

Krishna Institute of Medical Sciences Deemed University

Krishna Institute of Nursing Sciences



Syllabus

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M Sc. Nursing - Program code: 4302

**KIMSDU. (4302)KINS.M SC NURSING 4302-11**

**1<sup>ST</sup> YEAR M Sc NURSING**

**NURSING EDUCATION**

Theory 150 Hours  
Practical 150 Hours  
Total: 300 Hour

**Course Description:**

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

**Objectives:**

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

1. Explain The Aims Of Education, Philosophies, Trends In Education And Health: Its Impact On Nursing Education.
2. Describe The Teaching Learning Process.
3. Prepare And Utilize Various Instructional Media And Methods In Teaching Learning Process.
4. Demonstrate Competency In Teaching, Using Various Instructional Strategies.
5. Critically Analyze The Existing Nursing Educational Programs, Their Problems, Issues And Future Trends.

6. Describe The Process Of Curriculum Development, And The Need And Methodology Of Curriculum Change, Innovation And Integration.
7. Plan and Conduct Continuing Nursing Education Programs.
8. Critically Analyze The Existing Teacher Preparation Programs In Nursing.
9. Demonstrate Skill In Guidance And Counseling.
10. Describe The Problems And Issues Related To Administration Of Nursing Curriculum Including Selection And Organization Of Clinical Experience.
11. Explain The Development Of Standards And Accreditation Process In Nursing Education Programs.
12. Identify Research Priorities In Nursing Education.
13. Discuss Various Models Of Collaboration In Nursing Education And Services.
14. Explain The Concept, Principles, Steps, Tools And Techniques Of Evaluation

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

<p>of teaching . Skill: use appropriate resources of icc give effective health education. Operate telemedicine system.</p>	<ul style="list-style-type: none"> <li>• Relationship Between teaching and learning.(1hr)</li> <li>• Educational aims and objectives (1hr)</li> <li>• types, domains, Levels, elements and writing of educational objectives(1hr)</li> <li>• Instructional design: planning and designing the Lesson (1hr)</li> <li>• writing lesson plan : meaning, its need andImportance, formats.(1hr)</li> <li>• Instruction strategies – lecture, Discussion (1hr) Demonstration, Stimulation, Laboratory(1hr) seminar, Panel, (1hr) Symposium, problem solving, problem based Learning (PBL) (1hr)</li> <li>• Workshop, project(1hr)</li> <li>• Clinical teaching methods (1hr) (12hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Role- play(socio-drama) (1hr)</li> <li>• Competency based education(CBE) (1hr)</li> <li>• OutcomeBased education(OBE) (1hr)</li> </ul> <p>(6hrs)</p>	<p>(1hr) (2hrs)</p>	<p>and slides •seminars</p>	<p>Assessment Of skill- Assessment With check list •clinical work Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.</p>
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<p>III T-10hours P-10</p>	<p>At the end of unit students are able to Knowledge: understand the instructional media and methods. Gain knowledge of basic concept of selection and use of media in education. Skill: use appropriate resources of IEC give effective education.</p>	<p>Must know</p> <p><b>Instructional media and methods</b></p> <ul style="list-style-type: none"> <li>• Key concepts in the selection (1hr)</li> <li>• Use of media in Education(1hr)</li> <li>• Instructional aids – types (1hr)</li> </ul> <p>Uses, selection (1hr) Preparation (1hr) Utilization (1hr)</p> <p>(6hrs)</p>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Teacher’s role in procuring and managing (1hr)</li> <li>• Multi media (1hr)</li> <li>• Video-Tele conferencing</li> </ul> <p>Instructional aids – projected aids, non-projected aids (1hr)</p> <p>(3hrs)</p>	<p>‘nice to know’</p> <p>Developing learning resource material using different Media(1hr)</p> <p>(1hr)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	
<p>IV T-10 hours</p>	<p>At the end of unit students are able to knowledge: measurement and evaluation: Concept and nature of measurement and</p>	<p>Must know</p> <p><b>Measurement and evaluation:</b></p> <p>concept (1hr)</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Process</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Criterion and norm referenced evaluation, (1hr)</li> <li>• Nature of measurement and evaluation(1hr)</li> </ul>	<p>‘Nice to know’</p> <p>Examination, advantages and disadvantages (1hr)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	



<p>P-10</p>	<p>Standardized and non-standardized tests :  <input type="checkbox"/> meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students                      Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p><b>Standardized and non-standardized tests :</b>                      Meaning, characteristics, objectivity, validity Reliability, usability, norms, construction of tests-(1hr)                      Essay, short answer questions                      Multiple choice questions.(1hr)</p> <ul style="list-style-type: none"> <li>• Rating scales, checklist (1hr)</li> <li>• OSCE (objective Structured clinical examination ) (1hr)</li> <li>• OSPE (objective Structured practical examination)(1hr)</li> <li>• Differential scales, and summated scales</li> <li>• Critical incident technique Socio-metry, anecdotal record, attitude scale (1hrs)</li> </ul> <p>(6hrs)</p>	<ul style="list-style-type: none"> <li>• Question bank-preparation (1hr)                      Validation (1hr)                      ModerationBy panel, utilization(1hour)</li> </ul> <p>(3hrs)</p>	<p>Developing a system for maintaining confidentiality (1hour)</p> <p>(1hr)</p>		
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VI T-7 hours P-5	At the end of unit students are able to Knowledge: understand administration, scoring and reporting Administering a test; scoring, grading versus	<p>Must know</p> <p><b>Administration, scoring and reporting</b></p> <ul style="list-style-type: none"> <li>• Administering a test (1hr)</li> <li>• Scoring, grading versus marks(1hr)</li> <li>• Objective tests (1hr)</li> <li>• Item analysis -(1hr)</li> </ul> <p>(4hrs)</p>	<p>Desirable to know</p> <p>Objective tests, (1hr) Scoring essay test, (1hr)</p> <p>(2hrs)</p>	<p>‘Nice to know’</p> <ul style="list-style-type: none"> <li>• Methods of Scoring, - (1hr)</li> </ul> <p>(1hr)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs Models, films and slides</li> <li>•seminars</li> </ul>	<p>•lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs Models, films and</li> </ul>

	marks etc.					
VII T- 10hours P-6	At the end of unit students are able to Knowledge: understand standardized tools process. Skill: develop skill in implementing standardized tool. Attitude: incorporate knowledge of tool and process for implementation for nursing students.	Must know  <b>Standardized tools</b> <ul style="list-style-type: none"> <li>• Standardized tools(1hr)</li> <li>• Tests of intelligence (1hr)</li> <li>• Aptitude (1hr)</li> <li>• Interest (1hr)</li> <li>• Personality (1hr)</li> <li>• Achievement ( 1hr)</li> </ul> (6hrs)	Desirable to know  <ul style="list-style-type: none"> <li>• Test for special mental and abilities (1hr)</li> <li>• Disabilities (1hr)</li> <li>• Test for special physical abilities and disabilities (1hr)</li> </ul> (3hrs)	`Nice To Know`  <ul style="list-style-type: none"> <li>• Socio-economic status scale, (1hr)</li> </ul> (1hr)	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , graphs</li> <li>Models, films and slides</li> <li>•Seminars</li> </ul>	
VIII	At the end of unit	Must know	Desirable to know	`Nice to know`	Lectures &	

<p>T- 5 hours P-6</p>	<p>students are able to Knowledge: understand nursing educational programs Perspectives of nursing education: global and National . Attitude: incorporate with nursing educational programs Current need of the community.</p>	<p><b>Nursing educational programs</b></p> <ul style="list-style-type: none"> <li>• Perspectives of nursing education: global andNational(1hr)</li> <li>• Patterns of nursing education and training programmes in India. (1hr)</li> </ul> <p>Non-university and university Programs: ANM, GNM, Basic B.sc. Nursing, post Certificate B.sc. Nursing, M.sc(n) programs, M.phil And ph.D) in nursing,(1hr)</p> <p>(3hrs)</p>	<ul style="list-style-type: none"> <li>• Post basic diploma programs,Nurse (1 hour)</li> <li>• Practitioner programs. (1 hour)</li> </ul> <p>(2hrs)</p>		<p>Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	
<p>IX T-10</p>	<p>A t the end of unit students are able</p>	<p>Must know</p>	<p>Desirable to know</p>	<p>`Nice to know`</p>	<p>Lectures &amp; Discussion</p>	

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

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



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

<p>T-10 hours</p>	<p>students are able to Knowledge: understand the management of nursing educational institutions Skill: able to do management of nursing educational institutions Planning, organizing, Staffing, budgeting Recruitment, discipline, public relation, Performance Appraisal.</p>	<p><b>Management of nursing educational institutions</b></p> <ul style="list-style-type: none"> <li>• Planning (1hr)</li> <li>• Organizing (1hr)</li> <li>• Staffing(1hr)</li> <li>• Budgeting(1hr)</li> <li>• Recruitment (1hr)</li> <li>• Discipline, public relation (1hr)</li> </ul> <p>(6hrs)</p>	<ul style="list-style-type: none"> <li>• PerformanceAppraisal (1hr)</li> <li>• Welfare Services(1hr)</li> <li>• Library services, (1hr)</li> </ul> <p>(3hrs)</p>	<p>Hostel Services (1hr)</p> <p>(1hr)</p>	<p>Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	
<p>Xv</p>	<p>At the end of unit</p>	<p>Must Know</p>	<p>Desirable to know</p>	<p>`Nice to know`</p>	<p>Lectures &amp;</p>	



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

Practical External Assessment: University Examination

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

Total – 100 Marks

**References:**

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

**KIMSDU. (4302)**

**KINS.M SC NURSING 4302-12**

**1<sup>ST</sup> YEAR M Sc NURSING**

**ADVANCED NURSING PRACTICE**

Placement: I year MSc.N

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

**Course Description**

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

**Objectives:**

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

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

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

Unit No. &Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
I (9 hours) <b>Nursin g as a profession</b>	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global</li> <li>• Code of ethics (INC),</li> </ul>	<ul style="list-style-type: none"> <li>Professional organizations and unions-self defense,</li> <li>• Individual and collective bargaining. (1 hour)</li> <li>• Educational preparations,</li> <li>• Continuing Education, career opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Futuristic nursing. (1 hour)</li> </ul>	Lecture cum discussion Seminar Visit to MNC/INC ( 12 hours that will be adjusted from clinical hours)	Seminar SAQ/LAQ Assignment s

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> <li>Gain knowledge regarding professional organizations</li> <li>Understand quality assurance.</li> <li><b>Attitude:</b> In corporate in clinical field for better patient care.</li> </ul>	<ul style="list-style-type: none"> <li>code of professional conduct (INC), Role of regulatory bodies (1 hour)</li> <li>Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. (1 hour)</li> <li>Role of research, leadership and management.</li> <li>Bioethics (3 hours )</li> <li>Quality assurance in nursing (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>professional advancement &amp; Role and scope of nursing education. (1 hour)</li> </ul>			<p>Seminar SAQ/LAQ Assignments</p>

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
II (10 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b></li> <li>• Understand the healthcare delivery system at all levels in India.</li> <li>• Gain knowledge regarding stakeholders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes.</li> <li>• Gain knowledge of telemedicine.</li> <li>• <b>Skill:</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Health care delivery system-</b> national, state, (1 hour)</li> <li>• District and local level. (1 hour)</li> <li>• Major stakeholders in the health care system- Government, non- govt., (1 hour)</li> <li>• Industry and other professionals. (1 hour)</li> <li>• Patterns of nursing care delivery in India. (1 hour)</li> <li>• Health care delivery concerns, national health and family welfare programs,</li> </ul>	<ul style="list-style-type: none"> <li>• Information, education and communication (IEC) (1 hour)</li> <li>• Political process vis a vis nursing profession.(1 hour)</li> <li>• Tele- medicine. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Health care environment, economics, constraints, planning process, policies, (1 hour)</li> </ul>	Panel Discussion Debate	

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

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



Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	concept of causation of disease. <ul style="list-style-type: none"> <li>• Understand the health informatics and role of nurse.</li> <li>• <b>Attitude:</b> Apply epidemiology in health care delivery system.</li> </ul>	surveillance (1 hour) <ul style="list-style-type: none"> <li>• Health informatics. (1 hour)</li> </ul>				
V (20 hours) <b>Bio psychosocial pathology</b>	At the end of unit students are able to <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand Pathology and psychodynamics of disease causation, common problems in</li> </ul>	<ul style="list-style-type: none"> <li>• Cardio pulmonary resuscitation. (1 hour)</li> <li>• ACLS(1 hour)</li> <li>• BSLs(1 hour)</li> <li>• Child CPR (1 hour) (4 hours practical)</li> <li>• Care of dying and dead (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Pathophysiology and Psychodynamics of disease</li> <li>• causation</li> <li>• Life processes, (1 hour) homeostatic mechanism, biological and psycho-social</li> </ul>	<ul style="list-style-type: none"> <li>• Treatment aspects: pharmacological (1 hour) pre-post operative care aspects(1 hour)</li> </ul>	Lecture cum discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site	Seminar SAQ/LAQ Assignments

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

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
			deprivation. (1 hour)			
VI (20 hours) <b>Philosophy and theories of nursing</b>	At the end of unit students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand nursing theories, conceptual models, concept of self health care and evidence based practice model.</li> </ul>	<ul style="list-style-type: none"> <li>Nursing theories: Nightingale's, (1 hour)</li> <li>Henderson's, (1 hour)</li> <li>Roger's, (1 hour)</li> <li>Peplau's, (1 hour)</li> <li>Abdell's (1 hour)</li> <li>Lewine's, (1 hour)</li> <li>Orem's, (1 hour)</li> <li>Johnson's, (1 hour)</li> <li>King's, (1 hour)</li> <li>Neumann's, (1 hour)</li> <li>Roy's, (1 hour)</li> <li>Watson (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Values, (1 hour)</li> <li>Parsec, etc and their application. (1 hour)</li> <li>Health belief models, (1 hour)</li> <li>communication and management, etc. (1 hour)</li> <li>Evidence based practices model. (2Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Conceptual models, approach. (1 hour)</li> <li>Concept of Self health (1 hour)</li> </ul>	Panel Discussion Debate	Seminar SAQ/LAQ Assignments
VII (10 hours) <b>Nursing</b>	At the end of unit students are able to	<ul style="list-style-type: none"> <li>Health Assessment – illness status of</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of nursing care plans, (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>health behaviors, (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignment

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
process approach	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand health assessment, signs and symptoms of clients.</li> <li>• Gain knowledge regarding nursing process.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Develop skill in implementing nursing process.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Incorporate knowledge of nursing process for patient care.</li> </ul>	<ul style="list-style-type: none"> <li>• patients / clients (Individuals, family, community) (1 hour)</li> <li>• Identification of health-illness problems, (1 hour)</li> <li>• signs and symptoms of clients(1 hour)</li> <li>• Methods of collection, (1 hour)</li> <li>• Analysis and utilization of data relevant to nursing process. (2 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• health goals, (1 hour)</li> <li>• Implementation, modification evaluation of care. (1 hour)</li> </ul>		s	
VIII	A t the end of unit	Human behavior,	• Coping with	Organizationa	Lecture cum	Seminar

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
(23 hours) <b>Psychological aspects and human relations</b>	students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand growth and development in different stages of human life and defense mechanism.</li> <li>Understand stress and adaptation and techniques of counseling.</li> </ul> <b>Attitude:</b> <ul style="list-style-type: none"> <li>Incorporate with patient care in clinical and community settings.</li> <li>Incorporate with</li> </ul>	(1 hour) <ul style="list-style-type: none"> <li>Life processes (1 hour)</li> <li>growth and development, (1 hour)</li> <li>personality development, (1 hour)</li> <li>Defense mechanisms(1 hour)</li> <li>communication(1 hour)</li> <li>Basic human needs(1 hour)</li> </ul> Growth and development, (Conception through preschool, (1 hour) School age through adolescence,	loss, (1 hour) death (1 hour) grieving (1 hour) Principles of Counseling (1 hour) <ul style="list-style-type: none"> <li>Techniques of Counseling (1 hour)</li> </ul> Interpersonal relationships, individual (1 hour) group, (1 hour)	l behavior (1 hours) <ul style="list-style-type: none"> <li>Group dynamics. (1 hour)</li> </ul>	discussion Seminar	SAQ/LAQ Assignment s

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	professional ethics.	(1 hour) • Young & middle adult, (1 hour) • Older adult) (1 hour) Stress(1 hour) and adaptation, (1 hour) • crisis (1 hour) • Intervention (1 hour) Sexuality (1 hour) • Sexual health. (1 hour)				
IX (26 hours) <b>Nursing practise</b>	At the end of unit students are able to • <b>Knowledge:</b> Understand alternative modalities of care, complimentary therapies, disaster	• Models of Prevention. (1 hour) • Models of Prevention. (1 hour) • Family nursing, Models of Prevention. (1 hour) • Home nursing	• Health promotion(1 hour) and primary health care. (1 hour) Independent practices issues, (1 hour) Independent nurse-midwifery practitioners.	• Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>management and the extended and expanded role of nurse</p> <ul style="list-style-type: none"> <li>• Know promotive, preventive, curative and restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</li> <li>• <b>Skill:</b> Able to prepare different models of EBP</li> </ul>	<p>Models of Prevention. (1 hour)</p> <ul style="list-style-type: none"> <li>• Disaster nursing. (6 hours)</li> <li>• Evidence based nursing practices theory (1 hour)</li> <li>• Applications (1 hour)</li> <li>• Trans-cultural Nursing Scope. Practices. (1 hour)</li> <li>• Framework, scope and trends. (1 hour)</li> <li>• Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and</li> </ul>	<p>(1 hour)</p> <p>Collaboration issues(1 hour)</p> <ul style="list-style-type: none"> <li>• Models-within and outside nursing.(1 hour)</li> <li>• Gender sensitive issues(1 hour)</li> <li>• Women empowerment. (1 hour)</li> </ul>			

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



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

Evaluation-						
	practice. <b>Attitude:</b> <ul style="list-style-type: none"> <li>Incorporate this knowledge in professional and day today's life.</li> </ul>	(1 hour) <ul style="list-style-type: none"> <li>Excel, Power Point. (1 hour)</li> </ul>				

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

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

**References :**

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

**KIMSDU. (4302)KINS.M SC NURSING 4302-13  
CLINICAL SPECIALITY-I**

**OBSTETRIC AND GYNAECOLOGICAL NURSING**

**Placement: 1<sup>st</sup> Year MSc.(N) Theory – 150 Hours**

**Practical – 650 Hours**

**Total : 800 Hours**

**Objectives**

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a specialty
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium,lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and 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

UNIT NO. & TOT AL HOU RS	OBEJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			TEACHING LEARINING METHOD	AUDIO - VISUAL AIDS
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		

<p>I (10 hours)</p>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Recognize the trends and issues in obstetrics and gynecological nursing. Describe the role of nurse in family welfare programme. Identify and differentiate various approaches applied in midwifery practice. <b>Skill:</b> Apply the theories and models in midwifery practice. <b>Attitude:</b> Appreciate the importance of family welfare programme.</p>	<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>-National health and family welfare programmes related to maternal and child health:-Health care delivery system. (1 hr)</li> <li>-National Rural health mission, Role of NGO's. (1 hr)</li> <li>-Issues of maternal and child health; Age, Gender, Sexuality. Psycho socio-cultural factors. (1 hr)</li> <li>-Preventive obstetrics. (1 hr)</li> <li>-Evidence based midwifery practice (1 hr)</li> <li>-Role and scope of midwifery practice:-Independent Nurse midwifery practice, standing orders. (1 hr)</li> </ul> <p><b>(6 Hrs)</b> <b>Total 6+3+1= 10 hrs</b></p>	<ul style="list-style-type: none"> <li>-Historical and contemporary perspectives (1 hr)</li> <li>-Magnitude of maternal and child health problems. (1 hr)</li> <li>-Research priorities in obstetric and gynecological nursing. Theories, models and approaches applied to midwifery practice. (1 hr)</li> </ul> <p><b>(3 hrs)</b></p>	<p>-Epidemiological aspects of maternal and child health. (1 hr)</p> <p><b>(1 hrs)</b></p>	<ul style="list-style-type: none"> <li>-Lecture cum discussion</li> <li>- Seminar/presentation</li> <li>-Quiz</li> <li>-Assignments</li> </ul>	<ul style="list-style-type: none"> <li>-PPT</li> <li>-Charts and graphs</li> </ul>
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<p>II (15 hours)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> Describe the anatomy and physiology of human reproductive system. <b>Attitude:</b> Combines various interaction skills for genetic counseling.</p>	<p><b>Human Reproduction:</b> -Review of anatomy and physiology of human reproductive system:-male and female. (1 hr) -Hormonal cycle (1 hr) -Embryology. (1 hr) -Introduction to Genetics (1 hr) -Purposes and types of genetic testing. (1 hr) -Clinical implications. (1 hr) -Prenatal diagnosis and screening. (1 hr) -Common diagnostic tests. (1 hr) -Steps of Genetic counseling Role of counselor(1 hr) <b>(9 hrs)</b> <b>Total hrs (15 hrs)</b></p>	<p>-Exposure to teratogens. (1 hr) -Factors influencing Exposure to teratogens(1 hr) -Teratogenic drugs (1 hr) -Steps and process of Genetic counseling. (1 hr) -Teratology and Teratogens. (1 hr) <b>(5hrs)</b></p>	<p>-Teratogenic counseling. (1 hr) <b>(1hrs)</b></p>	<p>-Lecture -Group discussion -Seminar/Presentation</p>	<p>-PPT -Videos -Models</p>
<p>III (25 hours)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> Describe the diagnosis and management of women during antenatal period. Describe the concepts of biophysical and biochemical methods to assess maternal and fetal well being. Explain the</p>	<p><b>Pregnancy:</b> <b>Maternal adaptation:</b> -Physiological, Psychological. (1 hr) <b>-Assessment:-</b>Maternal and fetal measures.(1 hr) -Clinical parameters, biochemical, human estriol(1 hr) -Maternal serum Alfa Feto Protein, Acetyl choline esterase (ache), -Triple test (1 hr) <b>Maternal measures:-</b></p>	<p><b>Fetal measures:</b> -Amniocentesis(1 hr) -Cordocentesis(1 hr) -Preparation for child birth. (1 hr) -Parental counseling(1 hr) -Chronic villus sampling (CVS)(1 hr) -Amnioscopy, Foetoscopy. (1 hr) <b>(7hrs)</b></p>	<p>- Alternative/complementary therapies (1 hr) -Biophysical :-US IMAGING (1 hr) -Radiological examination (1 hr) <b>(3 hrs)</b></p>	<p>-Lecture cum discussion -Demonstration -Assignment -Seminar/Presentation -Quiz</p>	<p>-PPT -Videos</p>

	<p>role of midwives in preparation for child birth and parenthood.</p> <p><b>Skill:</b> Identifies physiological changes during pregnancy. Detects the minor disorders of pregnancy. Identifies the high risk pregnancies.</p> <p><b>Attitude:</b> Assist in fetal well being.</p>	<p>-History taking, (1 hr)</p> <p>-Examination-general, physical and obstetrical measures, identification of high risk(1 hr).</p> <p>-Nursing management of the women, minor disorders of pregnancy and management. (1 hr)</p> <p>-Foetal movement count (1 hr)</p> <p>-Ultrasonography (1 hr)</p> <ul style="list-style-type: none"> <li>- Cardio tocography(1 hr)</li> <li>- Contraction stress test(CST) (1 hr)</li> <li>- Non stress test(NST) (1 hr)</li> <li>- Interpretation of diagnostic tests and nursing implications</li> <li>- Preparation for parenthood, (1 hr)</li> <li>- Importance of institutional delivery, (1 hr)</li> <li>- Choice of birth setting, importance and mobilizing of transportation, (1 hr)</li> <li>- Role of nurse and crisis intervention, identification of high risk pregnancy and referral. (1 hr)</li> </ul> <p>(15 hrs)</p> <p><b>Total (25 hrs)</b></p>				
IV	At the end of unit	<b>Normal Labor and Nursing</b>	-Analgesia in labour.	-Various child	-Lecture cum	-PPT

<p>(25 hours)</p>	<p>students are able to</p> <p><b>Knowledge</b> Interprets the partograph correctly.</p> <p><b>Skill:</b> Identifies the early signs of stages of labour. Apply the partographlabour process.</p> <p><b>Attitude:</b> Asses the newborn and performs newborn resuscitation.</p>	<p><b>Management:</b></p> <p>-Essential factors of labour (1hr)</p> <p>-Stages and onset (1hr)</p> <p><b>-First stage:</b> Physiology of normal labour (1hr)</p> <p>-Partograph: (1hr)</p> <p>-Principles of partograph (1hr)</p> <p>-Use of partograph (1hr)</p> <p>-Nursing management ofFirst stage of labour.(1hr)</p> <p>Non pharmacological pain relief measures</p> <ul style="list-style-type: none"> <li>- Birthing Ball</li> <li>- Patterned breathing (1 hr)</li> <li>- Movement and position changes</li> <li>- Superficial heat and cold (1 hr)</li> <li>- Counter pressure</li> <li>- Touch and massage (1 hr)</li> <li>- Hydrotherapy (1 hr)</li> <li>- Music therapy</li> <li>- Focus and distraction (1 hr)</li> </ul> <p><b>-Second stage:</b> Physiology of Second stage of labour. (1 hr)</p> <p>-Intra partum monitoring during Second stage of labour. (1 hr)</p> <p>-Nursing management during</p>	<p>(1hr)</p> <p>-Anesthesia in labour.(1hr)</p> <p>-Critical analysis of partograph (1hr)</p> <p>-Evidence based studies (Healthy birth practices) (1hr)</p> <p>-Initiate breast feeding(1hr)</p> <p>-Various positions for birth (1hr)</p> <p>-Critical analysis and nursing management.(1 hr)</p> <p>-Evidence based practice in relation to labour intervention. (1 hr)</p> <p>-Role of practitioner nurse midwife. (1 hr)</p> <p><b>(8hrs)</b></p>	<p>birth practices:-</p> <p>water birth, position change etc. (1hr)</p> <p>-Hypobirthing (1 hr)</p> <p>-Aromatherapy(1 hr)</p> <p>-Accupuncture(1 hr)</p> <p>-Accupressure (1 hr)</p> <p>-(Guidelines of National neonatology forum of India). (1hr)</p>	<p>discussion</p> <p>-Demonstration</p> <p>-Case-study</p> <p>-Interdisciplinary seminar</p>	<p>-Videos</p>
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		<p>Second stage of labour. (1 hr)</p> <ul style="list-style-type: none"> <li>-Resuscitation (1 hr)</li> <li>-Immediate newborn care (1 hr)</li> <li>- Initiate breast feeding (1 hr)</li> </ul> <p><b>-Third stage:</b> Physiology Third stage of labour (1 hr)</p> <ul style="list-style-type: none"> <li>- Nursing management during Third stage of labour(1 hr)</li> </ul> <p><b>-Fourth stage:-</b>Observation during Fourth stage of labour (15Hrs)</p>				
V (20 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Describe the physiology of puerperium and its management. Describe the physiology of lactation.</p> <p><b>Skill:</b> Detect the minor discomforts and complications of puerperium.</p>	<p><b>Normal; puerperium and Nursing management:</b></p> <ul style="list-style-type: none"> <li>-Physiology of puerperium. (1 hr)</li> <li>-Physiology of lactation (1 hr)</li> <li>- lactation management (1 hr)</li> <li>-exclusive breast feeding (1 hr)</li> <li>-Assessment of postnatal women. (1 hr)</li> <li>-Evidence based studies. (1 hr)</li> <li>-Role of practitioner nurse midwife (1 hr)</li> <li>-Minor discomforts of puerperium . (1 hr)</li> <li>-complications of puerperium: puerperal infections (1 hr)</li> <li>-Perineal infections. (1 hr)</li> <li>-Breast infections. (1 hr)</li> <li>-Management of mothers during</li> </ul>	<ul style="list-style-type: none"> <li>-Temporary Family planning methods. (1 hr)</li> <li>-Permanent Family planning methods (1 hr)</li> <li>-Rooming in, (1 hr)</li> <li>-bonding (1 hr)</li> <li>-Warm chain. (1 hr)</li> <li>-postnatal exercise (1 hr)</li> </ul> <p><b>(6hrs)</b></p>	<ul style="list-style-type: none"> <li>- Alternative/complementary therapies. (1 hr)</li> <li>-Baby friendly hospital imitative (BFHI). (1 hr)</li> </ul> <p><b>(2hrs)</b></p>	<ul style="list-style-type: none"> <li>-Lecture cum discussion</li> <li>-Problem based learning</li> <li>-Seminar/ presentation</li> <li>-Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>-PPT</li> <li>-Videos</li> <li>-Charts</li> </ul>

		puerperium(1 hr) <b>(12hrs)</b>				
VI (20 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the normal physiology of newborn. Describe the organization and management of neonatal services in NICU <b>Skill:</b> Perform neonatal assessment and identify the normal characteristics of newborn. Identifies the need of newborn. <b>Attitude:</b> Displays confidence while caring for newborn.	<b>Normal newborn:</b> -Physiology (1 hr) -Characteristics of normal newborn(1 hr) -Observation (1 hr) -Care of newborn.(1 hr) -Physical (1 hr) -Behavioral assessment of newborn. (1 hr) -Needs of newborn. (1 hr) -Essential newborn care: (1 hr) -Exclusive breast feeding (1 hr) - immunization (1 hr) -New Immunization schedule (1 hr) -hygiene measures (1 hr) <b>(12 rs)</b>	-Organization of neonatal care (1 hr) -Transport of newborn(1 hr) -Newborn nutrition (1 hr) <b>Neonatal intensive care unit:-</b> -Organization of NICU(1 hr) -Neonatal Intensive care unit.(1 hr) -Management of nursing services in NICU (1 hr) <b>(6hrs)</b>	-Parenting process.(1 hr) -Services levels(1 hr) <b>(2hrs)</b>	-Lecture cum discussion -Demonstration -Seminar/ Presentation	-PPT -Charts
VII (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs.	<b>Pharmacodynamics in Obstetric:</b> -Drugs used in pregnancy (1 hr) -Drugs used in Labour (1 hr) -Drugs used in post partum (1 hr) -Effect of drugs used. (1 hr) -Standing orders and protocols and use of selected lifesaving drugs (1 hr) -Interventions of obstetric emergencies approved by the	-Anaesthesia and analgesia in obstetrics.(1 hr) -Drugs used in newborn care (1hr) -Role & responsibilities of midwifery nurse practitioner (1 hr) <b>(3hrs)</b>	-Calculation of drug dose and administration (1 hr) <b>(1hr)</b>	-Lecture cum discussion -Quiz	-PPT.

	<p><b>Skill:</b> Calculate the drug dose used. Identify the effects of drugs used.</p>	<p>MOHFW (1hr) <b>(6hrs)</b></p>				
<p>VIII (10 hours)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> Describe the population dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in family welfare programme. <b>Skill:</b> Calculate the indicators of maternal and child health.</p>	<p><b>Family welfare services:</b> -Population dynamics. (1hr) -Recent advancement in contraceptive technology. (1hr) -Role of nurses in family welfare programmes in all settings. (1hr) -Teaching and supervision of health team members.(1hr) -Role of independent nurse midwifery practitioner. (1 hr) -Family life education(1 hr) <b>(6hrs)</b></p>	<p>-Evidence based studies(1 hr) -Demography trends:-vital statistics (1hr) -Calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems (1hr) <b>(3hrs)</b></p>	<p>-Information, education and communication (IEC), (1 hr) -Management information and evaluation system (MIES). <b>(1hrs)</b></p>	<p>-Lecture cum discussion -Seminar/ Presentation</p>	<p>-PPT -Charts,.</p>
<p>IX (5 hours)</p>	<p>At the end of unit students are able to <b>Knowledge:</b> Define infertility, Classify the infertility based on its etiology. Describe the ethical and legal aspects of ART. <b>Skill:</b> Identify the different diagnostic procedures used for</p>	<p><b>Infertility:</b> -Primary and secondary causes, Diagnostic procedures(1 hr) -Counseling:-Ethical and legal aspects of assisted reproductive technology (ART) (1 hr) -Recent advancement in infertility management(1hr) <b>(3hr)</b></p>	<p>-Adoption procedures(1 hr) -Role of nurse in infertility management. (1 hr) <b>(2hrs)</b></p>		<p>-Lecture cum discussion -Seminar</p>	<p>-PPT -Charts -Videos</p>

	infertility treatment. <b>Attitude:</b> Provide comprehensive nursing care to client with infertility & promote the interpersonal relationship.					
X (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Asses the physiological and psychosocial aspects in menopause and participate in counseling & guidance. <b>Skill:</b> Identify the effects of HRT. <b>Attitude:</b> Recognize the different HRT.	<b>Menopause:</b> -Physiological, psychological and social aspects. (1 hr) -Health advices related to hormone replacement therapy. (1 hr) -Counseling and guidance. (1 hr) (3 hrs) <b>(Total 5 hrs)</b>	Drugs used for hormone replacement therapy(1 hr) -Surgical menopause(1hr) -Role of midwifery nurse practitioner. (1 hr) (2 hrs)		-Lecture cum discussion -Role play -Seminar	-PPT -Charts.
XI (5 hours)	At the end of unit students are able to <b>Knowledge:</b> Define abortion & classify the abortion and its causes. <b>Skill:</b> Perform different procedures related to abortion. <b>Attitude:</b> Initiate the building of interpersonal relationship with clients.	<b>Abortion:</b> -Types, causes of abortion (1 hr) -Legislations, Clinical rights and professional responsibility. -Role of midwifery nurse practitioner.(1 hr) -Perinatal bereavement management (1 hr) <b>(3hrs)</b>	-Abortion procedures -Complications and nursing management. of abortion (1 hr) . <b>(1 hr)</b>	-Organisation of preinatal bereavement cell (1 hr) <b>(1hr)</b>	-Lecture cum discussion -Role play -Seminar	<ul style="list-style-type: none"> <li>• PPT</li> <li>• Charts</li> <li>• Videos</li> </ul>

Display confidants while caring patients with abortion.					
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<b>INTERNAL ASSESSMENT: THEORY</b>			
<b>Evaluation Scheme</b>			
	<b>Clinical Specialty – I Obstetric And Gynecological Nursing</b>	<b>Total marks</b>	<b>Average out of</b>
Mid term	75	75	
Pre final	75	75	
Other Assignment Seminar	100	100	
Journal presentation	50	50	
Total	300	300	25
Send to university			25
Internal assessment			25
University Examination			75
Total			100

**FORMATIVE EVALUATION**

**SUMMATIVE EVALUATION**

**UNIVERSITY EXAMINATION**

- 1. Written examination - 75**
- 2. Practical examination - 100**

**References:**

1. D. C. Dutta. Text book of Obstetrics. 7<sup>th</sup> Edition, New Central book Agency: Delhi; 2010
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4. Datta D.C, Textbook of obstetrics, 6<sup>th</sup> ed. New central book agency (P) LTD, Calcutta, 2004.
5. Jacob Annamma, A Comprehensive text book of midwifery, 2<sup>nd</sup> ed., Jaypee Brothers Medial Publishers, New Delhi 2008.
6. Basavanthappa BT. Textbook of Midwifery and Reproductive Health Nursing. 1st Ed. B-3EMCA house, 23/23 B Ansari Road,Daryaganji: Jaypee Brothers:2006.
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**KIMSDU. (4302)KINS.M SC NURSING 4302-14**

**1<sup>ST</sup> YEAR M Sc NURSING**

**NURSING RESEARCH AND STATISTICS**

**SECTION A - NURSING RESEARCH**

**First year MSc.(N)**

**Theory:150Hrs Practical: 150 Hrs**

**Aim:-**

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

**Objectives:-**

At the end of the course, the students are able to:-

- Define basic research terms and concepts.
- Review literature utilizing various sources.
- Describe research methodology
- Develop research proposal.
- Conduct a research study.
- Analyze and interpret the research data.
- Communicate research findings.
- Utilize research findings.
- Critically evaluate nursing research studies.
- Write scientific paper for publication.

**Nursing Research and Statistics**  
**Section 'A' - Nursing Research**

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. <b>Psychomotor:</b> Apply evidence based practice in nursing research. <b>Affective:</b> Incorporate with nursing	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and scientific method. (1 hour)</li> <li>• Research – definition, Characteristics purposes, kinds of research.(1 hour)</li> <li>• Historical Evolution of</li> </ul>	History of bio ethics.		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> </ul>



	research.	<p>research in Nursing.(1 hour)</p> <ul style="list-style-type: none"> <li>• Basic research terms.(1hour)</li> <li>• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)</li> <li>• Concept of Evidence based practice.(2hour)</li> <li>• Ethics in research .(2 hour)</li> <li>• Overview of Research process. (1 hour)</li> <li>• Introduction to Bioethics &amp; Principles of Ethics</li> </ul>				<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>
II (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b>Describe the importance, purpose, scope, and sources of ROL.</p> <p><b>Psychomotor:</b>Apply steps in reviewing literature.</p> <p><b>Affective:</b>Recognize criteria for selection of resources.</p>	<p><b>Review of Literature:</b></p> <ul style="list-style-type: none"> <li>• Importance, Purposes (1 hour)</li> <li>• Scope, Sources (1 hour)</li> <li>• Criteria for selection of resources. (2Hrs)</li> <li>• Steps in reviewing literature.(1 Hr)</li> </ul>			<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library Exercise</li> </ul>	

<p>III (12 hours)</p>	<p>At the end of unit students are able to  <b>Cognitive:</b> Define and describe qualitative and quantitative research.  <b>Psychomotor:</b>Select appropriate design for research work and critically evaluate research designs.  <b>Affective:</b>Identify characteristics of qualitative &amp; quantitative research design.</p>	<p><b>Research Approaches and Design:</b></p> <ul style="list-style-type: none"> <li>• Type: Quantitative and Qualitative.(2 hours)</li> <li>• Historical, survey and experimental .(2 hours)</li> <li>• Characteristics, type’s advantages and disadvantages. (2 hours)</li> <li>• Qualitative: Phenomenology grounded Theory, ethnography.(2 hours)</li> <li>• Research designs, its importance.(2 hours)</li> </ul> <ol style="list-style-type: none"> <li>1. Identify the significant values of the profession through a value clarification process.</li> <li>2. Compare and contrast the concepts of moral obligation, legal obligation and ethical obligation.</li> <li>3. Discuss the relationship of the caring ethic to the profession of nursing.</li> <li>4. Discuss the potential impact of nurses’ personal values regarding the decisions and behavior of individuals on the delivery of nursing care.</li> </ol> <ol style="list-style-type: none"> <li>1. Discuss the interpretive statements of the American</li> </ol>	<ul style="list-style-type: none"> <li>• Characteristics of good design. (1 hours)</li> <li>• Threats to internal and external validity. (1hours)</li> </ul> <p>. Discuss cases derived from clinical practice with an emphasis on variations from professional ethical codes or position statements.</p>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>
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		<p>Nurse’s Association Code for Nurses.</p> <p>2. Understand the non-negotiable character of the Code for Nurses.</p> <p>3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations.</p> <p>4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply.</p>			
IV (10 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b>Identify and describe research problem, sources of research problem &amp; define various terms</p> <p><b>Psychomotor:</b>Formulate research hypothesis.</p> <p><b>Affective:</b>Recognize assumptions delimitations and limitations.</p>	<p><b>Research Problem:</b></p> <ul style="list-style-type: none"> <li>• Identification of research problem,(2 hours)</li> <li>• Formulation of problem statement and research objectives (3 hours)</li> <li>• Assumptions and delimitations and Limitation (1 hours)</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types. (2 hours)</li> </ul> <p>1. Describe the relationship between ethical theory, ethical decision-making frameworks</p>	<ul style="list-style-type: none"> <li>• Sources of research problem. (1 hours)</li> <li>• Definition of terms. (1 hours)</li> </ul> <p>Critically analyze and defend a position related to a healthcare ethical dilemma in nursing practice analyzing a case</p>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>

		<p>and nursing practice.</p> <p>2. Discuss ethical theories and principles involved in contemporary bioethics.</p> <p>3. Compare and contrast various models of ethical decision-making and apply to individual nursing practice.</p> <p>4. Discuss the use of communication, negotiation, and mediation skills in the ethical decision making process</p>	<p>study of a healthcare related ethical dilemma using a decision making model of the student's choice</p>			
V (05 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand and describe the nature, characteristics, purposes and uses of various nursing theories.</p> <p><b>Psychomotor:</b> Develop conceptual framework for their research work.</p> <p><b>Affective:</b> Identify and test various theories.</p>	<p><b>Developing Theoretical/Conceptual framework:</b></p> <ul style="list-style-type: none"> <li>Theories: Nature, Characteristics, Purpose and Uses (2 hours)</li> <li>Using, testing and developing Conceptual framework, models and theories.(3 hour)</li> </ul>			<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> </ul>	
VI (06 hours)	<p>At the end of unit students are able to</p> <p><b>Cognitive</b> Understand, Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error.</p> <p><b>Psychomotor:</b> Select and use appropriate sampling technique.</p>	<p><b>Sampling:</b></p> <ul style="list-style-type: none"> <li>Population and sample(1 hour)</li> <li>Sampling techniques (1 hour)</li> <li>Sample size (1 hour)</li> <li>Probability and sampling Error</li> </ul>	<ul style="list-style-type: none"> <li>Factors influencing sampling. (1 hour)</li> </ul> <p>Discuss cases derived from clinical practice</p>		<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Seminar</li> <li>Presentation</li> <li>Class room exercise</li> </ul>	<ul style="list-style-type: none"> <li>Short answer question</li> <li>Long answer question</li> <li>Quiz</li> <li>Test</li> </ul>

	<p><b>Affective:</b>Identify&amp; select appropriate population, sample, sampling technique and sample size.</p>	<p>(1 hour)</p> <ul style="list-style-type: none"> <li>• Problems of sampling (1 hour)</li> </ul> <p>1. Discuss the interpretive statements of the American Nurse’s Association Code for Nurses. 2. Understand the non-negotiable character of the Code for Nurses. 3. Review and discuss position statements on ethical issues that have been developed and disseminated by professional nursing organizations. 4. Discuss cases derived from clinical practice with an emphasis on how professional ethical codes or position statements may apply</p>	<p>with an emphasis on variations from professional ethical codes or position statements.</p>			<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>
<p>VII (20 hours)</p>	<p>At the end of unit students are able to  <b>Cognitive</b>Describe tools and methods of data collection.  <b>Skill:</b> Calculate reliability of tools.  <b>Affective:</b>Formulate tools for data collection.</p>	<p><b>Tools and Method of Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Data sources, methods/techniques - Quantitative and qualitative. (4 hours)</li> <li>• Tools for data collection – types, characteristics and their development(4 hours)</li> <li>• Validity and reliability of tools (4 Hours)</li> <li>• Procedure for data collection. (4 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of data collection.(4 hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	

<p>VIII (05 hours)</p>	<p>At the end of unit students are able to <b>Cognitive</b> Define and describe pilot study. <b>Psychomotor:</b> Conduct pilot study. <b>Affective:</b> Formulate plan for data collection.</p>	<p><b>Implementing Research Plan:</b></p> <ul style="list-style-type: none"> <li>• Pilot study (1 hour)</li> <li>• Planning for data collection (1 hour)</li> <li>• Administration of tool .(1 hour)</li> <li>• Interventions Collection of data. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Review research plan (design) (1 hour)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> </ul>	
<p>IX (10 hours)</p>	<p>At the end of unit students are able to <b>Cognitive:</b> Know and describe various methods for data analysis. <b>Psychomotor:</b> Analyze data by using appropriate analysis method. <b>Affective:</b> Formulate plan for data analysis.</p>	<p><b>Analysis and Interpretation of Data:</b></p> <ul style="list-style-type: none"> <li>• Plan for data analysis: quantitative and Qualitative. (2 hours)</li> <li>• Descriptive and Inferential Analysis. (2 hours)</li> <li>• Statistical analysis. (2 hours)</li> <li>• Interpretation of data.(1 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Conclusion and generalizations</li> <li>• Summary and discussion. (2 hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing data for computer analysis and presentation (1hours)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Class room exercise</li> <li>• Statistical exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> </ul>
<p>X (10 hours)</p>	<p>At the end of unit students are able to <b>Cognitive</b> Understand and describe various methods and styles of writing research report. <b>Psychomotor:</b> Communicate research results effectively and Compare research reports.</p>	<p><b>Reporting and Utilizing Research Findings:</b></p> <ul style="list-style-type: none"> <li>• Writing research report purposes, methods and style-Vancouver, American Psychological Association (APA), Campbell etc(4 hours)</li> <li>• Writing scientific article</li> </ul>	<ul style="list-style-type: none"> <li>• Communication of research results; oral and written. (2 hours)</li> </ul>		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> <li>• Library exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Project Work</li> </ul>

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

**Nursing Research and Statistics**

**Section 'B' -Statistics**

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



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

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

KIMSDU,KINS,MSc.N. Obstetric & Gynecological Nursing

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						Test
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**Internal Assessment: Sent To University**

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

**Scheme of Examination**

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

**Evaluation Scheme**

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

**References:**

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**KIMSDU. (4302)KINS.M SC NURSING 4302-21**

**Sub: NURSING MANAGEMENT**

**Theory 150 Hours ; Practical 150 Hours**

**Total : 300 Hours**

<b>Unit No. &amp; total hours</b>	<b>Objectives</b>	<b>Contents with distributed hours</b>			<b>T/L Method</b>	<b>Method Of Evaluation</b>
I (10Hrs)	At the end of unit students are able to: Knowledge: Recall and understand the philosophy, aim & objectives and principles of administration. Skill: Develop philosophy, aim and objectives for the institution. Attitude: Apply principles of administration in the field of nursing practice.	<p><b>Must know</b></p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Philosophy, .(1 Hr)</li> <li>• purpose, .(1 Hr)</li> <li>• elements, .(1 Hr)</li> <li>• principles.(1 Hr)</li> <li>• and scope of administration.</li> <li>• (1 Hr)</li> </ul>	<p><b>Desirable to know</b></p> <ul style="list-style-type: none"> <li>• Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.(3 Hrs).</li> </ul>	<p><b>Nice to know</b></p> <ul style="list-style-type: none"> <li>• Indian Administrative system vis a vis health care delivery system: National, State &amp; Local, Indian constitution.(2hr)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	<p>FORMATIVE SUMMATIVE IA-25 EA-75 TOTAL-100</p>

<p>II (10Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and classify the functions of administrator.  <b>Skill:</b> Formulate the philosophy, aim and objectives for administration in nursing education institute and hospital.  <b>Attitude:</b> Utilize the knowledge of general administration into nursing practice.</p>	<p>Must know  <b>Management :</b></p> <ul style="list-style-type: none"> <li>• Functions of administration. (1Hr)</li> <li>• Planning and control. (1Hr)</li> <li>• Co-ordination and delegation.</li> <li>• Decision making-decentralization basic goals of decentralization. Concept of management.(2Hr)</li> </ul> <p><b>Nursing Management:</b></p> <ul style="list-style-type: none"> <li>• Concept, types &amp; principles. (1Hr)</li> <li>• Current trends and issues in Nursing Administration.</li> <li>• <i>Application to nursing service &amp; education. (1 Hrs)</i></li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Vision and Mission Statements.</li> <li>• (1Hr)</li> <li>• Philosophy, aims and objective of Nursing Administration. (1Hr)</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Theories and models of Nursing Administration (1Hr).</li> <li>• <i>Application to nursing service &amp; education. (1Hrs)</i></li> </ul>	<p>Lectures &amp; Discussion ,</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>
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<p>III (15Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Explain the importance of planning and describe different types of planning.  <b>Skill:</b> Plan for various activities curricular and co-curricular in nursing service and education.  <b>Attitude:</b> Takes initiative to practice MBO.</p>	<p>Must know  <b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Strategic planning. Operational plans. (2Hr)</li> <li>• Management plans.(2Hrs)</li> <li>• Programme evaluation and review technique (PERT), Gantt chart, .(2Hrs)</li> <li>• Management by objectives (MBO). Application to nursing service and education. (2 Hrs)</li> </ul>				
<p>IV (15Hrs)</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b> Understand and explain various patterns of organization.  <b>Skill:</b> Develop the organizational charts and organization of nursing services in the hospital.  <b>Attitude:</b> Incorporate this knowledge in developing effective nursing services.</p>	<p>Must know  <b>Organization :</b></p> <ul style="list-style-type: none"> <li>• Organizing nursing services and patient care: Methods of patient assignment – .(2Hrs)</li> <li>• Advantages and disadvantages, primary nursing care.(2Hrs)</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Disaster management: plan, resources, drill, etc. (2 Hrs)</li> </ul> <p>Developing an organizational Structure, levels, .(2Hrs)</p> <p>Organizational effectiveness and organizational</p>	<p>Nice to know          Concept, principles, objectives, Types and theories, Minimum requirements for organization. (1 Hr).</p> <ul style="list-style-type: none"> <li>• Application to</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	



		<ul style="list-style-type: none"> <li>• Planning and Organizing : hospital, unit and ancillary services .(2Hrs) (specifically central sterile supply department, laundry, kitchen, laboratory &amp; emergency services</li> <li>• <i>Application to nursing service and education. (2Hrs)</i></li> </ul>	Climate.(2Hrs).	<i>nursing service and education. (2Hrs)</i>		
V (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain the staffing process and INC norms for staffing.</p> <p>Skill: Forecast the staff requirement for various institutions</p> <p>Attitude: Consider individual differences while assigning placement for various categories of nursing personnel.</p>	<p>Must know</p> <p>Human Resource for Health :</p> <ul style="list-style-type: none"> <li>• Staffing- Philosophy, .(2Hrs)</li> <li>• Estimation of nursing staff requirement – activity analysis, Various research studies. (2Hrs)</li> <li>• Recruitment: credentialing, selection,</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Norms : Staff inspection units (SIU), .(2Hrs)</li> <li>• Bajaj Committee, High power committee, Indian nursing council (INC) Staff development programme. Retention. .(2Hrs)</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Personnel policies. (1Hr)</li> <li>• Termination. (1hr)</li> <li>• <i>Personnel. Applications to nursing service and education. (2Hrs)</i></li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	

		<p>placement, promotion. (1Hr)</p> <ul style="list-style-type: none"> <li>• Duties and responsibilities of various categories of nursing .(2Hrs)</li> <li>• <i>Personnel. Applications to nursing service and education. (2Hrs)</i></li> </ul>				
VI (15Hrs)	<p>At the end of unit students are able to:            Knowledge: Illustrate the process of direction.            Skill: Motivate various categories of personnel for higher positions and quality output.            Attitude: Identify conflict situations promptly and manage effectively</p>	<p>Must know</p> <p>Directing :</p> <ul style="list-style-type: none"> <li>• Roles and functions. .(2Hrs)</li> <li>• Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories. .(2Hrs)</li> <li>• Communication: process, types, strategies, (2Hrs) Interpersonal communication, channels, barriers, problems. .(2Hrs)</li> </ul> <p>Delegation:</p>	<p>Desirable to know</p> <p>Confidentiality, Public relations. (2Hrs)</p>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager. (2Hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	

		<p>common delegation errors. .(2Hrs)</p> <ul style="list-style-type: none"> <li>• Managing conflict: process, management, negotiation, consensus.</li> <li>• Occupational health and safety.</li> <li>• Application to nursing service and education. .(2Hrs)</li> </ul>				
VII (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understands and explains the procedures related to procurement of hospital supplies</p> <p>Skill: Practice VED and ABC analysis for maintaining inventories economically.</p> <p>Attitude: Shows interest in cost effective management of material and disseminates the same to others.</p>	<p>Must know</p> <p>Material Management:</p> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures. .(2Hrs)</li> <li>• ABC analysis, VED (very important and essential daily use) analysis .(2Hrs)</li> <li>• Planning equipments and supplies for nursing care : unit and hospital (2 hrs)</li> <li>• Inventory control.</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Planning and procurement procedures : Specifications (1 hrs).</li> <li>• Application to nursing service and education. (2 hrs)</li> </ul>	<p>Nice to know</p> <ul style="list-style-type: none"> <li>• Procedures. ABC analysis, VED.(1Hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	

		<p>Condemnation.</p> <ul style="list-style-type: none"> <li>• <i>Application to nursing service and education. (2 hrs)</i></li> </ul>				
VIII (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain quality assurance, its importance and models and methods in nursing service.</p> <p>Skill: Supervises the nursing services for quality performance and care.</p> <p>Attitude: Uses discipline constructively for the growth of the individual &amp; organization.</p>	<p>Must know</p> <p>Controlling</p> <ul style="list-style-type: none"> <li>• Quality assurance, Standards, Models. (2rs)</li> <li>• Nursing audit. (2Hrs)</li> <li>• Performance appraisal : Tools, format (2Hrs)</li> <li>• Supervision and management: concepts and principles. (2Hrs)</li> <li>• <i>Application to nursing service &amp; education. (2Hrs)</i></li> </ul>	<p>Desirable to know</p> <p>Discipline: service rules, (1Hrs)self discipline, constructive versus (2Hrs)</p>	<p>Nice to know:</p> <p>Management, interviews.(2Hrs).</p> <ul style="list-style-type: none"> <li>• <i>Application to nursing service &amp; education.(2Hrs)</i></li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and slides</li> <li>• Seminars with PPTS</li> </ul>	
IX (15Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain different types of budgets with their importance at various levels.</p>	<p>Must know</p> <p>Fiscal Planning :</p> <ul style="list-style-type: none"> <li>• Budget estimate, (2Hrs)</li> <li>• revised estimate, (2Hrs)</li> </ul>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• budgeting, Steps (1Hrs)</li> <li>• Plan and non-plan, zero mid-term appraisal, capital and revenue. (2 hrs)</li> </ul>	<p>Nice to know:</p> <p>Budgeting for various units and levels. (2Hrs)</p> <ul style="list-style-type: none"> <li>• <i>Application to nursing service</i></li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , graphs models, films and</li> </ul>	

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

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

		character.(2hr) <ul style="list-style-type: none"> <li>• Patient care issues, management issues, employment issues. Medico legal issues. Nursing regulatory mechanisms : licensure, renewal, accreditation (2hrs)</li> <li>• Patient’s rights. Rights of special groups : children, women, HIV, handicap (2 hrs)</li> </ul>				
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**Scheme of examination :**

**Internal assessment:**

**Theory:** 15 Marks

**Clinical Assignment:** 10 Marks

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

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

**Theory:**

Examination	Marks	Send to university
Midterm examination	75	

## KIMSDU,KINS,MSc.N. Obstetric & Gynecological Nursing

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Pre final	75	
Seminar 5X25	100	
Total	225	15

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

### **Clinical Assignment:**

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

### **University examination -Theory marks - 75**

#### **Clinical Assignment:**

10 Marks

Practicum: Posting of ward management: 225Marks

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

#### **External Assessment (Theory):**

75 Marks

(University Examination)

### **REFERENCES:**

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- 2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.
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6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
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**KIMSDU. KINS.M SC NURSING (4302), 2<sup>ND</sup> YEAR M Sc NURSING 4302-22**  
**CLINICAL SPECIALITY – II**  
**OBSTETRIC AND GYNAECOLOGICAL NURSING**

Placement - II Year

Hours	
Theory:	150 hrs
Practical	950 hrs
Total	1100 hrs

**Course Description**

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

**Objectives**

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

1. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetrical and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.
5. Identify and Manage obstetrical and neonatal emergencies as per protocol.
6. Practice infection control measures
7. Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical , gynecological and neonatal care.
8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care
9. Teach and supervise nurses and allied health workers.
10. Design a layout of speciality units of obstetrics and gynecology
11. Develop standards for obstetrical and gynaecological nursing practice.
12. Counsel women and families
13. Incorporate evidence based nursing practice and identifies the areas of research in the field of obstetrical and gynaecological nursing
14. Function as independent midwifery nurse practitioner

KIMSDU,KINS,MSc.N. Obstetric & Gynecological Nursing

Unit No. & Total Hrs.	Objectives	Contents			I/L Methods	Methods of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (25Hrs )	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain high risk pregnancy.</p> <p><b>Skill:</b> Identify high risk pregnancy and render culturally congruent comprehensive care to the expectant mothers with high risk pregnancy.</p> <p><b>Attitude:</b> Appreciate factors responsible for high risk pregnancy in</p>	<p><b>Management of problems of women during pregnancy:</b></p> <ul style="list-style-type: none"> <li>• Risk approach of obstetrical nursing care, Concept&amp; goals. (1hr)</li> <li>• <b>Nursing Management of:</b> <ul style="list-style-type: none"> <li>Pregnancies at risk- due to obstetrical complication - Pernicious Vomiting. (1hr)</li> <li>○ Bleeding in early pregnancy, abortion (1hr)</li> <li>○ Ectopic pregnancy, Gestational trophoblastic diseases. (1hr)</li> <li>○ Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Screening of high-risk pregnancy, (1hr)</li> <li>-Newer modalities of diagnosis. (1hr)</li> <li>-Specialized or targeted ultrasound. Ultrasound for cervical length(<b>1hr</b>)</li> <li>-Amniocentesis, Chorionic villus sampling (CVS)Cordocentesis(<b>1hr</b>)</li> <li>-Various Lab tests. (<b>1hr</b>)</li> <li>-Biophysical profile(2hr)</li> <li>-Complication with high-risk pregnancy(1hr)</li> </ul>	<p>Hematological problems in pregnancy. (2hr)</p>		

	clients.	<p>(1hr)</p> <ul style="list-style-type: none"> <li>○ Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) (2hr)</li> <li>○ Iso-immune diseases. Rh and ABO incompatibility. (1hr)</li> <li>○ Hydramnios-oligohydramnios. (1hr)</li> <li>○ Prolonged pregnancy-post term, postmaturity. (1hr)</li> <li>○ Multiple pregnancies. (1hr)</li> <li>○ Intra uterine infection &amp; pain during pregnancy. 1hr</li> <li>○ Intra Uterine Growth Retardation (IUGR)(1hr)</li> <li>● Premature Rupture of Membrane (PROM), intra uterine death</li> </ul>				
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		(1hr) <ul style="list-style-type: none"> <li>• Nursing management of patient with high-risk pregnancy (1hr)</li> </ul>				
II (15 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Explain various medical conditions that put the mother at risk during pregnancy. <b>Skill:</b> Perform appropriate assessment and render antenatal, intra-natal and post-natal care to the clients with medical conditions. <b>Attitude:</b> Identify factors responsible	<b>Pregnancies at risk- due to pre-existing health problems:</b> <ul style="list-style-type: none"> <li>• Anemia and nutritional deficiencies. (1hr)</li> <li>• Hepatitis Cardio-vascular disease.(1hr)</li> <li>• Thyroid diseases. (1hr)</li> <li>• Epilepsy. Essential hypertension (1hr)</li> <li>• Chronic renal failure. (1hr)</li> <li>• Tropical diseases. Psychiatric disorders (1hr)</li> <li>• Infections                Toxoplasmosis                Rubella Cytomegalo virus Herpes (TORCH); (2hr)</li> <li>• Reproductive Tract Infection (RTI); STD;</li> </ul>	<ul style="list-style-type: none"> <li>• Metabolic conditions.(1 Hr)</li> <li>• Other risk factors: Age-Adolescents, elderly; unwed mothers, sexual abuse, substance use. (1 Hr)</li> </ul> Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst. (1 hrs)	<ul style="list-style-type: none"> <li>• Leprosy, Tuberculosis.(1hr)</li> </ul>		

	for making the pregnancy risky in general medical conditions.	<p>HIV /AIDS, (2hr)</p> <ul style="list-style-type: none"> <li>• Vaginal infections;</li> <li>• .(2hrs)</li> </ul>				
III (15 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and describe abnormal uterine action and obstetrical emergencies.</p> <p><b>Skill:</b> Performs skillfully antenatal and postnatal assessment and renders care efficiently to high risk clients.</p> <p><b>Attitude:</b> Identify</p>	<p><b>Abnormal labour, pre-term labour &amp; obstetrical emergencies:</b></p> <ul style="list-style-type: none"> <li>• Etiology, pathophysiology(1hr)</li> <li>• and nursing management of - Uncoordinated uterine actions, (1hr)</li> <li>• Atony of uterus, precipitate labour, prolonged labour.(1hr)</li> <li>• Abnormal lie, presentation, position compound presentation.Contract ed pelvis-CPD; dystocia. (1hr)</li> <li>• Obstetrical emergencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Obstetrical operation: Forceps delivery, Ventouse, Caesarian section (1 Hr)</li> <li>○ Genital tract injuries-Third degree perineal tear, WF, RVFVII (1 Hr)</li> </ul>	<p>Destructive operations. (1 Hr)</p> <p>Manual removal of placenta.(1hr)</p>		

	<p>various factors responsible for high risk pregnancy and learns to manage them.</p>	<p>Obstetrical shock, vasa praevia, inversion of uterus, (1hr)</p> <ul style="list-style-type: none"> <li>• amniotic fluid embolism, rupture uterus, presentation and prolapse cord. (1hr)</li> <li>• Augmentation of labour. Medical and surgical induction. Version.(2hr)</li> <li>• Complications of third stage of labour: Post partum Hemorrhage. (2hr) Retained placenta. (1 hrs)</li> </ul>				
<p>IV (15Hrs )</p>	<p>At the end of unit students are able to: <b>Knowledge:</b> Understand and explain post partum complications.</p>	<p><b>Post partum complications:</b></p> <ul style="list-style-type: none"> <li>• Nursing management of             <ul style="list-style-type: none"> <li>- Puerperal infections, puerperal sepsis, (3hr)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>- puerperal venous</li> <li>- thrombosis and pulm</li> </ul>		

	<p><b>Skill:</b> Demonstrate competence in identifying and rendering prompt care to the clients with post partum complications.</p> <p><b>Attitude:</b> Takes initiative to prevent post partum complications.</p>	<ul style="list-style-type: none"> <li>- urinary complications, (1hr)</li> <li>- Sub involution of uterus,(1hr)</li> <li>- Breast conditions, (3hr)</li> <li>- Thrombophlebitis. (1hr)</li> <li>- Psychological complications, (1hr)</li> <li>- post partum blues, (1hr)</li> <li>- depression,psychosis.(2hrs)</li> <li>-</li> </ul>		<p>onary embolism. (2hr)</p>		
V (25Hrs )	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain various conditions that jeopardize the life of new born.</p>	<p><b>High Risk Newborn:</b></p> <ul style="list-style-type: none"> <li>• Concept, goals, assessment, principles. (1hr)</li> <li>• Nursing management of - Pre-term, (1hr)</li> <li>• small for gestational age, (1hr)</li> <li>• post-mature infant, (1hr)</li> <li>• and baby of diabetic and substance use</li> </ul>	<ul style="list-style-type: none"> <li>• Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, (1hr)</li> <li>• organization and management of nursing services in NICU. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Neonatal sepsis, ophthalmianonatorum, (1hr)</li> <li>• congenital syphilis, HIV</li> </ul>		



	<p><b>Skill:</b> Identify life threatening conditions in new born and renders life saving care.</p> <p><b>Attitude:</b> Develops skills in identifying congenital abnormalities in new born. Takes initiative to organize progressive patient care in NICU.</p>	<p>mothers.(1hr)</p> <ul style="list-style-type: none"> <li>• Respiratory conditions, Asphyxia neonatorum, (1hr)</li> <li>• neonatal apnoea(1hr)</li> <li>• meconium aspiration syndrome, (1hr)</li> <li>• pneumo thorax, pneumo mediastinum (1 hr)</li> <li>• Icterus neonatorum. (1 hr)</li> <li>• Birth injuries.(1 hr)</li> <li>• Hypoxic ischaemic encephalopathy. (1hr)</li> <li>• Congenital anomalies.(1hr)</li> <li>• Neonatal seizures. (1hr)</li> </ul> <p>Neonatal hypocalcaemia, hypoglycemia, (1hr)</p> <p>hypomagnesaemia. Neonatal heart diseases.(1hr)</p> <p>Neonatal hemolytic diseases.(1hr)</p> <p>Neonatal infections,</p>	-	/ AIDS (1hr)		
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		<p>(1hr)</p> <ul style="list-style-type: none"> <li>• Advanced neonatal procedures. (1hr)</li> <li>• Calculation of fluid requirements. (1 hr)</li> <li>• Hematological conditions - erythroblastosisfetalis , hemorrhagic disorder in the newborn. (1 hr)</li> </ul>				
VI (15Hrs )	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Explain course of HIV infection and the treatment modalities.</p> <p><b>Skill:</b> Provide comprehensive care to the client with HIV positive, protect self and prevent</p>	<p><b>HIV / AIDS:</b></p> <ul style="list-style-type: none"> <li>• HIV positive mother and her baby. (2hr)</li> <li>• Epidemiology. Screening. (2hr)</li> <li>• Parent to child transmission. (PTCT) (2hr)</li> <li>• Prophylaxis for mother and baby. (2hr)</li> <li>• Standard safety measures. Counseling. (1hr)</li> <li>• Breast feeding</li> </ul>	<ul style="list-style-type: none"> <li>• Issues: Legal, ethical, Psychosocial and rehabilitation. (3 hrs)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• National policies and guidelines. (1 hr)</li> </ul>		

	<p>spread of disease.  <b>Attitude:</b>                  Maintain confidentiality, educate people and motivate client to continue prescribed treatment.</p>	<p>issues.(1hr)                  Role of the nurse.(1hr)</p>				
<p>VII                  (25Hrs )</p>	<p>At the end of unit students are able to:  <b>Knowledge:</b>                  Understand and explain various gynecological conditions.  <b>Skill:</b>                  Renders care to the clients with gynecological conditions  <b>Attitude:</b>                  Considers the gender</p>	<p><b>Gynecological problems and nursing management:</b></p> <ul style="list-style-type: none"> <li>• Gynecological assessment.(1hr)                      Gynecological procedures.(4 hrs)</li> <li>• Etiology, pathophysiology, diagnosis and nursing management of:                      Menstrual irregularities. (4hr)</li> <li>• Diseases of genital tract.(2hr)</li> <li>• Genital tract infections. (2hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Uterine fibroid, ovarian tumors, (1hr)</li> <li>• Breast carcinoma, Pelvic inflammatory diseases, (1hr)</li> <li>• Reproductive tract malignancies, hysterectomy-vaginal and abdominal.(3 hrs)</li> </ul>			

	identity aspects of gynecological conditions while rendering care to the clients with gynecological conditions.	<ul style="list-style-type: none"> <li>• Uterine displacement. (1hr)</li> <li>• Genital prolapsed. (2hr)</li> <li>• Genital injuries. (2hr)</li> <li>• Uterine malformation. (2hrs)</li> <li>-</li> </ul>				
VIII (8Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Describe the organization of obstetrical and gynecological units.Explain the needs for various protocols, policies and regulations required to manage these units. <b>Skill:</b> Drafts policies and practices	<b>Administration and management of obstetrical and gynecological unit:</b> <ul style="list-style-type: none"> <li>• Equipment, supplies. (1hr)</li> <li>• Infection control; Standard safety measures. (2hr)</li> <li>Quality Assurance:- Obstetric auditing - records / reports, Norms, .(2hrs)</li> <li>• Policies and protocols. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; layout</li> <li>• Staffing. (1 hr)</li> </ul>	Practice standards for obstetrical gynecological unit. (1 hr)		

	<p>established regulations while managing obstetrical and gynecological units.</p> <p><b>Attitude:</b> Enforces standards of care in obstetrical and gynecological units to render quality care.</p>					
IX (7Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understands the needs for staff development in obstetrical and gynecological</p>	<p><b>Education and training in obstetrical and gynecological care:</b></p> <ul style="list-style-type: none"> <li>• Staff orientation, training and development.(3 hrs)</li> <li>• In-service education program. (3 hrs)</li> <li>• Clinical teaching programs. (1 hr)</li> </ul>	-	-		

	<p>l care.</p> <p><b>Skill:</b> Organizes staff training programmes in Obstetrical and gynecologica l care.</p> <p><b>Attitude:</b> Formulates a policy for staff development in the unit.</p>					
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**Placement - II Year      Theory:      150 hrs      Practical 950 hrs      Total      1100 hrs**

<b>Formative Evaluation Theory</b>					
1	MIDTERM	1	75MARKS	75MARKS	Sent To Universit y
2	PREFINAL	1	75 MARKS	75 MARKS	
3	Other assignments				
	Seminar	1	100 MARKS	100 MARKS	
	Journal presentation	1	50 MARKS	50 MARKS	
				300	25
<b>Formative Evaluation Practical</b>					
SN	REQUIREMENT	PRESCRIBED NO	MARKS FOR EACH	TOTAL MARKS	Sent To University
1	<b>CARE PLAN --</b>	4	50	200	
	Antenatal				
	Intranatal				
	Postnatal				
	Newborn				
2	<b>CLINICAL PRESENTATION --</b>	2	50	100	
	Antenatal	1	30	30	
	Postnatal				
3	<b>CASE BOOK / JOURNAL</b>				
4	<b>CLINICAL EVALUATION –</b>	2	100	200 (100X2)	
	Antenatal				
	Postnatal				
6	Practical Teaching ( Nsg Edn)				
7	Mid Term Practical Examination	1		100	
8	Prefinal Practical Examination	1		100	
<b>TOTAL</b>				730	50
<b>FORMATIVE EAVALUATION</b>					
<b>MID TERM 75</b>		<b>PREFINAL 75</b>		<b>University</b>	

		<b>Examination</b>	
Section-1(23 M) LAQ-1x7= 7M LAQ-1x6= 6M SAQ-2x5= 10M	Section-1 (38 M)	LAQ-1x12= 12M LAQ-1x11= 11M SAQ-3x5= 15M	Section-1 (38 M) LAQ-1x12= 12M  LAQ-1x11= 11M
Section-2(27 M) LAQ-1x7= 7M LAQ-1x10= 10M SAQ-2x5= 10M	Section-2 (37 M)	LAQ-1x12= 12M LAQ-1x10= 10M SAQ-3x5= 15M	SAQ-3x5= 15M Section-2 (37 M) LAQ-1x12= 12M  LAQ-1x10= 10M  SAQ-3x5= 15M

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