type: none"> Essay, short answer questions and multiple-choice questions. Rating scales, checklist, OSCE/OSPE (objective structured clinical/practical examination) Differential scales, and summed scales, sociometry, anecdotal record, attitude scale, critical incident technique ❑ Question bank – preparation, validation, moderation by panel, utilization ❑ Developing a system for maintaining Confidentiality 	08	06	L/D	➤ Construct tests ➤ Reliability validity
VI	ADMINISTRATION, SCORING AND REPORTING OF TESTS <ul style="list-style-type: none"> ❑ Administering a test, scoring, grading versus marks. ❑ Objective tests, scoring essay test, methods of scoring, item analysis 	03	03	L/D	➤ Reliability validity
VII	STANDARDIZED TOOLS <ul style="list-style-type: none"> ❑ Test of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities. 	08	06	L/D	➤ Observe various tests – personality, aptitude & intelligence. ➤ Formulate an aptitude test.
VIII	NURSING EDUCATIONAL PROGRAMS <ul style="list-style-type: none"> ❑ Perspectives of nursing education: Global and national. ❑ Patterns of nursing education and training program in India .Non – university and university programs: ANM, GNM, Basic B.Sc Nursing, post certificate B.Sc. Nursing, M. Sc (N), M Phil and Ph D Post diploma program, nurse practitioner programs 	03	02	L/D	➤ Visit to nursing institutions- ANM, GNM, B.Sc., M.Sc.

UNIT	TOPIC	THEORY	PRATICALS	MO T	T/L Activities
IX	CONTINUING EDUCATION IN NURSING <ul style="list-style-type: none"> ❑ Concepts –Definition, importance, need, scope, principles of adult learning, assessments of learning needs priorities, resources. ❑ Program planning, implementation, and evaluation, of continuing education programs. ❑ Research in continuing education. ❑ Distance education in nursing. 	03		L/D	<ul style="list-style-type: none"> ➤ Plan CNE programme & conduct
X	CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> ❑ Definition, curriculum determinants, process & steps of curriculum development, curriculum models types and framework. ❑ Formulation of philosophy, objectives, Mission statement. Selection and organization of learning experiences, Current trends in clinical learning experiences. ❑ Master plan, course plan, unit plan, lesson plan. ❑ Evaluation strategies, process of curriculum change, role of students, faculty, administrators ❑ Statutory bodies and other stakeholders. ❑ Equivalency of courses: transcripts, credit system. ❑ Curriculum committee ❑ Selection of Text books ❑ Assignments 	10	5	L	<ul style="list-style-type: none"> ➤ Prepare the Mission statement philosophy, educational objectives for a nursing education programme ➤ Formulate educational objectives for various lessons – eg. FON, Med/Surg Ng ➤ Select learning experiences for a specific subject
XI	TEACHER PREPARATION <ul style="list-style-type: none"> ❑ Definition, nature of teaching ❑ Characteristics of good teaching. ❑ Communication process in teaching. ❑ Principles of teaching ❑ Maxims of teaching ❑ Levels of teaching ❑ Characteristics of an effective teacher ❑ Innovations in teaching ❑ Modification of teacher behaviour ❑ Teacher-roles & responsibilities, function, characteristics, competencies, qualities. ❑ Preparation of professional teacher ❑ Organizing professional aspects of teacher preparation programs ❑ Questioning technique ❑ Evaluation: self and peer ❑ Critical analysis of various programs of teacher education in India. 	06	04	L/D	<ul style="list-style-type: none"> ➤ Application of principles and maxims of teaching. ➤ Formulate question ➤ Analysis of nursing education programme in Maharashtra / India.

UNIT	TOPIC	THEORY	PRATICALS	MO T	T/L Activities
XII	GUIDANCE AND COUNSELING <input type="checkbox"/> Concepts and principles of guidance and counseling. <input type="checkbox"/> Purpose and Phases of counseling <input type="checkbox"/> Need for guidance and counseling in nursing education. <input type="checkbox"/> Types of guidance and counseling. <input type="checkbox"/> Difference between guidance and counseling. <input type="checkbox"/> Problems of guidance and counseling. <input type="checkbox"/> Responsibilities of the nurse administrator in student guidance and counseling <input type="checkbox"/> Guidance and counseling services : diagnostic and remedial. <input type="checkbox"/> Coordination and organization of services. <input type="checkbox"/> Techniques of counseling: Interview, case work and characteristics of counselor. <input type="checkbox"/> Professional preparation and training for counseling.	07	03	L/D	➤ Role play
XIII	ADMINISTRATION OF NURSING CURRICULUM <input type="checkbox"/> Role of curriculum coordinator- planning, implementation and evaluation. <input type="checkbox"/> Evaluation of educational program in nursing course and program <input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together. <input type="checkbox"/> Concept of faculty supervisor (dual) position. <input type="checkbox"/> Curriculum research in nursing. <input type="checkbox"/> Different models of collaboration between education and service	04	05	L/D	➤ Evaluate an educational programme. ➤ Presentation
XIV	MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS <input type="checkbox"/> Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostels <input type="checkbox"/> Development and maintenance of standards and accreditation in nursing education program. <input type="checkbox"/> Role of Indian Nursing Council, State Registration Nursing Councils, Board and University. <input type="checkbox"/> Role of profession Association and Unions	03	02	L/D	➤ Visit to educational Institutional ➤ Plan to set-up a SON/CON
XV	OBJECTIVES AND THEIR CLASSIFICATION <input type="checkbox"/> Meaning of educational objectives. <input type="checkbox"/> Formulation and statement of objectives <input type="checkbox"/> Classification of Objectives. <input type="checkbox"/> Taxonomy of educational objectives. <input type="checkbox"/> Objectives and learning outcomes.	04	04	L/D	➤ Formulate objectives as per the domains and subject

UNIT	TOPIC	THEORY	PRATICALS	MO T	T/L Activities
XVI	STRATEGIES OF TEACHING <ul style="list-style-type: none"> ❑ Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, 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). ❑ Sensitivity training and transactional analysis. ❑ Training for nursing leadership. 	10	02	L/D	<ul style="list-style-type: none"> ➤ Role play ➤ Supervise students in the clinical area.
XVII	EVALUATION OF CLINICAL PRACTICE IN NUSTING <ul style="list-style-type: none"> ❑ Clinical evaluation methods ❑ Written communication methods as clinical evaluation. ❑ Oral communication methods as clinical evaluation. 	02	04	L/D	<ul style="list-style-type: none"> ➤ Formulate clinical evaluation criteria; ➤ Conduct practical examination for undergraduate students.
XVII I	INTERNAL ASSESSMENT <ul style="list-style-type: none"> ❑ Need for internal assessment ❑ Component of Internal assessment system. ❑ Validity of Internal assessment. ❑ Advantage and Disadvantage of Internal assessment 	02	04	L/D	<ul style="list-style-type: none"> ➤ Prepare an internal assessment system for particular education programme.

PLANNED ACTIVITIES:

- Panel discussion/group presentation – Educational psychology – Theories and laws of learning and teaching, Personality, Intelligence, Individual differences, Motivation, Group Dynamics
- Framing philosophy, aims and objectives of an educational Institution
- Lesson Planning
- Micro teaching –2
- Conduct Practice teaching using different teaching strategies –10 (Classroom –5, Demonstration
- Construct a written objectives type test for the lessons taken.
- Construct tests, administer and determine reliability and validity.
- Preparation and utilization of instructional aids using different media.
- Design a curriculum for a basic B.Sc Nursing Programme; Develop course plan, units plan, rotation plans, prepare cumulative records for students.
- Prepare rotation plan for clinical practice
- Planning and organizing field visits
- Plan, conduct and evaluate a continuing nursing education workshop
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by a selected institution.
- Educational visit – Educational institutions –GNM, B Sc, Diploma course etc
- Field visits (INC/SNC) to get familiar with recognition / registration process.
- Construct, administrator 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 and mental disabilities tests.)
- Prepare aptitude test for entrance exams of B.Sc nursing students.
- Prepare a plan for evaluation of the students in the B.Sc nursing programme.
- Visit to schools – gifted children, slow learners, mentally handicapped, deaf & dumb & visually impaired

METHODS OF TEACHING

Method of teaching

- Lecture cum discussion
- Demonstration
- Seminar/Presentation
- Project work
- Field visits
- Workshop

Methods of evaluation

- Written Tests
- Class room /Clinical teaching
- Presentation
- Project work
- Written assignments

INTERNAL ASSESSMENT

THEORY

Techniques

Weightage

1. Written Tests X 4
 - i) Unit I, II, III
 - ii) Unit IV, V, VI, VII
 - iii) Measurement & Evaluation
 - iv) Prefinal Examination
2. Assignment (AV Aids)
3. Seminar / Presentation
4. Annotated bibliography
5. Journal Presentation

250

PRACTICAL

1. Learning resource material
2. Curriculum Planning
3. Practice teaching
4. Conduct Workshop / Short Term Course

125

UNIVERSITY EXAMINATION

WRITTEN EXAMINATION -

75 marks

PRACTICAL

- 1.Practice teaching –1
- 2.Preparation /use learning resource material-1
- 3.Construction of tests /rotation plan

100

Books for Reference

1. Aggarwal J.C, “ Principles, methods &Techniques of Teaching”, Vikas Publishing House PVT Ltd, II Edn.
2. Basavanthappa B.T, “Nursing Education”, Jaypee brothers,Edn I, 2005.
3. Bevis, Em Olivia, Curriculum Building in Nursing: A Process, Ed-2, C V Mosby Co, St. Louis. 1978.
4. George Kurian Aleyamma, “Principles of Curriculum Development and Evaluation”, Vivekanandha Press,2002.
5. Bhatia, Kamala & BHATIA,B.D, Principles and methods of teaching, Doabra house, New Delhi, 1970.
6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
8. DOABA guide
9. Fuszard, Barbara: Innovating teaching strategies in Nursing, Aspen Publishers Inc. Maryland.1989.
10. Gay.LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E.MERILL publishers Co. Columbus .1985.
11. Guilbert. J J , Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce.B, etc, Models of teaching. Ed –4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
14. Keay,F E, A History of education in India and Pakistan, Ed-4 , Oxford University Press, London, 1964.
15. King, Imogene M, Curriculum and Instruction in Nursing, Concepts and process Appleton – Century crafts, Norwalk., Connecticut, 1986.
16. KrathwohL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17. Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18. Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York, 1995.
19. Neeraja K.P, “ Text book of Nursing Education”, Jaypee brothers.
20. O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986.
21. Sanatombi Elsa, “Manipal Manual of Nursing Education”, CBS Publishers & Distributors, New Delhi, Ist Edn, 2006.
22. Supe, Rege, Bhuiyan, “ The Art of Teaching Medical Students”, Medical Education Technology Cell, 2nd edn, 2002.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.Sc NURSING

PRACTICE TEACHING

PROFORMA FOR LESSON PLAN

TOPIC

NAME OF THE STUDENT:

SUB TOPIC:

NAME OF THE GUIDE:

UNIT:

DATE:

TIME:

VENUE:

CLASS TAUGHT:

METHOD OF TEACHING:

AUDIO VISUAL AIDS:

PREVIOUS KNOWLEDGE OF THE GROUP:

GENERAL OBJECTIVE:

SPECIFIC OBJECTIVES:

SN	SPECIFIC OBJECTIVE	DURATION	CONTENT	TEACHER/LEARNER ACTIVITY	AUDIO VISUAL AIDS	B/B ACTIVITY	EVALUATION
			❖INTRODUCTION ❖CONTENT ❖CONCLUSION ❖ASSIGNMENT ❖REFERENCES				

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.Sc NURSING

PRACTICE TEACHING

PROFORMA FOR EVALUATION

Name Of The Student ----- Group -----

Topic ----- Place -----

Name Of The Evaluator ----- Date & Time -----

SN	CRITERIA	Maximum Marks	Marks Obtained
1.	LESSON PLAN <ul style="list-style-type: none">• General objectives stated clearly• Specific objectives stated in behavioral terms• Lesson plan followed in sequence• Bibliography upto date and complete	10	
2.	LEARNING ENVIRONMENT <ul style="list-style-type: none">• Physical set up of classroom (Seating)• Classroom light adequate• Well ventilated• Motivates student	05	
3.	PRESENTATION <ul style="list-style-type: none">• Coverage of subject content• Depth of Knowledge• Integration of subject matter• Speech- Clear, audible, well modulated.• Explanation and clarification• Use of current literature• Time limit	10	
4.	USE OF AUDIO VISUAL AIDS <ul style="list-style-type: none">• Relevant, clear and visible• Creativity• Used effectively at the right time	10	
5.	QUESTIONING TECHNIQUE <ul style="list-style-type: none">• Questions equally addressed to all• Well worded questions, no ambiguity• Thought provoking questions• Sufficient time allowed for answering• Questions relevant and challenging	05	
6.	ASSIGNMENT <ul style="list-style-type: none">• Appropriate to the lesson• Clear• Motivating• Explained to the students• Feedback given to the students	05	
7.	STUDENT TEACHER PERSONALITY <ul style="list-style-type: none">• Appearance grooming• Confidence• Mannerisms	05	
	<i>TOTAL MARKS</i>	50	

Remarks of the Evaluator / Guide:

Signature of the evaluator / Guide:

Signature of the Student :

EVALUATION CRITERIA FOR SEMINAR

SN	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	AIMS &OBJECTIVES	2	
2.	ORGANISATION OF CONTENT- Coverage of content, Simple to complex, logical	3	
3.	PRESENTATION <ul style="list-style-type: none">• Introduction• Coverage of subject content• Sequencing• Depth of Knowledge• Integration of subject matter• Explanation and clarification• Use of current literature• Time limit	5	
4.	AUDIOVISUAL AIDS	5	
5.	SPEAKER'S QUALITIES	5	
6.	GROUP DISCUSSION	2.5	
7.	REFERENCES	2.5	
	TOTAL MARKS	25	

Remarks of the Guide:

Signature of the Guide;

Signature of the Student:

EVALUATION CRITERIA FOR JOURNAL PRESENTATION

SN	CRITERIA	SCORE ALLOTTED
1.	SELECTION OF THE TOPIC (RELEVANCY & CONTENT)	5
2.	PRESENTATION	5
3.	APPLICATION	2
4.	GROUP DISCUSSION	3
	TOTAL SCORE	15

GUIDE LINES FOR PRESENTATION OF EDUCATIONAL INSTITUTION

SCHOOL/ COLLEGE OF NURSING

- ❖ Name of the institution
- ❖ Type of the institution
- ❖ Head of the institution
- ❖ Organizational chart
- ❖ Course conducted
- ❖ No. of students per batch
- ❖ Male /Female reservations
- ❖ Budget
- ❖ Teaching/ non teaching staff
- ❖ Blue print of the college building
- ❖ AV aids
- ❖ No of Books/ Journals – Library facilities
- ❖ Laboratories
 - Demonstration lab, equipments, models, space, furniture and other facilities.
 - Nutrition lab
 - MCH Lab/ Community health lab
 - Museum
- ❖ Scheme of Teaching and Examination

GUIDELINES FOR WRITING THE ASSIGNMENT ON CURRICULUM PLANNING

- *Mission statement
- *Philosophy
- *Aims & Objectives
- *Course outline -
 - ii)Unit Plan,
 - iii)Lesson Plan,
 - iv)Rotation Plan,
 - v)Evaluation system, Internal & University,
 - vi)Assignments
 - vii)Field visits
 - viii)Suggested Bibliography

MAHARASTRA UNIVERSITY OF HEALTH SCIENCES, NASHIK

NURSING EDUCATION

M.SC NURSING

INSTRUCTIONS FOR PAPER SETTING

Date :

Marks -75

Duration; 3 Hours

Section –I (Marks –38)

Q 1. Long Answer (12 marks)

- a) 3
- b) 4
- c) 5

Q 2. Long Answer (11 marks)

- a) 2
- b) 4
- c) 5

Q3 Write Short notes on **Any Three 3X5**

(15 marks)

- a)
- b)
- c)
- d)
- e)

Section –II (Marks –37)

Q1. Q 1. Long Answer (12 marks)

- a) 3
- b) 4
- c) 5

Q 2. Long Answer (10 marks)

- a) 4
- b) 6

Q3 Write Short notes on **Any Three 3x5**

(15 marks)

- a)
- b)
- c)
- d)
- e)

Books for Reference

1. Aggarwal J.C, “ Principles, methods &Techniques of Teaching”, Vikas Publishing House PVT Ltd, II Edn.
2. Basavanthappa B.T, “Nursing Education”, Jaypee brothers,Edn I, 2005.
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10. Gay.LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E.MERILL publishers Co. Columbus .1985.
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MAHARASTRA UNIVERSITY OF HEALTH SCIENCES, NASHIK

NURSING EDUCATION

M.SC NURSING

INSTRUCTIONS FOR PAPER SETTING

Date –

Marks -75

Time –

Hours-

Section –I (Marks –38)

Q 1. Long Answer (12 marks)

- d)
- e)
- f)

Q 2. Long Answer (11 marks)

- a)
- b)
- c)

Q3 Short notes (**any three**) (15 marks)

- a)
- b)
- c)
- d)
- e)

Section –II (Marks –37)

Q1. Q 1. Long Answer (12 marks)

- a)
- b)
- c)

Q 2. Long Answer (10 marks)

- a)
- b)
- c)

Q3 Short notes (**any three**) (15 marks)

- a)
- b)
- c)
- d)
- e)

INDEX

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ADVANCED NURSING PRACTICE

Placement: I 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 theoretical basis of advanced nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

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

UNIT	HOURS	CONTENT
I	10	<ul style="list-style-type: none"> ♦ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession - national, global ♦ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations. ♦ Role of regulatory bodies. ♦ Professional organizations and unions- self defense, individual and collective bargaining. ♦ Educational preparations, continuing education, career opportunities, professional advancement role and scope of nursing education. ♦ Role of research, leadership and management. ♦ Quality assurance in nursing (INC). ♦ Futuristic nursing.
II	5	<p>Health care delivery:</p> <ul style="list-style-type: none"> ♦ Health care environment, economic constraints, planning process, political process vis a vis nursing profession. ♦ Health care delivery system –nation, state district and local level. ♦ Major stakeholders in the health care system Govt, non government, industry and other professionals. ♦ Patterns of nursing care delivery in India. ♦ Health care delivery concerns, national health and family welfare program, inter- sectoral coordination, role of non-governmental agencies. ♦ Information, education and communication (IEC). ♦ Tele – medicine.

UNIT	HOURS	CONTENT
III	10	Genetics <ul style="list-style-type: none"> ♦ Review of cellular division, mutation and law of inheritance, human genome project, the genetic era. ♦ Basic concepts of genes, chromosomes and DNA. ♦ Approaches to common genetic disorders. ♦ Genetic Testing – basis of genetic diagnosis, pre-symptomatic and predisposition testing, prenatal diagnosis & screening, ethical, legal and psychosocial issues in genetic testing. ♦ Genetic Counseling. ♦ Practical application of genetics in nursing.
IV	10	Epidemiology <ul style="list-style-type: none"> ♦ Scope, epidemiological approach and methods. ♦ Morbidity, mortality, ♦ Concepts of causation of diseases and their screening. ♦ Application of epidemiology in health care delivery, Health surveillance and health informatics. ♦ Role of nurse

UNIT	HOURS	CONTENT
V	20	Bio- psycho social pathology <ul style="list-style-type: none"> ♦ Pathophysiology and psychodynamic of disease causation. ♦ Life processes, homeostatic mechanism, biological and psycho- social dynamics in causation of disease, life style. ♦ 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. ♦ Treatment aspects: pharmacological and pre-post operative care aspects. ♦ Cardio pulmonary resuscitation. Care of dying and dead. ♦ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. ♦ Role of nurse –Evidence based nursing practice.
VI	20	Philosophy and Theories of Nursing. <ul style="list-style-type: none"> ♦ Values, conceptual models, approaches. ♦ 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's, parsec etc. and their applications. ♦ Health belief models, communication and management etc. ♦ Concept of self health. *Evidence based practice model.

UNIT	HOURS	CONTENT
VII	10	<p>Nursing process approach</p> <ul style="list-style-type: none"> ♦ Health Assessment- illness status of patients/ clients (Individual, family, community), Identification of health illness problems, health behaviors, signs and symptoms of clients. ♦ Methods of collection, analysis and utilization of data relevant to nursing process. ♦ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.
VIII	25	<p>Psychological aspects and Human relations</p> <ul style="list-style-type: none"> ♦ Human behavior, Life processes and growth and development, personality development, defense mechanisms. ♦ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior. ♦ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, young and middle adult, and Older adult) ♦ Sexuality and sexual health. ♦ stress and adaptation, crisis and its intervention. ♦ Coping with loss, death and grieving, ♦ Principles and techniques of ♦ Counseling.

UNIT	HOURS	CONTENT
IX	10	Nursing Practice <ul style="list-style-type: none"> ◆ Framework, Scope and trends. ◆ Alternative modalities of care, alternative systems of complementary therapies. ◆ Extended and Expanded role of the nurse in promotive, preventive, curative and restorative health care delivery system in community and institutions. ◆ Health promotion and primary health care. ◆ Independent practice issues – Independent nurse midwifery practitioner. ◆ Collaboration issues and models within and outside nursing. ◆ Models of prevention. ◆ Family nursing, Home nursing. ◆ Gender sensitive issues and women empowerment. ◆ Disaster nursing. ◆ Geriatric considerations in nursing. ◆ Evidence based nursing practice. ◆ Trans- cultural nursing.
X	30 T = 10 P = 20	Computer application for patient care delivery system and nursing practice. <ul style="list-style-type: none"> ◆ Use of computers in teaching, learning, research and nursing practice. ◆ Windows, MS office, Word, Excel, Power Point. ◆ Internet, Literature search. ◆ Statistical packages. ◆ Hospital management information system software.

Practicals

Clinical posting in the following areas:

- Specialty area - inpatient unit - 2 weeks
- Community Health Center / PHC - 2 weeks
- Emergency / ICU - 2 weeks

Activities

- Prepare case studies with nursing process approach and theoretical basis
- Preparation of comparative picture of theories
- Family case work using model of prevention.
- Annotated Bibliography.
- Report of field visit (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel Discussion
- Debate
- Case Presentation
- Exposure to Scientific Conferences
- Field Visits

Methods of Evaluation

- Tests
- Presentation
- Seminar
- Written Assignments

Internal Assessment

<u>Theory</u>			
Sl. No.	Techniques	Number	Weightage
1	Tests	2	
	Midterm (50 marks)		50
	Prefinal (75 marks)		75
2	Assignments (25 marks each)	2	50
3.	Seminar (50 marks)	1	50
4.	Presentation (50 marks)	1	
			<hr/> 275

Internal Assessment Total marks out of 25

External Assessment Total marks out of 75

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**M.Sc Nursing- Advance Nursing Practice
Seminar – Evaluation**

Name of the student: _____

Batch:- _____ Date:- _____

Topic:- _____

Name of the Supervisor:- _____

Total Marks : 25

SN	Criteria	Assigned Marks	Obtained Marks
1	Organization	2	
2	Content	10	
3.	Preparation of environment		
	* Poise	1	
	* Clarity of ideas	1	
	* Modulation	1	
	* Audibility	1	
	* Gestures & mannerism	1	
5	AV aids	2	
6	Class management	1	
7	Group participation	1	
8	Grooming	1	
9	Bibliography	1	
10	Conclusion	1	

Remarks:-

Total:-

Date & Signature of the Supervisor:

Date & Signature of the student

EVALUATION OF NURSING CARE PLAN

Student's name

Batch

Name of the patient

Year

Diagnosis

Ward/dept

Supervisor name

Marks 25

SN	Criteria	Assigned Marks	Obtained Marks
1	Elicits relevant history	3	
2	Make quick and valid assessment	4	
3	Identifies problems/needs	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care for any two priority needs	2	
7	List the outcome criteria	1	
8	Implements care for any two priority needs	5	
9	Evaluates the care (nurses notes based on actual care given every day)	2	
		25 marks	

Remarks:-

Signature of student

Signature of Teacher

M. Sc. Nursing – Advanced Nursing Practice

Evaluation Criteria for Assignment

Total Marks = 25

SN	Criteria	Marks
1.	Content	10
2.	Organization	05
3.	Resources used	03
4.	Completeness	03
5.	Neatness	02
6.	Bibliography	02

CLINICAL SPECIALITY -I

MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement :1st year

Hours of Instruction
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 Psychiatric nursing. It will help students to appreciate the clients 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 psychiatric 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 technique 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

Units	Hours	Contents
I	15	Mental health and mental illness Historical perspectives Trends ,issues and magnitude Contemporary practices Mental health laws/acts National mental health program –National mental health authority ,state mental health authority Human rights of mentally ill Mental Health/ Mental Illness Continuum Classification of mental illnesses –ICD ,DSM Multi-Disciplinary team and role of nurse Role of psychiatric nurse –extended and expanded
II	10	Concepts of psychobiology The nervous system : An anatomical review The brain and limbic system Nerve tissue Autonomic nervous system Neurotransmitters Neuro endocrinology Pituitary, Thyroid Gland Circadian Rhythms Gentics Neuro psychiatric disorders Psychoimmunology Normal Immune response Implications for psychiatric illness Implications for Nursing
III	10	Theories of personality development and relevance to nursing practice Psychoanalytic Theory-Freud's Interpersonal Theory-Sullivan's Theory of Psychosocial Development-Erikson's Theory of object relations Cognitive Development Theory Theory of Moral Development A Nursing Model-Hildegard E. Peplau
IV	5	Stress and its management An introduction to the concepts of stress Psychological Adaptation to stress Stress as a Biological Response Stress as an environmental event Stress as transaction between the individual and environment Stress management

Units	Hours	Contents
V	10	Therapeutic communication and interpersonal relationship Review communication process ,factors affecting communication Communication with individuals and in groups Techniques of therapeutic communication-touch therapy Barrier of communication with specific reference to psychopathology Therapeutic attitudes Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness Therapeutic nurse-patient relationship in phases; Conditions essential to development of a therapeutic relationship Therapeutic impasse and its management
VI	10	Assertive training Assertive Communication Basic Human rights Response Patterns (Nonassertive Behavior Assertive Behavior Aggressive Behavior Passive-Aggressive Behavior) Behavioral Components of Assertive Behavior Techniques that promote Assertive Behavior Thought-Stopping Techniques Method Role of The Nurse
VII	10	Promoting Self-Esteem Components of Self-Concept The Development of Self-Esteem The Manifestations of Low-Self-Esteem Boundaries Role of The Nurse
VIII	10	The nursing process in psychiatric/mental health nursing Mental health assessment-History taking ,mental status examination Physical and neurological examination Psychometric assessment Investigations, Diagnosis and Differential diagnosis Interpretation of investigations Nurse's Role Nursing case management Critical pathways of care Documentation Problem-oriented recording Focus charting The PIE method

Units	Hours	Contents
IX	35	Psycho social therapies Individual therapy Behavioral Therapy –Relaxation therapy, cognitive therapy, positive-negative reinforcement, bio-feedback, guided imaginary group Therapy Family Therapy/ Marital therapy Milieu therapy The Therapeutic Community Occupational therapy Recreational therapy Play therapy Music therapy
X	10	Psychopharmacology Historical Perspectives Role of a Nurse in Psychopharmacological Therapy Antianxiety Agents Antidepressant Agents Mood stabilizers Antipsychotics Sedative-Hypnotics Central Nervous System Stimulants Future developments
XI	5	Electroconvulsive Therapy Historical Perspectives Indications Contraindications Mechanisms of Actions Side Effects Risks Associated with Electroconvulsive Therapy The Role of the Nurse in Electroconvulsive Therapy
XII	20	Alternative systems of medicine in mental health Types of Therapies Herbal Medicine Unani Siddha Homeopathic Acupressure and Acupuncture Diet and Nutrition Chiropractic Medicine Therapeutic Touch and Massage Yoga Pet Therapy

PRACTICAL

Total = 650 Hours

1 Week = 30 Hours

Assignment

SN	Area of positioning	No. of Week	Total Hours	HT	MSE	PRS RE	Psych Ass	Per Ass	FT
1	Acute Psychiatric Ward	4	120 hrs	1	1	1	-	-	-
2	Chronic Psychiatric Ward	4	120 hrs	2	2	1	-	-	-
3	Psychiatric Emergency Unit	2	60 hrs	1	1	-	-	-	-
4	O.P.D.	2	60 hrs	-	-	-	1	1	-
5	Family Psychiatric Unit	2	60 hrs	-	-	-	-	-	1
6	Community Mental Health Unit	4	120 hrs	Survey report -1					
7	Rehabilitation/Occupational Therapy Unit/Half way home/Day care centre	4	110 hrs	Study of a Case with rehabilitation point of view.					
	Total	22 Weeks	650 hrs						

Abbreviation : HT – History Taking, MSE- Mental Health Assessment,
 PRS RE - Process Recording, Psych Ass -Psychometric assessment,
 Pers Ass – Personality assessment, FT – Family Therapy

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, ECT , EEG, Case Studies, Case presentation,
- ♦ Project work
- ♦ Socio and psycho drama
- ♦ Field visits – Deaddiction centre
 - School for Mentally Challenged children
 - Occupational therapy units, Half way home/Day care centre
 - Ayurveda/ Unani/ Sidha/ Homeopathic – Colleges
 - Acupressure& Acupuncture, Yoga

CLINICAL ASSIGNMENTS
MENTAL HEALTH NURSING

EVALUATION

I Internal Assessment (theory) Periodical Exams - 2 **Maximum Marks : 25**
(Practical) **Maximum Marks : 50**

Practicum:

- | | |
|---|---------------|
| 1. History taking : | 50 marks each |
| 2. MSE: | 50 marks each |
| 3. Process Recording: | 25 marks each |
| 4. Clinical performance evaluation Marks: | 100 |
| 5. Case Study: Marks: | 50 |
| 6. Case Presentation: | Marks: 50 |
| 7. Drugs study | Marks : 50 |
| 9. Health Education: | Marks: 25 |

Practical Exam :

- | | |
|-----------------|-----------|
| 1. Midterm Exam | Marks 50 |
| 2. Prelims Exam | Marks 100 |

External Assessment - University Exam :Theory Marks Marks 75
Practical Marks Marks 100

MENTAL HEALTH & PSYCHIATRIC NURSING

CLINICAL EXPERIENCE GUIDELINES & EVALUATION FORMATS

I) PSYCHIATRIC NURSING HISTORY COLLECTION FORMAT

c) Demographic data:

- Name
- Age
- Sex
- Marital Status
- Religion
- Occupation
- Socio-economic status
- Address
- Informant
- Information (Relevant or not) adequate or not

II. Chief Complaints/presenting complaints (list with duration)

- In patient's own words and in informants own words.

E.g. : - Sleeplessness x 3 weeks

- Loss of appetite & hearing voices x2 weeks
- talking to self

III. Present psychiatric history /nature of the current episode

- Onset - Acute (within a few hours)
- Sub acute (within a few days)
- Gradual (within a few weeks)
- Duration – days, weeks or months
- Course – continuous/episodic
- Intensity / same / increasing or decreasing
- Precipitating factors – yes/no (if yes explain)
- History of current episode (explain in detail regarding the presenting complaints)
- Associated disturbances – includes present medical problems (E.g. Disturbance in sleep, appetite, IPR & social functioning, occupation etc).

IV. Past Psychiatric history:

- Number of episode with onset and course
- Complete or incomplete remission
- Duration of each episode
- Treatment details and its side effects if any
- Treatment outcomes
- Details if any precipitating factors if present

V. a) Past Medical History

b) Past Surgical History

c) Obstetrical History (Female)

Cont..

VI. Family History:

- Family genogram – 5 generations include only grandparents. But if there is a family history include the particular generation

VII. Personal History:

- Pre-natal history - Maternal infections
- Exposure to radiation etc.
- Check ups
- Any complications
- Natal history - Type of delivery
- Any complications
- Breath and cried at birth
- Neonatal infections
- Mile stones: Normal or delayed

Behavior during childhood

- Excessive temper tantrums
- Feeding habit
- Neurotic symptoms
- Pica
- Habit disorders
- Excretory disorders etc.

Illness during childhood

- Look specifically for CNS infections
- Epilepsy
- Neurotic disorders
- Malnutrition

Schooling

- Age of going to School
- Performance in the School
- Relationship with peers
- Relationship with teachers

(Specifically look for learning disability and attention deficit)

- Look for conduct disorders E.g. Truancy, stealing

Occupational history

- Age of joining job
- Relationship with superiors, subordinates & colleagues
- Any changes in the job – if any give details
- Reasons for changing jobs
- Frequent absenteeism

- Sexual history
- Age of attaining puberty (female-menstrual cycles are regular)
- Source and extent of knowledge about sex, any exposures
- **Marital status** : with genogram.

VIII. Pre morbid personality : (Personality of a patient consists of those habitual attitudes and patterns of behavior which characterize an individual. Personality sometimes changes after the onset of an illness. Get a description of the personality before the onset of the illness. Aim to build up a picture of the individual, not a type. Enquire with respect to the following areas.)

1. Attitude to others in social, family and sexual relationship: Ability to trust other, make and sustain relationship, anxious or secure, leader or follower, participation, responsibility, capacity to make decision, dominant or submissive, friendly or emotionally cold, etc. Difficulty in role taking – gender, sexual, familial.

2. Attitudes to self: Egocentric, selfish, indulgent, dramatizing, critical, depreciatory, over concerned, self conscious, satisfaction or dissatisfaction with work. Attitudes towards health and bodily functions. Attitudes to past achievements and failure, and to the future.

3. Moral and religious attitudes and standards: Evidence of rigidity or compliance, permissiveness or over conscientiousness, conformity, or rebellion. Enquire specifically about religious beliefs. Excessive religiosity

4. Mood: Enquire about stability of mood, mood swings, whether anxious, irritable, worrying or tense. Whether lively or gloomy. Ability to express and control feelings of anger, anxiety, or depression.

5. Leisure activities and hobbies: Interest in reading, play, music, movies etc. Enquire about creative ability. Whether leisure time is spent alone or with friends. Is the circle of friends large or small?

6. Fantasy life: Enquire about content of day dreams and dreams. Amount of time spent in day dreaming.

7. Reaction pattern to stress: Ability to tolerate frustrations, losses, disappointments, and circumstances arousing anger, anxiety or depression. Evidence for the excessive use of particular defense mechanisms such as denial, rationalization, projection, etc.

8. Habits: Eating, sleeping and excretory functions.

IX. Summary & Clinical Diagnosis

EVALUATION CRITERIA FOR PSYCHIATRIC CASE HISTORY TAKING

(Maximum Marks : 50)

SN	Criteria	Marks Allotted	Marks Obtained
1	Format	03	
2	Presenting Complaints	05	
3	Organization of history of present illness	10	
4	Past history of illness	05	
5	Family history of illness	04	
6	Personal history	05	
7	Pre-morbid personality	05	
8	Physical Examination	08	
9	Summary & Clinical Diagnosis	05	

Total 50

II) MENTAL STATUS EXAMINATION (MSE) FORMAT:

I. General appearance and behavior (GAAB):

- a) Facial expression (E.g. Anxiety, pleasure, confidence, blunted, pleasant)
- b) Posture (stooped, stiff, guarded, normal)
- c) Mannerisms (stereotype, negativism, tics, normal)
- d) Eye to eye contact (maintained or not)
- e) Rapport (built easily or not built or built with difficulty)
- f) Consciousness (conscious or drowsy or unconscious)
- g) Behavior (includes social behavior, E.g. Overfriendly, disinherited, preoccupied, aggressive, normal)
- h) Dressing and grooming – well dressed/ appropriate/ inappropriate (to season and situation)/ neat and tidy/ dirty.
- i) Physical features:- look older/ younger than his or her age/ under weight/ over weight/ physical deformity.

II. PsychomotorActivity:

(Increased/decreased/ Compulsive/echopraxia/ Stereotypy/ negativism/ automatic obedience)

III. Speech: One sample of speech (verbatim in 2 or 3 sentences)

- a) Coherence-coherent/ incoherent
- b) Relevance (answer the questions appropriately) – relevant / irrelevant.
- c) Volume (soft, loud or normal)
- d) Tone (high pitch, low pitch, or normal/ monotonous)
- e) Manner – Excessive formal / relaxed/ inappropriately familiar.
- f) Reaction time (time taken to answer the question) – increased, decreased or normal

IV. Thought:

- a) Form of thought/ formal thought disorder – not understandable / normal/ circumstantiality/ tangentiality/ neologism/ word salad/ preservation/ ambivalence).
- b) Stream of thought/ flow of thought- pressure of speech/ flight of ideas/ thought retardation/ mutism/ aphonia/ thought block/ Clang association.)
- c) Content of thought
 - i) Delusions- specify type and give example- Persecutory/ delusion of reference/ delusions of influence or passivity/ hypochondracal delusions/ delusions of grandeur/ nihilistic- Derealization/ depersonalization/ delusions of infidelity.
 - ii) Obsession
 - iii) Phobia
 - iv) preoccupation
 - v) Fantasy – Creative / day dreaming.

V. Mood (subjective) and Affect (objective):

- a) Appropriate/ inappropriate(Relevance to situation and thought congruent.
- b) Pleasurable affect- Euphoria / Elation / Exaltation/ Ecstasy
- c) Unpleasurable affect- Grief/ mourning / depression.
- d) Other affects- Anxiety / fear / panic/ free floating anxiety/ apathy/ aggression/ moods swing/ emotional liability

VI. Disorders Perception:

- a) Illusion
- b) Hallucinations- (specify type and give example) – auditory/ visual/ olfactory/ gustatory/ tactile
- c) Others- hypnologic/ hypnopombic/ lilliputian/ kinesthetic/ macropsia/ micropsia/

VII. Cognitive functions:

a) Attention and concentration :

- Method of testing (asking to list the months of the year forward and backward)
- Serial subtractions (100-7)

b) Memory:

- a) Immediate (Teach an address & after 5 mts. Asking for recall)
- b) Recent memory – 24 hrs. recall
- c) Remote : Asking for dates of birth or events which are occurred long back
- i) Amnesia/ paramnesia/ retrograde amnesia/ anterograde amnesia
- ii) Confabulation
- iii) 'Déjà Vu'/ Jamaes Vu
- iv) Hypermnesia

c) Orientation :

- a. Time approximately without looking at the watch, what time is it?
- b. Place – where he/she is now?
- c. Person – who has accompanied him or her

d) Abstraction: Give a proverb and ask the inner meaning (E.g. feathers of a bird flock together/ rolling stones gather no mass)

e) Intelligence & General Information: Test by carry over sums / similarities and differences/ and general information/ digit score test.

f) Judgment: - Personal (future plans)

- Social (perception of the society)
- Test (present a situation and ask their response to the situation)

g) Insight:

- a) Complete denial of illness
- b) Slight awareness of being sick
- c) Awareness of being sick attribute it to external / physical factor.
- d) Awareness of being sick, but due to some thing unknown in himself.
- e) Intellectual insight
- f) True emotional insight

VIII General Observations:

- a) Sleep i)Insomnia – temporary/ persistent
- ii) Hypersomnia – temporary/ persistent
- iii) Non-organic sleep- wake cycle disturbance
- iv) EMA- Early Morning Awakening
- b) Episodic disturbances – Epilepsy/ hysterical/ impulsive behavior/ aggressive behavior/ destructive behavior

IX Summary & Clinical DiagnosisEVALUATION

CRITERIA FOR MENTAL STATUS EXAMINATION

(Maximum Marks : 50)

SN	Criteria	MarksAllotted	MarksObtained
1	Format	02	
2	General appearance	04	
3	Motor disturbances	04	
4	Speech	04	
5	Thought disturbances	04	
6	Perceptual disturbances	05	
7	Affect and mood	04	
8	Memory	03	
9	Orientation	02	
10	Judgment	03	
11	Insight	02	
12	Attention and Concentration	03	
13	Intelligence and General information	03	
14	Abstract thinking	02	
15	General Observation	02	
16	Summary	05	
		Total 50	

III) EVALUATION OF PROCESS RECORDING

Process recording are written records of encounters with patients that are as verbatim as possible and include both verbal and nonverbal behaviours of the nurse and client.

1. FORMAT:

1. Base line data of the client.
2. List of Nursing problems identified through history, MSE and systematic observation.
3. List of objectives of interactions based on the problems identified and learning needs of.
 - a) Client b) Student

(Note : The above data are obtained and recorded on initial contact. Later as each day's interaction are planned, the following format has to be followed).

2. DATE AND TIME DURATION :

3. SETTING : General ward/patient's unit

4. OBJECTIVES TO BE ATTAINED IN THAT PARTICULAR INTERACTION:

1.
2.

PARTICIPANT CONVERSATION INFERENCE THERAPEUTIC COMMUNICATION TECHNIQUE USED

Nurse (N) Good morning Mr. Ramu (smile, looks at patient)

Patient (P) Good morning sister Patient appears (looks down, voice pitch sad and monotonous) un-interested to converse

Mr. Ramu, you appear

Making To be sadder than
observation, showing interest

Yesterday. Can we
talk about it? (stands
closer to patient)

Let us sit down in the
Room (leads the patient to the room)

5. NATURE OF TERMINATION OF INTERACTION:

Evaluation by the student:

1. Your general impression about the interaction (this could include whether TNPR maintained, use of TCT, co-operation of client etc).
2. Whether objectives achieved, and to what extent. If not- why and how do you intend to achieve it.
3. Summary of your inferences

Evaluation by teacher:

1. Overall recording
2. Phases of nurse patient relationship
3. Use of Therapeutic Communication Techniques
4. Ability to achieve objectives

NOTE: Limit objective to one or two and make all efforts to attain the objectives.

At the end of the process recording, mention if you were able to achieve the objective and to what extent. If not, how you intend to achieve it and what hindered you from achieving it. Maintain a therapeutic nurse-patient relationship (TNPR) in all your interactions and use as many therapeutic communications of the participants.

EVALUATION CRITERIA FOR PROCESS RECORDING EXAMINATION

(Maximum Marks : 25)

SN	Criteria	Marks Allotted	Marks Obtained
1	Format	05	
2	Objectives	03	
3	Setting	02	
4	Therapeutic techniques used	10	
5	Evaluation by students	05	

Total 25

IV) FORMAT FOR NURSING CARE PLAN

1. Bio data of the patient.
2. History of the patient
3. Pre- morbid personality.
4. Physical examination.
5. Mental status examination.
6. Assessment Data – Objective data – Subjective data
7. Nursing Diagnosis.
8. Short term goals, long terms goals.
9. Plan of action with rationale
10. Implementation including health teaching
11. Evaluation.
12. Bibliography.

VI) FORMAT FOR CASE PRESENTATION / CASE STUDY

1. History
2. Physical examination.
3. Mental status examination.
4. Description of the case.
 - a) Definition
 - b) Etiological Factors

- c) Psycho Pathology / Psychodynamics
- d) Clinical Manifestations
 - i) In general
 - ii) In the patient
- 5. Differential diagnosis.
- 6. Diagnosis & Prognosis
- 7. Management-AIM & OBJECTIVES(including Nursing care)
 - (a)Medical -
 - Pharmaco therapy & Somatic therapy
 - Psychosocial therapy
 - (b)Nursing Management – In general
 - (c) Nursing process approaches
 - (d)Rehabilitation / Long term care
- 8. Progress notes.
- 9. Bibliography.

VI a) Evaluation of Case Presentation

EVALUATION CRITERIA FOR CASE PRESENTATION

(Maximum Marks : 50)

SN	Criteria	Marks Allotted	Marks Obtained
Total			

I Case Presentation

1. History Taking	02
2. Mental Status Examination	02+2
3. Description of Disease Condition	
a) Definition	03
b) Etiological Factors	03
c) Psycho Pathology/ Psychodynamics	02
4. Clinical Manifestations	
a) In general / In books	02
b) In the patient	02
5. Differential Diagnosis	
6. Prognosis	
7. Management - AIM & OBJECTIVES	
a) Pharamaco therapy & Somatictherapy	02
b) Psychosocial approaches	02
8. Nursing Management	
a) General approaches	06+2
b) Nursing Process approach	05
c) Rehabilitation / long term care	05

II Presentation (effectiveness) 04

III A.V. Aids 03

IV Bibliography 03

Total 50

Remarks & signature of supervisor- Date : Signature of student

VI b) Evaluation of Case Study

EVALUATION CRITERIA FOR CASE STUDY

(Maximum Marks : 50)

Sr.No.	Criteria	MarksAllotted	MarksObtained
1.	History Taking	02	
2.	Mental Status Examination	04	
3.	Description of Disease Condition	06	

- a) Definition
- b) Etiological factors
- c) Psychopathology/

4.Clinical Manifestation –	04	
In general / in book		
In Patient -		
5.Differential diagnosis	04	
6.Prognosis	04	
7.Management –	08	
a) Pharmaco therapy and Somatic therapies		
b) Psychosocial approaches		
8.Nursing Management –	08+2	
a) General approaches		
b) Nursing Process		
c) Rehabilitation/ long term care		
Drugs Study	04	
Bibliography	04	Total 50

PSYCHIATRIC NURSING

VII) CLINICAL PERFORMANCE EVALUATION PROFORMA

Name of the student :

Batch : Ward :.....

Period: From ----- to ----- Maximum Marks 100

Excellent 5 V. Good 4 Good 3 Average 2 Poor 1

I. KNOWLEDGE ABOUT THE PATIENT:

1. Elicit the comprehensive history of the patient.
2. Understands the disease aspect
3. Examines the mental status of the patient
4. Participates in the management of patient, in relation to drug and psychosocial intervention.
5. Carries out Nursing process with emphasis on: Meeting physical needs of patient.
6. Attends to psycho social needs
7. Identifies and meets the family needs.

II. COMMUNICATION & INTERPERSONAL SKILLS

1. Utilizes therapeutic communication techniques while interacting with patients & family members.
2. Improve therapeutic communication skills by process recording.
3. Maintains professional relationship with health team members.

III. APPLICATION OF THERAPEUTIC MILIEU CONCEPT

1. Accepts the patient as he is Maintains consistency in behavior and attitude
2. Structures time of the patient
3. Provides a safe environment.

IV. RECORDING & REPORTING

1. Records & Reports MSE daily (assigned patients)
2. Applies the principles of recording and

reporting (accuracy, apprehensiveness, accountability)

V. Health Teaching Incidental and planned teaching.

VI. Personality

1. Professional appearance
2. Sincerely Sense responsibility
3. Punctuality

Remarks & Signature of Supervisor & Date

Signature of student & Date

CLINICAL SPECIALITY – I

OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement: 1 st Year

Hours of Instruction

Theory : 150 Hours.

Practical : 650Hours

Total : 800 Hours

Course Description

This course is design to assist students in developing expertise and in depth understanding in the field of Obstetric and Gynecological 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 Gynecological 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 specialty
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynecological nursing
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynecological 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

SN	UNIT	TOPIC	THEORY	PRACTICALS
1	I	Introduction <ul style="list-style-type: none"> • Historical and contemporary perspectives • Epidemiological aspects of maternal and child health • Magnitude of maternal and child problems • Issues of maternal and child health: Age, Gender, Sexuality, psycho socio cultural factors • Preventive obstetrics • National Health and family welfare programmes related to maternal and child health: health care delivery system National Rural health mission, Role of NGO's • Theories, models and Approaches applied to midwifery practice. • Role and scope of midwifery practice: Independent Nurse midwifery practitioner • Legal and Ethical issues : Code of Ethics and standards of midwifery practice, standing orders • Evidence based midwifery practice Research priorities in obstetric and gynecological nursing	15	
2	II	Human reproduction <ul style="list-style-type: none"> • Review of anatomy and physiology of human reproduction system: male and female • Hormonal cycles • Embryology • Genetics, teratology and counseling • Clinical implications 	20	
3	III	Pregnancy <ol style="list-style-type: none"> 1. Maternal adaptation : Physiocological , Psychosocial <ul style="list-style-type: none"> •Assessment - Maternal and foetal measures Maternal Measures: History taking, examination – General, physical and obstetrical measure , identification of high risk •Foetal measure – clinical parameters, biochemical – human estriol, Maternal Serum Alfa Feto protein, Acetyl choline esterase (AChE), Triple Test Amniocentesis, Cordocentesis, chorionic villus sampling (CVS) •Biophysical – (US IMAGING , Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Strss Test (NST), contraction Stress Test (CST) , amnioscopy, foetoscopy •Radiological examination •Interpretation of diagnostic tests and nursing implications •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 <ul style="list-style-type: none"> • Alternative / complementary therapies 	20	5

SN	UNIT	TOPIC	THEORY	PRACTICALS
4	IV	Normal Labor and Nursing management : <ul style="list-style-type: none"> • Essential factors of labour • Stages and onset First stage : Physiology of normal labour <ul style="list-style-type: none"> • Use of partograph : principles, use and critical analysis, evidence based studies • Analgesia and anesthesia in labour • Nursing management Second Stage <ul style="list-style-type: none"> • Physiology, intrapartum monitoring • Nursing management • Resuscitation, immediate newborn care and initiate breast feeding (guidelines of National neonatology forum of India) Third stage <ul style="list-style-type: none"> • Physiology and nursing management Fourth stage – Observation, critical analysis and Nursing management. <ul style="list-style-type: none"> • Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention Role of nurse midwifery practitioner Alternative / complementary therapies	23 +2	2
5	V	Normal puerperium and nursing management <ul style="list-style-type: none"> • Physiology of puerperium • Physiology of lactation, lactation management , exclusive breast feeding , Baby friendly hospital initiative (BFHI) • Assessment of postnatal women • Minor discomforts and complication of puerperium • Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, Warm chain • Evidence based studies Role of nurse midwifery practitioner Alternative / complementary therapies	18 + 1	2
6	VI	Normal Newborn <ul style="list-style-type: none"> • Physiology and characteristics of normal newborn • Physical and Behavioral assessment of newborn • Needs of Newborn • Essential newborn care: Exclusive breast feeding , Immunization, Hygiene measures, newborn nutrition • Organization of neonatal care, services(Levels), Transport, neonatal intensive care unit , organization and management of nursing services in NICU • Observation and care of newborn Parenting process 	18	2

SN	UNIT	TOPIC	THEORY	PRACTICALS
7	VII	Pharmoco dynamics in obstetrics <ul style="list-style-type: none"> • Drugs used in pregnancy, labour, post partum and newborn • Calculation of drugs dose and administration • Effects of drugs used • Anesthesia and analgesia in obstetrics • Roles and responsibilities of midwifery nurse practitioner Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW	10	
8	VIII	Family welfare services <ul style="list-style-type: none"> • Population dynamics • Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems • Recent advancement in contraceptive technology Role of nurses in family welfare programmes in all setting • Role of independent nurse midwifery practitioner • Family life education • Evidence based studies • Information , Education and Communication (IEC) • Management information and evaluation system (MIES) <ul style="list-style-type: none"> ○ Teaching and supervision of health team members 	8	2 (VISIT TO IEC)
9	IX	Infertility <ul style="list-style-type: none"> • Primary and secondary causes • Diagnostic procedures • Counseling: ethical and legal aspects of assisted reproductive technology (ART) • Recent advancement in infertility management • Adoption procedures Role of nurses in infertility management	5	
10	X	Menopause <ul style="list-style-type: none"> • Physiological, psychological and social aspects • Hormone Replacement Therapy • Surgical menopause • Counseling and guidance Role of midwifery nurse practitioner	5	
11	XI	ABORTION <ul style="list-style-type: none"> • Types, Causes • Legislations, Clinical Rights and Professional responsibility Abortion Procedures • Complications • Nursing Management • Role of Midwifery Nurse Practitioner 	5	

PRACTICAL

Total = 650 Hours

1 week = 30 Hours

SN	Deppt. / Unit	No. of Week	Total Hours
01	Anetenatal Wards & OPDs	04	120
02	Labour Room	05	140
03	Postnatal Ward	03	90
04	Family Planning Clinics	02	60
05	PHC/Rural maternity settings	04	120
06	Gynae	02	60
07	Maternity OT	02	60
	Total	22 weeks	650 Hours

Procedures observed

- Diagnostic investigation : amniotectecis, chordocentecis, chorionic, villisampling
- 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

Procedures performed

- Health education, counseling and mother craft classes
- Antenatal immunization
- Assessment of intra uterine fetal well-being
- Universal precautions –effective infection control methods
- Vaginal examination and interpretation (early pregnancy, labour, post partum)
- Utilization of partograph, Cervicograph
- Conduction of safe delivery
- Episiotomies suturing
- Manual removal of placenta, placental examination
- Postnatal assessment – 20
- Management of breast engorgement, while leg
- Postnatal counseling
- Breast care, breast exam, and drainage breast abcess
- Postnatal exercise
- Newborn assessment –Ruling out congenital anomalies
- Neonatal resuscitation

- Apgar score
- Monitoring neonates
 - Clinically
 - With monitor
 - Capillary refill time
 - Assessment of jaundice
- Gastric lavage
- Gastric gavages
- Care of child in multi channel monitor and ventilator
- Care of child in radiant, warmer and incubator
- Kangaroo care
- Anthropometrics measurement
- Neonatal reflexes
- Breast feeding
- Parental nutrition & fluid balance /infusion pump
- Feeding technique
- Medication
 - Oral
 - I.D
 - I.M
 - I.V
- Capillary blood sample collection
- Oxygen therapy
- Phototherapy
- Chest physiotherapy

METHODS OF TEACHING

Method of teaching

- Lecture cum discussion
- Demonstration
- Seminar/Presentation
- Project work
- Field visits

Methods of evaluation

- Written Tests
- Class room /Clinical teaching
- Presentation
- Written assignments

LIST OF BOOKS RECOMMENDED FOR OBSTETRICS AND GYNAECOLOGY & NEONATOLOGY

1. Buckley Kathleen and Kulb Nancy W, "high Risk Maternity Nursing Manual" Edn, Williams & Wilkin, 1993, Philadelphia.
2. Bennet V Ruth & Brown K Linda, "Myle" text Book for Midwives, ELBS, Churchill Livingstone
3. Calander, R & A Miller, 'Obstetrics illustrated' IV edn, Churchill & Livigstone Newyork,1993.
4. Dawn C.S, "Textbook of Obstetrics and Neonatology", Dawn Books, Calcutta.
5. Dawn C.S, "Textbook of Gynaecology and contraception", Dawn Books, Calcutta.
6. D.C Dutta, "Text book of Obstetrics", Vth edn, New Central Agency (p) Calcutta, 2001.
7. D.C Dutta, "Text book of Gynaecology", Vth edn, New Central Agency (p) Calcutta, 2001.
8. Daftary Shrish N EL AL , " Holland and Brews Manual of Obstetrics", XVI edn, B I Churchill Livingstone PVT Ltd, New Delhi.
9. Dickason Elizabeth jean et al , " Maternal infant Nursing care, II edn, 1998, Mosby , ST. Louis.
10. GoodnerBrenda, " Concepts of Obsterics Nursing", I edn, Skidmore, Roth Publishing, INC ,1994, Texas.
11. Gorie Trula Myers et al" ,Foundations of maternal Newborn Nursing", II edn, WB Saunders Coy, Philadelphia, 1998.
12. Hollan and Brews", Manual of Obstetrics", BI Churchill Livingstone
13. Ladewing Patricia Wieland et al , " Essentials of Maternal Newborn Nursing", II edn, Addisol Wesley Nursing, NY, 1990.
14. Menon Krishna & Palaniappan, "Clinical Obstetrics", IX EDN Orient Longman, 1990, Madras.
15. Rashmi Patil, " Instruments, Operatuions, Drugs in Obstetrics and Gynaecology", Vors Medical Publications.
16. Philips Celeste R , " Family centered Maternity Newborn care", III edn, Mosby New year Book, St Louis 1996.
17. Tindall VR, Jeffcoate's Principles of Gynaecology", Butterworth Heineman.
18. Wonna Donna L, Perry Shannon et al", Maternal child Nursing", 1998, Iedn, CV Mosby coy, st Louis, London.

LIST OF JOURNALS RECOMMENDED

1. American Journal of Nursing
2. Health and population
3. Indian Journal of Nursing and Midwifery
4. Journal of Obstetrics and Gynaecology
5. Journal of Pardiatics
6. Journal of Family Welfare
7. Nursing Journal of India
8. Nursing Times
9. Paediatrics today
10. Paediatric clinics of India
11. Obstetric And Gynecology Today.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M Sc NURSING : CLINICAL SPECIALITY I - OBSTETRIC & GYNAECOLOGIC NURSING

FIRST YEAR

SCHEME OF INTERNAL ASSESSMENT

Internal Assessment

Theory			
Sl. No.	Techniques	Number	Weightage
1	Tests	2	
	Midterm (50 marks)		50
	Prefinal (75 marks)		75
2	Other Assignment		
	Seminar (100 marks)		100
	Journal Presentation (50 marks)		50
			<hr/> 275

Total Internal Assessment 25

Total External Assessment 75

Practical Experience Evaluation

1.	Care Plan - ANTENATAL	1	50
2.	INTRANATAL	1	50
3.	POSTNATAL	1	50
4.	Care Plan NEWBORN	1	50
5.	CLINICAL PRESENTATION Antenatal Postnatal	1	50
		1	50
6.	CASE BOOK /JOURNAL	1	30
7.	CLINICAL EVALUATION Antnatal, Postnatal	2	200 (100x2)
8.	PRACTICE TEACHING (NG EDN)	1	
9.	PREFINAL EXAMINATION	1	100
10.	Mid term Practical Examination	1	50
11.	Prefinal Practical Examination	1	100
			780

UNIVERSITY EXAMINATION

1.WRITTEN EXAMINATION

75 MARKS

2. PRACTICAL EXAMINATION

100 MARKS

Maharashtra University of Health Sciences, Nashik
M.Sc Nursing
Clinical specialty – Obstetric and Gynaecology Nursing

SEMINAR EVALUATION PROFORMA

Subject: ----- Topic: -----

Name of the Student: -----

Date /Time: -----

Name of the Evaluator /Guide: -----

SN	CRITERIA	Marks allotted	Marks obtained
1	AIMS AND OBJECTIVES	5	
2	ORGANISATION OF CONTENT <ul style="list-style-type: none">▪ Latest information▪ Simple to complex▪ Application of Nursing Theory	15	
3	PRESENTATION <ul style="list-style-type: none">▪ Introduction▪ Content, relevancy▪ Teaching technique	50	
4	AUDIOVISUAL AIDS	15	
5	SPEAKER'S QUALITIES <ul style="list-style-type: none">▪ Appearance▪ Confidence▪ Communication skill▪ Voice modulation	5	
6	GROUP DISCUSSION	5	
7	REFERENCES	5	
	TOTAL	100	

REMARKS

SIGNATURE OF STUDENT

EVALUATION CRITERIA

CASE RESENTATION	TOTAL SCORE –50
I. Assessment	10
History taking & Physical assessment	
II. Disease condition in detail –Aetiology, Pathophysiology	10
Clinical features, investigations, Medical management	
III. Objectives of care	4
IV. Application of Nursing theories	6
V. Nursing diagnosis	6
VI. Nursing Management	10
VII. Conclusion	4

Maharashtra University of Health Sciences, Nashik

M.Sc Nursing

Clinical speciality – Obstetric and Gynaecology Nursing

CLINICAL EVALUATION PROFORMA

Name of the Student : _____ **DURATION:**_____

Clinical Area :-----

SN	CRITERIA	4	3	2	1
1.	PERSONALITY & ATTITUDE Grooming & turn out				
2	Able to think logically & well informed				
3	Attentive listener				
4	Communicate effectively				
5	Trustworthy & reliable				
6	Enthusiastic, interested & takes initiatives when situation demands				
7	Courteous, tactful & considerate in all her dealings with patient, significant other team members.				
8	Displays leadership qualities				
9	Follows instructions & exhibits positive behavioural changes				
10	Complete assignments on time with self motivation & effort				
11	KNOWLEDGE Possess sound knowledge of principles of obstetric Nursing				
12	Has understanding of the modern trends & current issues in obstetric Nursing practices.				
13	Has knowledge of physiological changes during pregnancy, labour & puerperium.				
14	Has adequate knowledge of diet				
15	Demonstrate evidence of self learning by current literature & seeking help from experts in the field.				
16	APPLICATION & SKILL Able to accurately elicit health history				
17	Able to perform & assist in the examination diagnostic procedures T treatment modalities.				
18	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures.				
19	Confident & skillful in conducting normal deliveries & rendering antenatal and postnatal care of gynae patients.				
20	Make relevant observation & records & reports.				
21	Identifies risk factors & manages emergency situations effectively & promptly				
22	Works independently & makes prompt relevant decision in all situation.				
23	Submits assignments with self-motivation & efforts				
24	Demonstrates sound knowledge of drugs used in Obs. And gynae practices				
25	Applies Nursing theories through Nursing process in the clinical field.				

REMARKS:

SIGNATURE OF THE SUPERVISOR

SIGNATURE OF THE STUDENT

KASTURBA NURSING COLLEGE, SEWAGRAM-WARDHA

EVALUATION CRITERIA FOR *NURSING CARE PLAN*

(Maximum Marks – 50)

Name of the Student : _____

Date :

Field placement : _____

SN	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED	TOTAL
1	1. History taking	6		
2	2. Assessment of needs & problems	10		
3	3. Nursing process	16		
4	4. Implementation of care	10		
5	5. Follow-up care	4		
6	6. Bibliography	4		
	TOTAL	50		

N.B. : One Nursing Care Plan : 50 Marks

Remarks

Signature of Students

Signature of Supervisor

CLINICAL SPECIALITY – I

MEDICAL SURGICAL NURSING

Placement : 1ST 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 / orthopaedics and rehabilitation nursing / nephro & urology nursing, gastroenterology nursing / geriatric nursing.

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

Objectives

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

1. Appreciate trends and issues in the field of Medical – Surgical Nursing as a speciality
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical – Surgical patient's.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. recognize the role of Nurse practitioner as a member of the Medical – Surgical health teams
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

Course Content

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

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

Unit	Hours	Content
VIII	5	Management of patients with disorders of blood <ul style="list-style-type: none"> ♦ Review of anatomy and physiology. ♦ Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. ♦ Health assessment- History taking, physical examination, investigation and diagnostic assessment. ♦ Treatment modalities and trends. ♦ Nursing management. ♦ Related research studies. ♦ Evidence based nursing practice. ♦ Rehabilitation and follow-up
IX	10	Management of patients with disorders of genitor urinary system <ul style="list-style-type: none"> ♦ Review of anatomy and physiology. ♦ Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. ♦ Health assessment- History taking, physical examination, investigation and diagnostic assessment. ♦ Treatment modalities and trends. ♦ Nursing management. ♦ Related research studies. ♦ Evidence based nursing practice. ♦ Rehabilitation and follow-up
X	10	Management of patients with disorders of endocrine system <ul style="list-style-type: none"> ♦ Review of anatomy and physiology. ♦ Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. ♦ Health assessment- History taking, physical examination, investigation and diagnostic assessment. ♦ Treatment modalities and trends. ♦ Nursing management. ♦ Related research studies. ♦ Evidence based nursing practice. ♦ Rehabilitation and follow-up

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

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

Unit	Hours	Content
XVI	8	Management of patients with communicable and sexually transmitted diseases: <ul style="list-style-type: none"> ♦ Review of immune system. ♦ Disorders of immune system – HIV / AIDS. ♦ Review of infectious disease process. ♦ Communicable diseases- etiology, Patho physiology, Clinical manifestations complications, prognosis ♦ Health assessment- History taking physical examination, investigation and diagnostic assessment. ♦ Treatment modalities and trends. ♦ Nursing management. ♦ Related research studies. ♦ Evidence based nursing practice. ♦ Rehabilitation and follow-up
XVII	8	Emergency, trauma and multi-system organ failure <ul style="list-style-type: none"> ♦ DIC (disseminated intravascular coagulation) ♦ Trauma, burns, poisoning ♦ Etiology, Patho physiology, Clinical manifestatio, complications, prognosis. ♦ Health assessment- History taking, physical examination, investigation and diagnostic assessment. ♦ Treatment modalities and trends. ♦ Nursing management. ♦ Related research studies. ♦ Evidence based nursing practice. ♦ Rehabilitation and follow-up

PRACTICAL

Total = 650 Hours

1 week = 30 Hours

SN	Dept / Unit	No. of Week	Total Hours
1	OPD	1	30 Hours
2	Eye Ward	1	30 Hours
3	ENT	1	30 Hours
4	Dermatology Ward	1	30 Hours
5	Burn and Plastic Surgery Ward	1	30 Hours
6	Medical Surgical ICU	4	110 Hours
7	Emergency Department	2	60 Hours
8	Cancer Ward	1	30 Hours
9	Cardio-Thoracic Ward	3	90 Hours
10	Neuro	2	60 Hours
11	Orthopaedic Ward	2	60 Hours
12	Nephro-Uro	2	60 Hours
13	GI Units	1	30 Hours
	Total	22 Weeks	650 Hours

Student Activities:

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

Essential Nursing Skills

- Health assessment
- Triage
- CPR
- Pulse oxymetry

EVALUATION BASIS

Theory

1. Test paper	-	Mid Term	-	=	50 marks
		Pre-final	-	=	75 marks
2. Other Assignment		Seminar		=	100 marks
		Project work		=	100 marks
<hr/>					
Total					- 325 marks

Internal Assessment Total marks out of 25

External Assessment Total marks out of 75

Practical Experience Assignments

Case study	:	02	(50 marks each)	50 x 2 =	100
Case Presentation	:	02	(50 marks each)	50 x 2 =	100
Care Plan	:	03	(50 marks each)	50 x 3 =	150
Clinical Performance Evaluation:		03	(100 marks each)	100 x 3 =	300
					<hr/>
					650

Internal Assessment Total marks out of 100

External Assessment Total marks out of 100

M.Sc. NURSING : CLINICAL SPECIALITY – I

PROFORMA & GUIDELINE FOR CASE STUDY

Area :- (Maximum Marks – 50)

01. Selection of patient.
02. Demographic data of the patient.
03. Medical history past and present illness.
04. Comparison of the patient's disease with book picture.
 - a) Anatomy and physiology.
 - b) Etiology.
 - c) Patho physiology.
 - d) Signs and symptoms.
 - e) Diagnosis - provisional & final
 - f) Investigations
 - g) Complications & prognosis.
05. Management:- Medical or Surgical
 - a) Aims and objectives.
 - b) Drugs and Medications.
 - c) Diet.
06. Nursing Management (Nursing Process approach)
 - a) Aims and objectives.
 - b) Assessment and specific observations.
 - c) Nursing diagnosis.
 - d) Nursing care plan (Short term & long term with rationale.)
 - e) Implementation of nursing care with priority.
 - f) Health teaching.
 - g) Day to day progress report & evaluation.
 - h) Discharge planning.
07. Drug Study.
08. Research evidence.
09. Summary and conclusion.
10. Bibliography.

EVALUATION CRITERIA FOR CASE STUDY.

(Maximum Marks – 50)				
SN	Criteria	Marks allotted.	Marks obtained	Total
01.	Assessment	5		
02.	theoretical knowledge about disease	5		
03.	Comparative study of the patient's disease & book picture.	10		
04.	Management: Medical or Surgical.	5		
05.	Nursing Process.	15		
06.	Drug study.	3		
07.	Summary & conclusion including research evidence.	5		
08.	Bibliography.	2		
Total		50		

Signature of Student

Signature of Clinical supervisor

M Sc NURSING: CLINICAL SPECIALITY – I

PROFORMA & GUIDELINE FOR CASE PRESENTATION

I] Patient Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been brought to the hospital

III] Socio-economic status of the family: Monthly income, expenditure on health, food, education etc.

IV] History of Illness (Medical & Surgical)

i) History of present illness – onset, symptoms, duration, precipitating/aggravating factors

ii) History of past illness surgery, allergies, medications etc.

iii) Family history – Family tree, history of illness in the family members, risk factors, congenital problems, psychological problems etc.

V] Diagnosis: (Provisional & confirmed).

Description of disease: Includes the followings

1. Definition.
2. Related anatomy and physiology
2. Etiology & risk factors
3. Path physiology
5. Clinical features.

VI] Physical Examination of Patient (Date & Time)

Physical examination: with date and time.

Clinical features present in the book Present in the patient

VII] Investigations

Date Investigation done Results Normal value Inferences

VIII] Management - (Medical /Surgical)

a) Aims of management

b) Objectives of Nursing Care Plan

IX] Treatment:

S.No	Drug (Pharmacological name)	Dose	Frequency/ Time	Action	Side effects & drug reaction
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Nurse's

responsibility

- Medical or Surgical Management.

- Nursing management

X] Nursing Care Plan: Short Term & Long Term plan.

Assessment Nursing

Diagnosis

Objective Plan of

care

Rationale Implementation Evaluation

XI] Discharge planning:

It should include health education and discharge planning given to the patient.

XII] Prognosis of the patient:

XIII] Summary of the case:

IVX] References:

EVALUATION CRITERIA FOR CASE PRESENTATION

Maximum Marks – 50)

SN	Criteria	Marks Allotted	Marks Obtained	Total
1	Content Subjective & objective data.	08		
2	Problems & need Identified & Nsg. Care Plan	15		
3	Effectiveness of presentation	5		
4	Co-relation with patient & Book i. e. research evidence.	10		
5	Use of A. V. Aids	5		
6	Physical arrangement	2		
7	Group participation	3		
8	Bibliography & references	2		
	Total	50		

CLINICAL EVALUATION: COMPREHENSIVE NURSING CARE

(Maximum Marks – 100 each area.)

Name of the Student

Year:

Duration of Experience:

SN	Criteria	1	2	3	4	5
I	UNDERSTANDING OF PATIENT AS PERSON A. Approach. 1. Rapport with patient/ family members. 2. Collects significant information. B. Understanding of patient's health problems. 1. Knowledge about disease condition. 2. Knowledge about investigations. 3. Knowledge about treatment. 4. Knowledge about progress of the patient.					
II	NURSING CARE PLAN A. Assessment of the condition of the patient. 1. History taking – past & present health and illness. 2. Specific observation of the patient. 3. Nursing diagnosis. B. Development of the short – term & long term Nursing care plans. 1. Identification of all problems in the patient/ family. 2. Prioritization & implementation of the plans. 3. Evaluation of the care given & replanning					
III	TECHNICAL SKILL 1. Economical & safe adaptation to the situation & available facilities. 2. Implements the procedure with skill speed & completeness.					
IV	RECORDING & REPORTING 1. Prompt, precise, accurate & relevant. 2. Maintenance of clinical experience file.					
V	HEALTH TEACHING 1. Incidental/ planned teaching with principles of teaching & learning. 2. Uses visual aids appropriately					
VI	PERSONALITY 1. Professional appearance (uniform, dignity, tact fullness interpersonal relationship, punctuality etc. 2. Sincerely, honesty & Sense of responsibility.					
	TOTAL MARKS					

Positive & Negative aspects.

Signature of Student

Signature of Clinical supervisor

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KASTURBA NURSING COLLEGE, SEWAGRAM-WARDHA

EVALUATION CRITERIA FOR *NURSING CARE PLAN*

(Maximum Marks – 50)

Name of the Student : _____

Date :

Field placement : _____

SN	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED	TOTAL
1	1. History taking	6		
2	2. Assessment of needs & problems	10		
3	3. Nursing process	16		
4	4. Implementation of care	10		
5	5. Follow-up care	4		
6	6. Bibliography	4		
	TOTAL	50		

N.B. : One Nursing Care Plan : 50 Marks

Remarks

Signature of Students

Signature of Supervisor

COMMUNITY HEALTH NURSING-I

Placement : First Year

Hrs of Instruction:

Theory: 150 Hrs

Practical: 650 Hrs

Total: 800 Hrs

Course Description:

This 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 individual, families, groups and develop skills to function as community health nursing specialist/practitioner. It would further enable the students to function as an educator, manager and researcher in the field of community health nursing.

Objective:

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

1. Appreciate the history and development in the field of Community health and Community Health Nursing.
2. Appreciate the 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 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 and multi-disciplinary 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	INC Hours	Content
I	10	<u>Introduction</u> <ul style="list-style-type: none">• Historical development of Community health and community health nursing- World and India, various health and family welfare committees.• Current status , trends and challenges of Community Health nursing.• Health status of the community, Scope of community health nursing practice.• Ethical and legal issues, Socio-cultural issues in Community health nursing• National Policies, plans and programmes:<ul style="list-style-type: none">- National health policy- National Population policy- National health and welfare programmes- National health goals/indicators/Millennium developmental goals(MDG) /strategies.- Planning process Five years- Plan and Health reports.- National health rural mission.
II	10	<u>Health</u> <ul style="list-style-type: none">• Concepts, Issues• Determinants• Measurements• Alternate systems for health promotion and management of health problems• Health economics• Health technology• Genetics and health• Waste disposal• Eco system
III	15	<u>Population dynamics and control</u> <ul style="list-style-type: none">• Demography• Transition and theories of population• National population policy• National population programmes• Population control and related programmes• Methods of family limiting and spacing• Research, Census, National Family Health Survey

Unit	INC Hours	Content
IV	30	<p><u>Community Health Nursing</u></p> <ul style="list-style-type: none"> • Philosophy, Aims, Objectives, Concepts, Scope, Principles & Functions • Community health Nursing theories • Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits. • Health assessment-individuals, groups and community • Roles and responsibilities of Community Health Nurse • Family nursing and family centered nursing approach • Nursing care for special groups; children, adolescents, adults, women, elderly, physically and mentally challenged – Urban and rural population at large. • Community diagnosis, setting objectives • Interventions: Micro and macro nursing plans, operationalization and evaluation. • Concepts, role and responsibilities of community health nurse practitioners –decision making skill, follow nursing practice standards, advanced nursing practice, professionalism, legal issues.
V	45	<ul style="list-style-type: none"> • IMNC (Integrated Management of Neonatal and Childhood illness) <ul style="list-style-type: none"> - General danger signs - Cough & difficulty in breathing - Case assessment practice - Diarrhoeas & Dehydration - Fever & Ear Problems - Anaemia, Nutrition & feeding - Counselling & Role play - Sick baby assessment - Assessment of Newborn - Neonatal jaundice - Malnutrition • Skilled Birth Attendant (SBA)
VI	15	<ul style="list-style-type: none"> • Disaster nursing <ul style="list-style-type: none"> -Definition, concept, types -Disaster Management -Triage <ul style="list-style-type: none"> - Nuclear, Biological and Chemical Warfare - Disaster preparedness -Role of a Nurse in Disaster Management and role of a nurse in NBC Warfare

Unit	INC Hours	<u>Content</u>
VII	10	<u>Information, education and communication</u> <ul style="list-style-type: none"> • IEC, Principles and strategies • Communication skills • Management, information and evaluation system: Records and reports • Information technology • Tele-medicine and tele-nursing • Journalism • Mass Media • Folk Media
VIII	15	<u>Health care delivery system: Urban and rural</u> <ul style="list-style-type: none"> • Functions, Staffing, Pattern of assistance, layout, drugs, equipments and supplies. • Village, Sub-Centre, Primary health centre, Community Health centre, district hospitals, sub-divisional hospitals, district family welfare bureau and tertiary care institution. • Critical review of functioning of various levels, evaluation, studies, recommendations and nursing perspective • Alternative systems of medicine • Training and supervision of health workers • Health agencies: Roles and functions • Inter-sectoral coordination. • Public Private partnership

PRACTICAL

Total = 660 Hours
1 Week= 30 Hours

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

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, fold media, preparation of IEC materials
- Organizing and participating in special clinics/camps and national health and welfare programmes-Organize at least 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
- Organize at least 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 vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits to Population Control Office, Office for Rural Health Mission, SHEB, Ayurveda Hospital, Homeopath Hospital
- Maintenance of log book for various activities.

COMMUNITY HEALTH NURSING-I

Placement: First Year

EVALUATION

Internal assessment (theory):

Max Marks

Periodical Exams-2

(Mid-term-50 & Pre-final-75 marks)

Marks: 125

Seminar-2

Marks: 50

Review of article from journal-2

Marks: 50

For Internal assessment marks 125 to be converted out of 25

Internal assessment (practical):

SN	Assignments	Marks
1	Family Care Study Urban Area	50
2	Family Care Study Rural Area	50
3	Family Health Care Plan - 2	50
4	Clinical Supervision Checklist Evaluation	50
5	Home Procedure Evaluation-2	100
6	Community Health Survey & Community diagnosis & Health Education based on priority felt health need of community	100
7	Project (Organize and conduct any one of the following- Exhibition/ Street Play/ Puppet Show)	50
8	Health Talk-2	200
9	Clinical evaluation in different areas of placement	200
10	<u>Practical Examination</u>	
	Mid Term	50
	Pre Term	100
<u>Total</u>		1000

For Internal assessment marks 1000 to be converted out of 100

1. EVALUATION CRITERIA FOR FAMILY HEALTH CARE STUDY (Marks: 50)

SN	Criteria	Marks Allotted	Marks Obtained
1	Introduction & Objective	02	
2	Subjective data	03	
3	Objective data	05	
4	Assessment of Family members (physical mental & social)	03	
5	Health needs identified	03	
6	Planning for family health nursing care (including short term & long term plan)	06	
7	Implementation of home nursing care plan with scientific rationale	06	
8	Health education planning & implementation	04	
9	Planning for diet	03	
10	Drugs study & home care	03	
11	Evaluation: - Out come of family health care - Self learning as a Nurse	02 02	
12	Future plan	03	
13	Conclusion & suggestion	02	
14	Use of table / graphs etc.	03	
	TOTAL	50	

2. CLINICAL SUPERVISION CHECKLIST EVALUATION (50 marks)

SN	Criteria	Marks Allotted	Marks Obtained
1	<i>Objective of supervision</i>	05	
2	<i>Knowledge checklist</i>	05	
3	<i>Skill checklist</i> # Organization # Explanation, Communication # Steps of procedure # Recording	10	
4	<i>Nurse- Client interaction</i>	05	
5	Identification of strong and weak points	10	
6	Guidance and assistance extended	05	
7	<i>Method used</i> # Direct/ Indirect	05	
8	<i>Style of report presentation</i>	05	
	TOTAL	50	

3.EVALUATION CRITERIA FOR HOME PROCEDURE EVALUATION (50 MARKS)

Particular	Marks	Marks Obtained
Selection of procedures based on family needs	02	
Preparation of the bag for the procedure	05	
Confidence in use of bag	05	
Caring out all the steps of procedure correctly	05	
Scientific principles followed while doing procedure	05	
Involvement of family while doing procedure	05	
Post care of bag and equipment	05	
Health education while during and the procedure	05	
Disposal of waste	05	
Reporting for breakage and loss	03	
Recording and reporting	05	

Any two procedures of the following

- Physical assessment of
 - Neonate
 - Infant
 - Toddler
 - Preschooler
 - Schooler
 - Geriatric
- Antenatal assessment
- Vital signs monitoring
- Wound dressing
- Urine testing
- Hemoglobin estimation
- Blood sugar estimation
- Baby bath

5. EVALUATION CRITERIA FOR FAMILY HEALTH SURVEY / COMMUNITY DIAGNOSIS (50 Marks)

SN	Criteria	Marks Allotted	Marks Obtained
1	Knowledge related to survey	06	
2	Data collection & entry on survey cards	04	
3	Table and tabulation of data	06	
4	Analysis and Interpretation of data	10	
5	Use of visual aids and graphs etc.	08	
6	Proposed future plans	06	
7	Recording in the registers	10	
	TOTAL MARKS	50	

6. EVALUATION CRITERIA FOR HEALTH TALK EVALUATION (100 marks)

Particular	1	2	3	4	5	Score
I) PLANNING AND ORGANISATION a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V.Aids II) PRESENTATION : a) Interesting b) Clear Audible c) Adequate explanation d) Effective use of A.V. Aids e) Group Involvement f) Time Limit III) PERSONAL QUALITIES : a) Self confidence b) Personal appearance c) Language d) Mannerism e) self awareness of strong & weak points IV) FEED BACK: a) Recapitulation b) Effectiveness c) Group response V) SUBMITS ASSIGNMENT ON TIME						

7. CLINICAL EVALUATION PROFORMA (100 marks)

Name of Student:

Area of Community Health Nursing:

Evaluator:

Period under Evaluation:

Rating:

1 – in many respects fails to meet requirement satisfactorily

2 – Meets many requirements but deficient in important aspect

3- Average, clearly meets basic requirements satisfactorily.

4 – Clearly exceed basic requirements, respecting superior

5 – Outstanding in all respects.

SN

Areas with subheading Rating

1 2 3 4 5

I Knowledge and understanding about family

1. Studies family health record and collects significant data

2. Interprets significant data based on knowledge of community Health /Community Health Nursing.

II Home Visit

3. Preplans are written based on the health needs of the family and identified goals

4. Planning and organization of home visit

5. Establishers report with the family and able to communicate effectively and tactfully with different individual / groups

III Health Assessment and Observation

6. Identifies deviations from normal and set priorities in home care activities

7. Plans and implements name care based on preset goals and health needs

- IV Nursing Activities carried out:**
8. Application of scientific principles
 9. Technical skills with necessary modification and completeness of the procedure
 - 10 Involvement and participating of the family members
 - 11 Interpretation, reporting, recording of results
 - 12 Takes, corrective follow standing orders selects and appropriate referral agencies.
- V Health information health teaching**
- 13 Uses every opportunity for incidental / planned teaching for individual and group
 - 14 Uses appropriate teaching learning principles
- VI Post Visit**
- 15 Reports significant information
 - 16 Completes records, promptly, precisely and accurately.
- VII Evaluation of Family Health Care**
- 17 Able to evaluate the set goals, short and long term health care plans
 - 18 Able to revise the family health needs and modify the care plans
- VIII Professional qualities**
- 19 Professional appearance
 - 20 Interest, initiative, resourcefulness, responsible, leadership and attitude, response to constructive criticism and suggestions.

Total Marks:

Percentage:

Grade:

Remarks / comments by the Supervisor:

(In terms of strengths and weaknesses)

Instruction: Application of theory to practice is considered through out the experiences.

8. EVALUATION PROFORMA FOR PLANNING AND CONDUCTION OF

Exhibition/ Street Play/ Puppet Show) (50 Marks)

SN	Criteria	Marks Allotted	Marks Obtained
1	Need for topic	05	
2	Organization	05	
3	Planning # Setting objectives # Selection of students # Schedule preparation # Advertising communication # Method selected # Resources used	20	
4	Implementation # Conduction # Monitoring activities	10	
5	Evaluation (Pre-Post)	05	
6	Writing report	05	
	TOTAL MARKS	50	

CLINICAL SPECIALTY – I

CHILD HEALTH (PAEDIATRIC) 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 Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager and researcher in the field of Pediatric nursing.

Objectives :

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, development, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates and 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 and in-service nurses.

Course Content

Unit	Hours	Content
I	10	Introduction <ul style="list-style-type: none"> • Historical development of Pediatrics and Pediatric Nursing • Difference between child and adult care • Philosophy of paediatric care • Changing trends in Pediatric Nursing • Role of family in child care • Community-based nursing of the child and family • Ethical and cultural issues in pediatric care • Role of paediatric nurse • Rights of children and special laws and ordinance relating to children. • Current status of child health in India; • National goals, • Five year plans • National health programs related to child health.
II	10 hrs	Assessment of pediatric clients <ul style="list-style-type: none"> • History taking • Developmental assessment • Physical assessment • Nutritional assessment • Family assessment • Nursing process in care of children
III	5	Nursing management of the sick/ hospitalized child <ul style="list-style-type: none"> • Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family • Stressors and reactions related to developmental stages, play activities for ill / hospitalized child. • Nursing care of hospitalized child and family - principles and practices.
IV	10	Pre-natal Pediatrics <ul style="list-style-type: none"> • Embryological and fetal development, Prenatal factors influencing growth and development of fetus, • 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, • Importance of prenatal care and role of pediatric nurse.
V	20	Growth and Development of children <ul style="list-style-type: none"> • Principles of growth and development, • Factors affecting growth and development • Concepts and theories of growth & development <ul style="list-style-type: none"> Biophysical Psycho-social theories Psychosexual theories Moral development theories Cognitive development theories Spiritual theories • Development tasks and special needs from infancy to adolescence, developmental milestones, • Assessment of growth and development of pediatric clients, • Growth Monitoring

		<ul style="list-style-type: none"> • Role of play in growth and development of children.
Unit	Hours	Content
VI	5	Behavioral / Social Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> • Parent child relationship, • Basic behavioral pediatric principles and specific behavioral pediatric concepts/ disorders – maternal deprivation, failure to thrive, child abuse, the battered child. • Common behavioral and social problem and their management. • Child guidance clinic.
VII	30	Preventive Pediatrics and Pediatric Nursing. <ul style="list-style-type: none"> • Concept, aims and scope of preventive pediatrics, • Five year plans & National health policy for children • National health programs related to child health. • Maternal health and its influence on child health antenatal aspects of preventive pediatrics. • Mortality among children, MCH indicators. • Recent trends in MCH services • Immunization, expanded program on immunisation / universal immunization program and cold chain. • Nutrition and Nutritional requirements of children, • Fluid and electrolyte balance in children • Pattern of feeding, breast feeding, baby-friendly hospital initiative, Artificial feeding • Weaning • Nutritional Programs and welfare services. • National and international organizations related to child health • Role of pediatric nurse in the hospital and community. • Health education, nutritional education for children.
VIII	35	Neonatal Nursing <ul style="list-style-type: none"> • Neonatal resuscitation • New born baby-profile and characteristics of the new born • Assessment of the new born • Nursing care of the new born at birth, care of the new born and family, • Planning and organization of level I,II and III neonatal care units • NICU and environment • Equipment and personnel management • High risk neonate – pre term and term neonate and growth retarded babies. • Low birth weight babies. • Transport of the high risk neonate to NICU • Neonatal infections prevention and management • Identification and classification of neonates with infection HIV and AIDS, Ophthalmia neonatorum, congenital syphilis. • High risk new born – Identification, classification and nursing management. • Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU. • Management of Neonatal problems <ul style="list-style-type: none"> Respiratory distress syndrome & HMD Neonatal Hypoglycemia Neonatal Hyperbilirubinemia Common metabolic problems Nutritional requirements

		Neonatal seizures Neonatal mechanical ventilation Thermo regulation • Follow up care and assessment of high risk infants
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Unit	Hours	Content
IX	25	IMNCI (Integrated Management of Neonatal and childhood illnesses) <ul style="list-style-type: none"> • Concept • Rationale for an evidence based syndromic approach • Components • Principles of IMNCI • Case management process • Outpatient management of young infants age up to 2 months • Outpatient management of children age 2 months up to 5 years • Principles of management of sick children in small hospital • National Population policy 2000 • Re productive and child health.

PRACTICAL

SN	Deptt. / Unit	No. of week	Total Hours
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room / Maternity Ward	2/2	120 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	110 Hours
6	Creche / Day care Centre	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	2	60 Hours
	Total	22 weeks	650

Student Activities	500
Clinical presentations	2 x 50 = 100
Assessment of New Born Baby/Preterm	25x2 = 50
Growth & developmental assessment	5 x 20 = 100
Nursing care plan	2 x 25 = 50
Project work	50
Field Visits.	Child care center, Anganwadi, play school, Creche, WHO/UNICEF, SOS Village

Neonatal resuscitation
Health education

Evaluation	Theory	Practical
Internal	25	100
External	75	100

Internal assessment (Theory)

Seminar 2x50=100

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CHILD HEALTH NURSING

PROFORMA & GUIDELINE FOR EXAMINATION AND ASSESSMENT OF NEW BORN

I] Biodata of baby and mother

05 Marks

Name of the baby (if any) : Age:

Birth weight : Present weight:

Mother's name : Period of gestation:

Date of delivery :

Identification band applied :

Type of delivery : Normal/ Instrumental/ Operation

Place of delivery : Hospital/ Home

Any problems during birth : Yes/ No

If Yes explain :

Antenatal history :

Mother's age : Height: Weight:

Nutritional status of mother :

Socio-economic background :

II] Examination of the baby :

05 Marks

Characteristics In the Baby Comparison with the normal

1. Weight
2. Length
3. Head circumference
4. Chest circumference
5. Mid-arm circumference
6. Temperature
7. heart rate
8. Respiration

III] General behavior and observations 05 Marks

Color :

Skin/ Lanugo :

Vernix caseosa :

Jaundice :

Cyanosis :

Rashes :

Mongolian spot :

Birth marks :

Head :

- Anterior fontanel :
- Posterior fontanel :
- Any cephalhematoma/ caput succedaneum
- Forceps marks (If any) :

Eyes : Face:

Cleft lip/ palate

Ear Cartilage :

Trunk:

- Breast nodule
- Umbilical cord
- Hands :

Feet/Sole creases :

Legs :

Genitalia :

Muscle tone :

Reflexes

- Clinging :
- Laughing/sneezing :
- Sucking :
- Rooting :
- Gagging :
- Grasp :
- Moro :
- Tonic neck reflex :

Cry: Good/ week

APGAR scoring at birth :

First feed given :

Type of feed given :

Total requirements of fluid & calories:

Amount of feed accepted :

Special observations made during feed:

Care of skin :

Care of eyes, nose, ear, mouth :

Care of umbilicus and genitalia :

Meconium passed/ not passed :

Urine passed/ not passed :

IV] Identification of Health Needs in Baby & Mother.

05 Marks

V] Health education to mother about Breast feeding:

05 Marks

Care of skin, eye, and umbilicus ect.

V]Bibliography**PROFORMA & GUIDELINE FOR ASSESSMENT OF GROWTH & DEVELOPMENT
(Age group: birth to 5 yrs)****I] Identification Data**

Name of the child :

Age :

Sex :

Date of admission :

Diagnosis :

Type of delivery : Normal/ Instrumental/LSCS

Place of delivery : Hospital/ Home

Any problem during birth : Yes/ No

If yes, give details :

Order of birth :

II] Growth & development of child & comparison with normal:**Anthropometry In the Child Normal**

02 Marks

Weight

Height

Chest circumference

Head circumference

Mid arm circumference

Dentition

III] Milestones of development:

02 Marks

Developmental milestones In Child Comparison with the normal

1. Responsive smile
2. Responds to Sound
3. Head control
4. Grasps object
5. Rolls over

6. Sits alone
7. Crawls or creeps
8. Thumb-finger co-ordination (Prehension)
9. Stands with support
10. Stands alone
11. Walks with support
12. Walks alone
13. Climbs steps
14. Runs

IV] Social, Emotional & Language Development:

02 Marks

Social & emotional development In Child Comparison with the normal

Responds to closeness when held

Smiles in recognition

Recognizes mother

Coos and gurgles

Seated before a mirror, regards image

Discriminates strangers

Wants more than one to play

Says Mamma, Papa

Responds to name, no or give it to me

Increasingly demanding

Offers cheek to be kissed

Can speak single word

Use pronouns like I, Me, You

Asks for food, drinks, toilet,

Plays with doll

Gives full name

Can help put things away

Understands difference between boy & girl

Washes hands

Feeds himself/herself

Repeats with number

Understands under, behind, inside, outside

Dresses and undresses

V] Play habits

02 Marks

Child's favourite toy and play:

Does he play alone or with other children?

VI] Toilet training

02 Marks

Is the child trained for bowel movement & if yes, at what age:

Has the child attained bladder control & if yes, at what age:

Does the child use the toilet?

VII] Nutrition

02 Marks

- Breast feeding (as relevant to age)

- Weaning Has weaning started for the child: Yes/No If yes, at what age & specify the weaning diet. Any problems observed during weaning:

Meal pattern at home**02 Marks**

Sample of a day's meal: Daily requirements of chief nutrients :

Breakfast: Lunch: Dinner: Snacks:

VIII] Immunization status & schedule of completion of immunization. 02 Marks**IX] Sleep Pattern****02 Marks**

How many hours does the child sleep during day and night?

Any sleep problems observed & how it is handled:

X] Schooling**02 Marks**

Does the child attend school?

If Yes, which grade and report of school performance:

XI] Parent child relationship

How much time do the parents spend with the child?

Observation of parent-child interaction:

XII] Explain parental reaction to illness and hospitalization**XIII] Child's reaction to the illness & hospital team****XIV] Identification of needs on priority****XV] Conclusion****XVI] Bibliography**

Evaluation Criteria :Assessment of Growth

PROFORMA & GUIDELINE FOR CASE STUDY**I] Patient's Biodata**

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been admitted to the ward.

III] Child's Personal data:

- Obstetrical history of mother
- Prenatal & natal history
- Growth & Development (compare with normal)
- Immunization status
- Dietary pattern including weaning
- Nutritional status
- Play habits
- Toilet training habits
- Sleep pattern
- Schooling

IV] Socio-economic status of the family:

Monthly income, expenditure on health, food, education

V] History of Illness

- i) History of present illness – onset, symptoms, duration, precipitating/ aggregating factors
- ii) History of past illness – Illnesses, hospitalizations, surgeries, allergies.
- iii) Family history – Family tree, family history of illness, risk factors, congenital problems, psychological problems.

VI] Diagnosis :- Provisional & confirm.

VII] Description of disease: Includes the followings:

1. Definition
2. Related anatomy and physiology
3. Etiology & risk factors
4. Path physiology
5. Clinical features

VIII] Physical Examination of Patient

Clinical features present in the book present in the patient

IX] Investigations:-

Date Investigation done Result Normal value Inference

X] Management - Medical / Surgical

- Aims of management
- Objectives of Nursing Care Plan

XI] Medical Management

S.No

Drug (Pharmacological name)

Dose Frequency / Time

Action

Side effects & drug interaction

Nurse's responsibility

XII] Nursing management (Use Nursing Process) (Short Term & Long Term

Plans)Assessment Nursing Diagnosis Objective Plan of care Rationale Implementation

Evaluation

XIII] Complications

Prognosis of the patient

XIV] Day to day progress report of the patient

XV] Discharge planning

XVI] References:

EVALUATION CRITERIA FOR CASE STUDY

(Maximum Marks – 50)

SN	Item	Marks
01.	Introduction	03
02.	History and assessment	05
03.	Comparative finding with patients	10
04.	Theoretical knowledge and understanding of diagnosis	05
05.	Nursing Process	15
06.	Follow up care	05
07.	Summary and conclusion	05
08.	Bibliography	02

Total 50

Note :- One Medical and One Surgical Pediatrics Case study. 50 Marks each.

CHILD HEALTH NURSING

PROFORMA & GUIDELINE FOR CASE PRESENTATION

I] Patient Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been brought to the hospital

III] Child's Personal data:

- Obstetrical history of mother
- Prenatal & natal history
- Growth & Development, compare with normal (Refer Assessment Proforma).
- Immunization status
- Dietary pattern including weaning(Breast feeding relevant to age)
- Play habits
- Toilet training
- Sleep pattern
- Schooling

IV] Socio-economic status of the family: Monthly income, expenditure on health, food, education etc.

V] History of Illness

- i) History of present illness – onset, symptoms, duration, precipitating /aggravating factors
- ii) History of past illness – Illnesses, surgeries, allergies, medications
- iii) Family history – Family tree, history of illness in the family members, risk factors, congenital problems, psychological problems.

VI] Diagnosis: (Provisional & confirmed).

Description of disease: Includes the followings

2. Definition.
3. Related anatomy and physiology
4. Etiology & risk factors
5. Path physiology
6. Clinical features.

VII] Physical Examination of Patient (Date & Time)

Physical examination: with date and time.

Clinical features present in the book

Present in the patient

VIII] Investigations

Date Investigation done Results Normal value Inference

IX] Management - (Medical /Surgical)

- Aims of management
- Objectives of Nursing Care Plan

X] Treatment:

S No

Drug (Pharmacological name)

Dose Frequency/ Time

Action

Side effects & drug interaction

Nurse's responsibility

- Surgical management
- Nursing management

XI] Nursing Care Plan: Short Term & Long Term plan.

Assessment Nursing Diagnosis Objective Plan of care Rationale Implementation Evaluation

XII] Discharge planning:

It should include health education and discharge planning given to the patient.

XIII] Prognosis of the patient:

XIV] Summary of the case:

XV] References:

EVALUATION CRITERIA FOR CASE PRESENTATION

(Maximum Marks – 50)

Criteria Total Marks

1. Content Subjective & objective data. 08
2. Problems & need Identified & Nsg. Care Plan. 15
3. Effectiveness of presentation. 05
4. Co-relation with patient & book. 10
5. Use of A. V. Aids. 05
6. Physical arrangement. 02
7. Group participation. 03
8. Bibliography & references. 02

Total 50

CLINICAL EVALUATION: CHILD HEALTH NURSING

Area :- Paed. Medical & Surgical Nursing. Maximum Marks – 100

Name of the Student

Year: Nursing Duration of Experience

S.No

Criteria

1 2 3 4

KNOWLEDGE, SKILL & APPLICATION

1. Possess sound knowledge of principles of Paed Nsg
2. Has an understanding of the modern trends and current issues in paed nsg practice
3. Has knowledge of normal growth and development of children
4. Has adequate knowledge of paed nutrition and applies principles of normal therapeutic diet
5. Able to elicit health history of child and family accurately
6. Identifies need/problems of Children with **Medical & Surgical** problems
7. Able to plan, implement and evaluate care both preoperatively and post operatively
8. Able to calculate and administer medications to children accurately
9. Recognizes the role of play in children & facilitates play therapy for hospitalized children
10. Acts promptly in paediatric emergencies
11. Makes relevant observations, maintain records & reports promptly & effectively.
12. Skilful in carrying out physical examination, developmental screening and detecting deviations from normal

13. Able to carry out therapeutic regime related to children in accordance with principles of paediatric Nsg
14. Identifies opportunities for health education & rehabilitation and encourages parent participation in the care of the child
15. Demonstrates evidence of self learning by reading of current literature/seeking help from experts.

Personality aspects

16. Professional grooming & turn-out
17. Able to think logically, alert, attentive and well informed
18. Communicates effectively
19. Enthusiastic & takes interest in clinical setting
20. Trust worthy and reliable
21. Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family
22. Displays emotional maturity and leadership qualities.
23. Follows instructions & exhibits positive behavioral changes as and when required
24. Practices economy in relation to time, effort & material in all aspects of care
25. Complete assignments in time with self motivation and efforts.

Positive & Negative aspects. Signature of Student Signature of Clinical supervisor

PROFORMA & GUIDELINE FOR HEALTH TEACHING.

Topic Selected :-

1. Name of the Student Teacher.
2. Name of the Supervisor.
3. Venue.
4. Date.
5. Time
6. Group.
7. Previous knowledge group.
8. General objectives.
9. Specific objectives.
10. A. V. Aids. used.

NURSING RESEARCH AND STATISTICS

Placement 1st Year

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

Part A: Nursing Research

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. Analyze and interpret the research data
7. Communicate research findings
8. Utilize research findings
9. Critically evaluate nursing research studies
10. write scientific paper for publication

CONTENT OUTLINE

Unit	Hours		Course Content
	Theory	Practical	
I	10 +2		Introduction : <ul style="list-style-type: none"> • Methods of acquiring knowledge – problem solving and scientific method. • Inductive and deductive reasoning • Research – definition, Characteristics, purposes, kinds of research • Historical Evolution of research in nursing • Basic research terms • Scope of nursing research : areas, problems in nursing, health and social research, • Role of research in nursing • Evidence based practice • Ethics in research • Overview of Research process
II	5 (-2) 3	5	Review of Literature * Importance, purposes, scope, sources, criteria for selection of resources and steps in reviewing literature.
III	12		Research Approaches and designs <ul style="list-style-type: none"> • Type: Quantitative and Qualitative • Historical, survey and experimental – Characteristics, types advantages and disadvantages • Qualitative: Phenomenology, grounded Theory, ethnography • Research designs, its importance , characteristics of good design • Threats to internal and external validity
IV	10	5	Research problem : <ul style="list-style-type: none"> • Identification of research problem, • Sources of research problem • Formulation of problem statement and research objectives • Definition of terms • Assumptions and delimitations and limitation • Identification of variables • Hypothesis – definition, formulation and types

Unit	Hours		Course Content
	Theory	Practical	
V	5	5	Developing theoretical / conceptual framework <ul style="list-style-type: none"> Theories: Nature, Characteristics, Purpose and uses Using, testing and developing conceptual framework, models and theories
VI	6	-	Sampling <ul style="list-style-type: none"> Population and sample Factors influencing sampling Sampling techniques Sample size Probability and sampling Error Problems of sampling
VII	20	10	Tools and methods of Data collection : <ul style="list-style-type: none"> Concepts of data collection Data sources, methods/techniques quantitative and qualitative Tools for data collection – types, characteristics and their development Validity and reliability of tools Procedure for data collection
VIII	5		Implementing research plan <ul style="list-style-type: none"> Pilot study, review research plan (design), planning for data collection, administration of tool / interventions, collection of data
IX	10	10	Analysis and interpretation of data <ul style="list-style-type: none"> Plan for data analysis: quantitative and qualitative Descriptive and Inferential Analysis Preparing data for computer analysis and presentation Statistical analysis Interpretation of data Conclusion and generalizations Summary and discussion

Unit	Hours		Course Content
	Theory	Practical	
X	10		Reporting and utilizing research findings: <ul style="list-style-type: none"> • Communication of research results; oral and written • Writing research report purposes, methods and style-vancouver, American Psychological Association (APA), Campbell etc • Writing scientific article for publication: purposes & style
XI	3	8	Critical analysis of research reports and articles
XII	4	7	Developing and presenting a research proposal

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
- Conducting validity and reliability of 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
- Review of literature of at least 20 Journals and 20 book - 50 marks
- Research Critiques- 50 marks
- Presentations- Presentation of two related researches **50 marks**
- Project Work Project on topic of Interest **100 marks**

PART – B : STATISTICS

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.

Theory 50 Hrs. & Practical 50 Hrs.

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	Introduction : <ul style="list-style-type: none">• Concepts, types, significance, and scope of statistics meaning of data, parametric and non-parametric data• Sample, parameter• Type and levels of data and their measurement• Organization and presentation of data – Tabulation of data:• Frequency distribution• Graphical and tabular presentations
II	4	4	Measures of central tendency : <ul style="list-style-type: none">• Mean, Median, mode
III	4	5	Measures of variability: * Range, Percentiles, average deviation, quartile deviation, standard deviation

Unit	Hours		Course Content
	Theory	Practical	
IV	3	2	Normal Distribution : * Probability , Characteristics and application of normal probability curve; sampling error. Cumulative distribution The cumulative frequency graph, Percentiles and percentile ranks The Cumulative percentage curve or Ogive
	2	2	
V	6	8	Measures of relationship : <ul style="list-style-type: none"> • Correlation – need and meaning • Rank order correlation • Scatter diagram method • Product moment correlation • Simple linear regression analysis and prediction.
VI	4	2	Designs and meaning: <ul style="list-style-type: none"> • Experimental designs • Comparison in pairs, randomized block design, Latin squares
VII	8	10	Significance of statistic and significance of difference between two statistics (testing hypothesis) <ul style="list-style-type: none"> • Non parametric test – Chi – square test, Sign median test, Mann-Whitney test. • Parametric test – ‘t’ test, anova, manova, ancova, Pearson’s r
VIII	5	5	Use of statistical methods in psychology and education: <ul style="list-style-type: none"> • Scaling – Z Score , Z Scaling • Standard Score and T score • Reliability of test Scores: test-retest method, parallel forms, split half method
IX	4	2	Application of statistics in health: <ul style="list-style-type: none"> • ratios, Rates, Trends • Vital health statistics – Birth and death rates. • Measures related to fertility, morbidity and mortality
X	3	6	Use of computers for data analysis Use of statistical package.

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%

Internal Assessment : Theory

I. Test

	Marks	Research	Statistics
1) Mid term	50	30	20
2) Pre final	75	50	25
	125	80	45

40% of test marks - **10 marks**

II. Assignments

i. Review of literature on topic of Interest (At least 20 books and 20 Journals) - 50 marks

ii. Critiquing - 50 marks

Total 100 marks

20% of Assignments – 5 marks

III. Presentation

Presentation of two related researches - 50 marks - **Total 100 marks**

20% of Presentation - **5 marks**

IV. Project work

20% - **5 marks**

References – for Nursing Research and Statistics

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4. Rose Hott & Budin. Notter's Essentials of Nursing Research 5th ed. spinger publisher, Newyork. 1999
5. Patricial Nunhall. Nursing Research 3rd ed. James & Bar. 2001. Canada
6. Caroly M.H. Research methods for clinical Therapists Applied project design and analysis second ed. 1999. Churchill Livingstone.
7. P.K. Indrani, T.K. Research Methods for Nurses. Jyppe, 2005.
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13. Burns & Grovo. Under standing Nursing Research. 4th ed. Elsevier. 2007
14. Polit, Beck & P. Hungler” Nursing Research methods, Appraisal & Utilization” 5th edition 2001, Lippincott.
15. Specials & Carpenter Qualitative Research in Nursing Advancing the Hamanistic imperative 4th ed. Lippincott Williams. 2007

Journals:

- 1 Journal of nursing practice and research.
- 2 Indian journal of medical ethics.