



# **MGM INSTITUTE OF HEALTH SCIENCES**

(Deemed to be University u/s 3 of UGC Act, 1956)

**Grade 'A++' Accredited by NAAC**

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## **Curriculum for Master of Science (Child Health Nursing)**

Amended upto AC-50/2024, Dated 27/11/2024

## **Amended History**

1. Amended as per of AC-49/2024, dated 25/04/2024.
2. Amended as per AC-50/2024, [Resolution No. 3.21], Dated 27/11/2024

# Curriculum for M.Sc. Nursing

Child Health (Paediatric) Nursing



**IN PURSUIT OF EXCELLENCE**



**MGM INSTITUTE OF HEALTH SCIENCES**

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New Mumbai - 410 203

[www.mgmuhsc.com](http://www.mgmuhsc.com)



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# **Curriculum**

***M.Sc Nursing***

Based on Indian Nursing Council Syllabus



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**PHILOSOPHY OF THE PROGRAM**

MGM New Bombay College of Nursing (NBCON) is a constituent unit of MGM Institute of Health Sciences (MGMIHS) Navi Mumbai. The philosophy of NBCON is in consistent with the philosophy of MGMIHS and Indian Nursing council New Delhi;

We believe that .....

- Excellency in health care can be achieved through innovative research and through excellence in education of the health care professionals.
- Post graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.
- Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into Nursing practice, education, administration and development of research skills.
- The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.
- This programme provides the basis for the post master programme in Nursing.
- The programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.



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**M.Sc NURSING PROGRAMME**

**AIM:**

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

**OBJECTIVES OF POST BASIC B.Sc NURSING PROGRAMME:**

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

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

**DURATION**

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

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



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**M.Sc NURSING PROGRAMME**

**COURSE OF INSTRUCTION**

**First Year**

SL. NO.	SUBJECT	THEORY (IN HRS)	CLINICAL (HRS)
1	Nursing education	150	150
2	Advance nursing practice	150	200
3	Nursing Research and statistics	150	100
4	*Clinical speciality –I	150	650
	<b>Total</b>	<b>600</b>	<b>1100</b>

**Second Year**

SL. NO.	SUBJECT	THEORY (IN HRS)	CLINICAL (HRS)
1	Nursing Management	150	150
2	Nursing Research(Dissertation)		300
3	*Clinical Speciality-II	150	950
	<b>Total</b>	<b>300</b>	<b>1400</b>

Educational visit 2 weeks

\***Clinical Speciality** –Child Health (Paediatric) Nursing,

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



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**REGULATIONS FOR EXAMINATION**

**Eligibility for appearing for the examination:**

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

**Classification of results:**

- 50% pass in each of the theory and practical separately.
  - 50-59% Second division
  - 60-74% first division
  - 75% and above is distinction
  - For declaring the rank aggregate of 2 years marks to be considered
- If the candidate fails in either practicals or theory paper he/she has to re- appear for both the papers (theory and practical)
  - Candidate, who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination. The maximum period to complete the course successfully should not exceed 4 years





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**COURSE OUTLINE**  
  
**FOR**  
  
**I YEAR M.Sc. NURSING**



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ADVANCED NURSING PRACTICE**

**Placement:- First Year**

**Hours of instructions : -Theory: 150 hrs**

**Practical: 200 hrs**

**Total : 350 hrs**

**Course Description**

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

**Objectives:** At the end of the course students.

1. Appreciate and analyze the development of nursing profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio psycho-social dynamics of health, lifestyle and health care delivery system.
4. Discuss concepts, principles, theories, models and 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 advanced nursing practice.
8. Perform extended and expanded role of nursing.
9. Described alterative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Indentify the scope of nursing research.
12. Use computer in patient care delivery system.
13. Appreciate importance of self development and professional advancement.



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## CONTENT

Unit	Hours	Learning objectives	Content	Teaching	Assessment method
I	10	Describe nursing as a profession Discuss the ethical and legal responsibilities of professional nurse. Explain the role and research, leadership and management in nursing. Explain the role of future nurse	<b>Nursing as a Profession</b> <ul style="list-style-type: none"> <li>• History of development of nursing as a profession, characteristics, criteria of profession-national global</li> <li>• Code of ethics (INC), code of professional conduct, autonomy and accountability, assertiveness, visibility of nurses, legal consideration.</li> <li>• Role of regulatory bodies.</li> <li>• Professional organizational and union, self defense, individual and collective bargaining.</li> <li>• Educational preparation, continuing education, career opportunities, professional advancement, role and scope of nursing education.</li> <li>• Role of research leadership and management</li> <li>• Quality assurance in nursing</li> <li>• Futuristic Nursing</li> </ul>	<b>Lecture cum discussion Seminar</b> 1. Nursing as a Profession 2. History & trends in nursing <b>Group discussion-</b> Ethics in nursing ethical and legal responsibilities of a professional nurse <b>Debate-</b> Scope of nursing education <b>Brainstorming-</b> Nurse as a leader	Seminar Group Discussion Brainstorming Essay Short answer questions
II	5	Describe the health care delivery system at various levels  Describe health plans, policies and planning process	<b>Health Care delivery</b> <ul style="list-style-type: none"> <li>• Health care environment, economics, constraint, planning process.</li> <li>• Health care delivery system- National, State, district and local level</li> <li>• Major stake holders in health care systems-government, non government, Industry and other professionals.</li> <li>• Pattern of nursing care delivery in India</li> <li>• Health care delivery concerns-</li> <li>• National health and family welfare programme, intersectoral co-ordination, role of non-government agencies</li> </ul>	Lecture cum discussion Seminar Group discussion on Health Care delivery system <b>Seminar</b> 1. Health planning & management 2. N.R.H.M. role of NGO in health care of community <b>Symposium</b> Health planning in India-Recent trends & issues <b>Panel Discussion</b> Role of nurse in Health care delivery system <b>Visit to telemedicine unit</b>	Seminar Group Discussion Debate Observation Report Essay Short answer questions



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
III	10	<p>Explain basic principles of genetics            Illustrate approaches to common genetic disorders            Explain the recent trends in genetics            Explain the screening methods for genetic disorders            Discuss ethical, legal and psychosocial issues in genetic testing            Describe the role of nurse in genetic counseling and genetic services</p>	<p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>• Review of cellular division, mutation and law of inheritance, human genome project, the genetic era.</li> <li>• Basic concept of genes, chromosomes and DNA.</li> <li>• Approaches to common genetic disorders.</li> <li>• Genetic Testing – Basis of genetic diagnosis, pre-symptomatic and predisposition testing, prenatal diagnosis &amp; screening.</li> <li>• Ethical, legal and psychosocial issues in genetic testing.</li> <li>• Genetic Counseling</li> <li>• Practical application of genetics in nursing</li> </ul>	<p><b>Lecture cum discussion</b></p> <p><b>Group discussion</b>            Ethical legal &amp; psychosocial issues in genetic testing</p> <p><b>Role Play</b>            Genetic counseling &amp; role of nurse</p>	<p>Seminar            Group Discussion            Role Play            Essay            Short answer questions</p>
IV	10	<p>Describe the concept, scope, uses, methods and approaches of Epidemiology.</p>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>• Scope, Epidemiological approach and methods.</li> <li>• Morbidity, Mortality,</li> <li>• Concepts of causation of disease and their screening.</li> <li>• Application of Epidemiology in health care delivery, Health surveillance and health informatics.</li> <li>• Role of nurse</li> </ul>	<p><b>Lecture cum discussion</b></p> <p><b>Discussion</b>            Role of Community health nurse in the management of an epidemic</p>	<p>Essay            Short answer questions</p>



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
VII		Explain nursing process and the various steps of nursing process	<p><b>Nursing Process Approach</b></p> <ul style="list-style-type: none"> <li>• Health assessment illness status of patients- Identification of health illness problems, health behavior, signs and symptoms of clients.</li> <li>• Methods of Collection, analysis and utilization of data relevant to nursing process.</li> <li>• Formulation of nursing care plan, health goals, implementation, modification and evaluation of care.</li> </ul>	<p><b>Symposium</b></p> <p>Nursing process Preparation of nursing care plan</p>	<p>Essay Short answer questions</p>
VIII	30	<p>Describe the growth and development</p> <p>Illustrate psychological aspect &amp; human relations</p>	<p><b>Psychological aspect and human relations</b></p> <ul style="list-style-type: none"> <li>• Human behavior, life processes , growth and development, personality development, defense mechanisms</li> <li>• Communication, interpersonal relationship, individual and group, group dynamics and organizational behavior</li> <li>• Basic human needs, growth and development, (conception through p[re school, school age through adolescence, young and middle adult and older adult)</li> <li>• Sexuality and sexual health</li> <li>• Stress and adaption, crisis and its intervention</li> <li>• Coping with loss death and grieving Principles and techniques of counseling.</li> </ul>	<p><b>Lecture cum discussion – Discussion-</b> Review of growth &amp; development</p> <p><b>Project –</b> Growth and development</p> <p><b>Role Play-</b> Therapeutic communication counseling</p> <p><b>Seminar-</b> Stress and anxiety Group dynamics</p>	<p>Seminar Project Role Play Essay Short answer questions</p>



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
IX	10	Describe alternative modalities of nursing care  Illustrate primary health care  Explore expanded and extended role of nurse	<p><b>Nurse Practice:-</b></p> <ul style="list-style-type: none"> <li>• Framework, scope and trends</li> <li>• Alternative modalities of care, alternative systems of health and complementary therapies.</li> <li>• Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and Institutions</li> <li>• Health promotion and primary health care</li> <li>• Independent practice issue-independent practice issues-independent nurse – midwifery Practitioner</li> <li>• Collaboration issues and models within and outside nursing</li> <li>• Model of prevention</li> <li>• Family nursing, home nursing</li> <li>• Gender sensitive issues and women empowerment</li> <li>• Disaster nursing</li> <li>• Geriatric considerations in nursing</li> <li>• Evidence based nursing practice-Best practices</li> <li>• Transcultural nursing</li> </ul>	<p><b>Lecture cum discussion Symposium</b> Alternative and complementary therapies in health care</p> <p><b>Group discussion</b> Extended and expanded role of nurse in preventive, promotive health care delivery</p> <p><b>Debate-</b> Nurse as an independent practitioner</p> <p><b>Discussion-</b> Collaboration issues and models within and outside nursing</p> <p><b>Seminar</b> Holistic approach to health care trans cultural nursing Disaster nursing Role of nurse in geriatrics</p> <p><b>Visit:-</b> Old age home</p>	<p>Essay Seminar Debate Group Discussion Short answer questions Visit</p>
X	25	Demonstrate skill in applying computers in nursing	<p><b>Computer application for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li>• Use of Computers in teaching, learning, research and nursing practice.</li> <li>• Windows, MS Office: Word, Excel, Power Point</li> <li>• Internet, literature search</li> <li>• Statistical Packages</li> <li>• Hospital Management information system: Soft wares</li> </ul>	<p><b>Lecture cum discussion</b></p> <p><b>Demonstration</b></p>	<p>Preparation of power points, word documents</p>



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**PRACTICALS**

<b>Sr. No.</b>	<b>Area</b>	<b>Duration in weeks</b>
1	Specialty Area – inpatient unit	2
2	Community Health Center / PHC	1
3	Emergency / ICU	2

**Activities**

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

**Methods of Teaching**

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

**Methods of Evaluation**

- Tests
- Presentation
- Seminar
- Written Assignment

**Visits-**

- Telemedicine Unit
- Biomedical waste management unit
- Infection control unit
- Old age home



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## BIBLIOGRAPHY

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3. Brunner and Suddarth Text book of medical surgical nursing 10<sup>th</sup> edition 2002.
4. Zwemer A. Professional Adjustments and Ethics for nurse in India BI publications, Bangalore 6<sup>th</sup> Edition 1995.
5. Rosdhal, Fundamentals of Nursing, Lippincott Company 2003.
6. Bolander, Fundamentals of Nursing, Saunders 1994.
7. Carrol Taylor, Fundamentals of Nursing, Carol Lillis et al Lippincot, 5<sup>th</sup> Edition 2005.
8. Basavanthappa B.T. 2007 Nursing Theories Jaypee Brothers
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10. Alligood M.R. Tomey A.M. (2006) Nursing theory Utilization and Application S T: Louis Mosby.
11. J.E. Park textbook Preventive and social Medicine 17<sup>th</sup> edition.
12. Gulanick, M. & Myersm J.L. (2007) Nursing care plans 6<sup>th</sup> edition St. Louis : Missouri.

## INTERNAL ASSESSMENT

### THEORY

Total Marks 25

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5.0
	Prefinal	75	30	7.5
<b>2</b>	<b>Assignments-</b>			
	Nursing Care Plan (2)*	25	12.5	3.125
	Family case work	25	12.5	3.125
<b>3</b>	<b>Seminar</b>	25	12.5	3.125
<b>4</b>	<b>Presentation of nursing theory</b>	25	12.5	3.125
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

\* One Nursing care plan should be based on nursing theory

## UNIVERSITY EXAMINATION

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>





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**FIRST YEAR M.Sc. NURSING**

**ADVANCED NURSING PRACTICE**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks - 38**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 8 = 8 Marks**
- a.
  - b.
  - c.

**SECTION B**

**Marks - 37**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 7 = 7 Marks**
- a.
  - b.
  - c.



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**FIRST YEAR M.Sc. NURSING  
ADVANCED NURSING PRACTICE  
SEMINAR/PRESENTATION - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch: - \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING  
ADVANCED NURSING PRACTICE  
EVALUATION OF NURSING CARE PLAN**

Name of the Student: - \_\_\_\_\_ Batch: - \_\_\_\_\_

Name of the patient: - \_\_\_\_\_ Ward:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No	Criteria	Marks Assigned	Marks Obtained
1	Elicits relevant history	3	
2	Make quick and valid physical assessment	4	
3	Identifies nursing diagnosis	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care according to priority	2	
7	List the outcome criteria	1	
8	Implements care for priority needs		
	Applies scientific principles	2	
	Practices economy of time, money & material	2	
	Manual dexterity	1	
9	Evaluates the care (based on nurses notes, reports, records patients and relatives response)	2	
	<b>Total</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Date & Signature of the student & Date



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**ADVANCED NURSING PRACTICE**

**EVALUATION FORM – FAMILY CASE WORK**

Name of the Student: - \_\_\_\_\_ Village: - \_\_\_\_\_

Duration of Posting:- \_\_\_\_\_ Evaluator's Name: - \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No	Criteria	Marks Assigned	Marks Obtained
1	<b>Selection of family</b>	1	
2	<b>Family Case Work</b>	2	
	a) History collection of each family member (Physical, Mental, Social health)		
	b) Assessment of each individual according to priority need	2	
	c) Formulates nursing diagnosis	3	
	d) Plan care by using various models of prevention.	3	
	e) Home Visit	2	
	f) Health Education Planned Incidental	4	
3	<b>Rapport with family</b>	2	
4	<b>Setting future goals</b>	2	
5	<b>Interest, Promptness in planning care</b>	1	
6	<b>Family outcome</b>	3	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Teacher & Date

Signature of the Teacher & Date



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## **NURSING EDUCATION**

**Placement: - First year**

**Hours of instruction: - Theory : 150 Hrs**

**Practical: 150 Hrs**

**Total : 300 Hrs**

### **COURSE DESCRIPTION**

This course is designed to assist students to develop a broad understanding of fundamental principles, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standard and accreditation of various nursing educational development, implementation, maintenance of standard and accreditation of various nursing educational programs.

### **Objectives:-**

At the end of 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 the methodology of curriculum changes, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education program.
12. Identify research priorities in human education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.



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Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
<b>I</b>	<b>10</b>		<p><b>INTRODUCTION :-</b></p> <ul style="list-style-type: none"> <li>• Education: Definition, aims, concepts, philosophies &amp; their education implication.</li> <li>• Impact of social, economical, political &amp; technological changes on education:</li> <li>• Professional education</li> <li>• Current trends and issue in education</li> <li>• Educational reforms and national educational policy</li> <li>• Trends in development of nursing education in India.</li> <li>• Concept of Nursing education. History of Nursing education in India.</li> <li>• Philosophy and objectives of Nursing education.</li> <li>• Purpose of nursing education in India.</li> <li>• Scientific approach in Nursing.</li> <li>• Current issues and entering trends in Nursing education.</li> <li>• Liberal education and Nursing Education</li> </ul>	Lecture cum discussion	Various philosophies of educational to nursing education. Present the history of nursing education in India, issues & trends in nursing education.
<b>II</b>	<b>20</b>	<b>30</b>	<p><b>TEACHING –LEARNING PROCESS</b></p> <ul style="list-style-type: none"> <li>• Concepts of learning and learning</li> <li>• Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>• Educational aims and objectives; types, domain, levels, elements and writing of educational objectives.</li> <li>• Competency based education (CBE) and outcome based education (OBE).</li> <li>• Instructional design: Planning and designing the lesson, writing lesson plan: meaning its needs and importance, formats.</li> <li>• Instruction strategies : Lecture, discussion, demonstration, simulation, laboratory, Seminar, Panel, symposium, problem based learning,(PBL), workshop, project, role play, (Socio drama), Clinical teaching methods, programmed instruction, self directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning (CAL),</li> <li>• Development of effective study habits.</li> </ul>	Lecture cum discussion	Prepare educational objectives on various domains



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Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
<b>III</b>	<b>10</b>	<b>10</b>	<p><b>INSTRUCTIONAL MEDIA AND METHOD</b></p> <ul style="list-style-type: none"> <li>• Key concepts in the selection and use of media in education</li> <li>• Developing leaning resource material using different media.</li> <li>• Instructional Aids – types, uses, sections, preparation, and utilization.</li> <li>• Teacher’s role in procuring and managing instructional Aids – project and non projected Aids, multimedia, video-tele conferencing etc</li> </ul>	Lecture cum discussion	Visit to IEC bureau
<b>IV</b>	<b>10</b>		<p><b>MEASUREMENT AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Concept and nature of measurement and Evaluation, Meaning, Principles, purpose problems in evaluation and measurement.</li> <li>• Principles of Assessment- internal assessment external examination, advantages and disadvantages.</li> <li>• Criterion and norm referenced evaluation.</li> </ul> <p><b>Evaluation Process</b> Defining objectives for evaluation purposes. Relating evaluation procedures to objectives, formative, and summative evaluation, Characteristics of evaluation.</p>	Lecture cum discussion	Relate evaluation objectives
<b>V</b>	<b>10</b>	<b>10</b>	<p><b>STANDARDIZED AND NON STANDARDIZED TEST</b></p> <ul style="list-style-type: none"> <li>• Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests.</li> <li>• Essay, short answer questions and multiple-choice questions.</li> <li>• Rating scales, checklists, OSCE/OSPE (Objective structured clinical/practical examination)</li> <li>• Differential scales, and summated scales, Sociometry, anecdotal record, attitude scale, critical incident technique.</li> <li>• Question bank-preparation, validation, moderation by panel, utilization</li> <li>• Developing a system for maintaining Confidentiality</li> </ul>	Lecture cum discussion	Construct tests Reliability Validity



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Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
VI	5	5	<b>ADMINISTRATION, SCORING AND REPORTING OF TESTS</b> <ul style="list-style-type: none"> <li>Administration a test, scoring, grading versus marks.</li> <li>Objective tests, scoring essay test, methods of scoring, item analysis</li> </ul>	Lecture cum discussion	Construct Tests
VII	10	6	<b>STANDARDIZED TOOLS</b> <ul style="list-style-type: none"> <li>Test of intelligence aptitude, interest, personality, achievement, socioeconomic status scale, tests for special mental and physical ability and disabilities.</li> </ul>	Lecture cum discussion	Observe various tests – personality, aptitude & intelligence. Formulate an aptitude test.
VIII	5	20	<b>NURSING EDUCATIONAL PROGRAMS</b> <ul style="list-style-type: none"> <li>Perspectives of nursing education: Global and national.</li> <li>Patterns of nursing education and training program in India. Non-university and university programs: ANM, GNM</li> <li>Basic B.Sc Nursing, Post certificate B.Sc. Nursing.</li> <li>M.Sc.(N), M.Phil and Ph.D. Post diploma program, nurse practitioner program</li> </ul>	Lecture cum discussion	Visit to nursing institutions. ANM, GNM, B.Sc, M.Sc.
IX	12	30	<b>CONTINUING EDUCATION IN NURSING</b> <ul style="list-style-type: none"> <li>Concepts- Definition, importance, need scope, principles of adults learning, assessments of learning needs, priorities and resources.</li> <li>Program planning, implementation and evaluation, of continuing education programs. Research in continuing education.</li> <li>Distance education in nursing.</li> </ul>	Lecture cum discussion	Plan CNE programme & conduct
X	10	15	<b>CURRICULUM DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Definition, curriculum determinants, process &amp; steps of curriculum development, Curriculum models types and framework.</li> <li>Formulation of philosophy, objectives, Mission statement. Selection and organization of learning experiences, Current trends in clinical learning experiences.</li> </ul>		





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Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
			<ul style="list-style-type: none"> <li>Evaluation strategies, process of curriculum change, role of students, faculty, administrators.</li> <li>Equivalency of courses: transcripts, credit system</li> </ul>	Lecture cum discussion	Prepare the mission statement philosophy, educational objectives for a nursing education programme Formulate educational objectives for various lessons-eg. FON med/surg. Ng selected learning Experiences for a specific subject
<b>XI</b>	<b>8</b>	<b>4</b>	<b>TEACHER PREPARATION</b> <ul style="list-style-type: none"> <li>Teacher – roles &amp; responsibilities, function, Characteristics, competencies, qualities.</li> <li>Preparation of professional teacher</li> <li>Organizing professional aspects of teacher</li> <li>Organizing professional aspect of teacher preparation Programs</li> <li>Evaluation: self and peer</li> <li>Critical analysis of various programs of teacher education in India.</li> </ul>	Lecture cum discussion	Application of principles and maxims of teaching formulate question Analysis of ng education programme in Maharashtra / India.
<b>XII</b>	<b>10</b>	<b>5</b>	<b>GUIDANCE AND COUNSELING</b> <ul style="list-style-type: none"> <li>Concept and principles of guidance and counseling.</li> <li>Guidance and counseling services: diagnostic and remedial.</li> <li>Coordination and organization of services.</li> <li>Techniques of counseling: Interview, case work and characteristics of counselor.</li> <li>Professional preparation and training for counseling.</li> </ul>	Lecture cum discussion	Role Play



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<b>Unit</b>	<b>Hours</b>	<b>Learning Objectives</b>	<b>Content</b>	<b>Teaching Learning</b>	<b>Assessment method</b>
<b>XIII</b>	<b>15</b>	<b>10</b>	<b>ADMINISTRATION OF NURSING CURRICULUM</b> <ul style="list-style-type: none"> <li>• Role of curriculum coordinator-planning implementation and evaluation.</li> <li>• Evaluation of educational program in nursing course and program</li> <li>• Factor influencing faculty staff relationship and techniques of working together.</li> <li>• Concept of faculty supervisor (dual) position.</li> <li>• Curriculum research in nursing.</li> <li>• Different models of collaboration between education and service.</li> </ul>	Lecture cum discussion	Evaluate an educational programme <ul style="list-style-type: none"> <li>▪ Presentation</li> </ul>
<b>XIV</b>	<b>10</b>		<b>MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS</b> <ul style="list-style-type: none"> <li>• Planning, organizing, staffing, budgeting, recruitment</li> <li>• Discipline, public relation</li> <li>• Performance appraisal, welfare services, library service, hostels</li> </ul>	Lecture cum discussion	Visit to educational Institutions Plan to set-up a SON/CON
<b>XV</b>	<b>5</b>	<b>5</b>	<b>DEVELOPMENT AND MAINTANENCE OF STANDARD AND ACCREDITATION IN NURSING EDUCATIONAL PROGRAMS</b> <ul style="list-style-type: none"> <li>• Role of Indian Nursing Council, State Registration Nursing</li> <li>• Councils, Boards and University.</li> <li>• Role of Professional Association and unions.</li> </ul>	Lecture cum discussion	



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## PLANNED ACTIVITIES: -

- Panel discussion / group presentation – Educational Psychology – Theories and laws learning and teaching, personality, Intelligence, Individual, Motivation, Group Dynamics
- Framing philosophy, aims and objectives of an educational Institution
- Lesson Planning
- Micro Teaching – 2
- Conduct Practice teaching using different teaching strategies – 10 (Classroom-5 Demonstration)
- Construct a written objective type test for the lessons taken.
- Construct tests, administer and determine reliability and validity.
- Preparation and utilization of instructional aids using different media.
- Design a curriculum for a basic B.Sc Nursing Programme; Develop course plan, units plan, rotation plans, prepare cumulative records for students.
- Prepare rotation plan for clinical practice.
- Planning and organizing field visits.
- Plan, conduct and evaluate a continuing nursing education workshop.
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by selected institution.
- Educational visit – educational institutions – GNM, B.Sc., Diploma Course etc.
- Field Visits (INC/SNC) to get familiar with recognition/ registration process.
- Construct, administrator and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, aptitude, personality, Sociometry, physical and mental disabilities tests)
- Prepare aptitude test for entrance exams of B.Sc. nursing students.
- Prepare plan for evaluation of the students in the B.Sc. nursing programme.
- Visit to schools

## METHODS OF TEACHING

- Lecture cum discussion
- Seminar / Presentation
- Project work
- Field Visits
- Workshop

## METHODS OF EVALUATION

- Written Tests
- Classroom / Clinical teaching
- Presentation
- Written Assignments
- Project Work

## EDUCATIONAL VISITS-

- Visit to the School
- Gifted children
- Slow Learner
- Mentally challenged
- Deaf & Dumb and visually handicapped
- IEC bureau
- State Nursing Council/ School of Nursing of Nursing



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## **BOOKS FOR REFERENCE**

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- 2) Basavanthappa B.T., "Nursing education", Jaypee brothers, Edn I 2005.
- 3) Bevis, Em Olivia, Curriculum Building in Nursing: A Process, Ed-2, C V Mosby Co, St. Louis. 1978.
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- 11) Guilert. JJ, Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
- 12) Guniee. Kathleen K; Teaching and Learning in Nursing, Macmillan, New York, 1978.
- 13) Joyce.B, etc, Models of teaching. Ed-4, Prentice Hall INC, Englewood Cliffs, New Jersey, 1986.
- 14) Keay, F E, A History of education in India and Pakistan, ED-4, Oxford University Press, London, 1964.
- 15) King, Immogene M, Curriculum and Instruction in Nursing, concepts and Process Appleton – Century crafts, Norwalk., Connecticut, 1986.
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- 17) Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company INC, New York 1995.
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- 19) Neeraja K.P. "Text Book of Nursing", Jaypee Brothers.
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**INTERNAL ASSESSMENT**

**THEORY**

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5.0
	Pre final	75	30	7.5
<b>2</b>	<b>Seminar-</b>	25	25	6.25
<b>3</b>	<b>Critiquing*</b>	25	25	6.25
	<b>Total</b>	<b>175</b>	<b>100</b>	<b>25</b>

\* Nursing Course/ Committee reports/ National health programmes/ National Health Scheme

**PRACTICALS**

Sr.No.	Technique	Total Marks	Weightage %	Marks
1	Learning Resource material (Preparation)	25	10	5.0
2	Presentation on visit to Educational institutes	25	10	5.0
3	Practice teaching (Total 10)	500	20	10
4	Conduct workshop/short term course	25	10	5.0
5.	Planning of clinical experience	50	10	5.0
6	Preparation of master oration plan	10	10	5.0
7	Construction of non Standardized test	25	10	5.0
8.	Micro teaching	100	20	10
	<b>Total</b>	<b>710</b>	<b>100</b>	<b>50</b>

**UNIVERSITY EXAMINATION**

**Theory**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

**Practical Exam**

1. Practical Teaching -1	-	25
2. Preparation / use learning resource material – 1	-	10
3. Construction of tests / rotation plan	-	15
<b>Total</b>	-	<b>50</b>
<b>Internal assessment</b>	-	<b>50</b>
<b>Grand Total</b>	-	<b>100</b>



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**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks - 38**

- Q.1) Write Short Answers on any 3 out of 4** 3 X 5 = 15 Marks
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** 15 Marks
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** 1 X 8 = 8 Marks
- a.
  - b.
  - c.

**SECTION B**

**Marks - 37**

- Q.1) Write Short Answers on any 3 out of 4** 3 X 5 = 15 Marks
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** 15 Marks
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** 1 X 7 = 7 Marks
- a.
  - b.
  - c.



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**SEMINAR/PRESENTATION EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**Subject:-** \_\_\_\_\_ **Name of the Student: -** \_\_\_\_\_

**Unit:-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Guide:-** \_\_\_\_\_

**Time:-** \_\_\_\_\_ **Venue:-** \_\_\_\_\_

**Group:-** \_\_\_\_\_ **Method of Teaching: -** \_\_\_\_\_

Audio visual aids:

Previous knowledge of the group:-

General objectives:-

Specific objectives:

<b>Time</b>	<b>Specific objectives</b>	<b>Content</b>	<b>Teacher learning activity</b>	<b>Audio Visual aids</b>	<b>Evaluation (Wherever appropriate)</b>
		<ul style="list-style-type: none"><li>• Introduction</li><li>• Content</li><li>• Summary</li><li>• Recapitulation</li><li>• Assignment</li><li>• Conclusion</li><li>• References</li></ul>			

Black Board plan





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**PRACTICE TEACHING PERFORMA FOR EVALUATION**

Name of the Student: - \_\_\_\_\_ Group \_\_\_\_\_

Topic:- \_\_\_\_\_ Place: \_\_\_\_\_

Name of the evaluator:- \_\_\_\_\_ Date & Time:- \_\_\_\_\_

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

Remarks

Signature of the Evaluator/Guide with date

Signature of the student with date



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**EVALUATION CRITERIA-LEARNING RESOURCE MATERIAL/CRITIQUING**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>10</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor with date

Signature of the student with date



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**GUIDE LINES FOR PRESENTATION OF EDUCATIONAL INSTITUTION/ SCHOOL/  
COLLEGE OF NURSING**

- Name of the Institution
- Type of the Institution
- Head of the Institution
- Organizational Chart
- Course conducted
- No. of Students per batch
- Male / Female reservations
- Budget
- Teaching /non Teaching Staff
- Blue print of the college building
- A V Aids
- No of books / Journals – Library facilities
- Laboratories
- Demonstration lab, equipments, models, space, furniture and other facilities.
- Nutrition lab
- MCH lab / Community health lab
- Museum



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**EVALUATION FOR PRESENTATION OF EDUCATIONAL INSTITUTION**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
1	<b>CONTENT</b>	15	
2	<b>PRESENTATION</b> Introduction Converge of subject content Sequencing Depth of knowledge Explanation and clarification Time Limit	5	
3	<b>USE OF AUDIO VISUAL AIDS</b> · Relevant, clear and visible · Creativity · Used effectively at the right time	5	
	<b>TOTAL</b>	25	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**NURSING EDUCATION**

**EVALUATION CRITERIA**

**MASTER ROTATION PLAN**

Name of the Student: - \_\_\_\_\_

Batch: \_\_\_\_\_ Date: \_\_\_\_\_

**Total Marks – 10**

**Marks obtained:- \_\_\_\_\_**

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Adequacy Placement Theory hours Practical hours Vacation Extra curricular	5	
2	Accuracy (following guidelines)	1	
3	Feasibility	1	
4	Self explanatory	2	
5	Neatness	1	
	<b>TOTAL</b>	<b>10</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**EVALUATION CRITERIA FOR ORGANISING WORK SHOP**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Theme of the workshop: \_\_\_\_\_ -

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	Planning		
	Aims & Objectives	2	
	Selection of resource	3	
	Delegation	2	
<b>2</b>	Brochure	3	
	Implementation		
	Organizing	3	
	Content matter	3	
	Presentation	3	
	Co-ordination	2	
	Use of resource	2	
<b>3</b>	Group participation	1	
	Evaluation	1	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA FOR PLANNING CLINICAL EXPERIENCE**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Total Marks – 50

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
1	Area of posting identified	5	
2	Framing educational objectives for each area	10	
3	Assignment plan of each area	10	
4	Clinical rotation plan	10	
5	Preparation of evaluation criteria for each assignment	15	
	<b>TOTAL</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**GUIDELINES FOR CONSTRUCTION OF TEST**

**Steps**

1) Planning for the test

Subject

Marks

Time

Type of examination

Topics

Difficulty Level

2) Designing the test

- a. Giving weight age to the content
- b. Giving weight age to the objectives
- c. Giving weight age to the form of questions
- d. Giving weight age to the difficulty level
- e. Scheme of sections
- f. Scheme of sections

3) Preparation of blue print

4) Writing of the items

5) Question wise analysis

6) Editing of questions paper

7) Answer Key





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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA FOR TEST CONSTRUCTION**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:-

\_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Planning for the Test	1	
2	Designing the test a. Giving weight age to the content b. Giving weight age to the objectives c. Giving weight age to the form of questions d. Giving weight age to the difficulty level e. Scheme of options f. Scheme of sections	2 1 1 1 1 1	
3	Preparation of blue print	5	
4	Writing of the items	4	
5	Question wise analysis	4	
6	Editing of question paper	2	
7	Answer key	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**NURSING RESEARCH AND STATISTICS**

**Placement: - First year**

**Hours of Instruction: - Theory:-150 Hrs  
Practical: -100 Hrs  
Total: - 240 Hrs**

**Part A - Nursing Research**

**Theory: - 100 Hrs  
Practical:- 50 Hrs  
Total:- 150 Hrs**

**COURSE DESCRIPTION**

This course is designed to assist 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 finding to improve quality of nursing practice, education and management.

**General Objectives:**

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

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



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**CONTENT OUTLINE**

Unit	Hours		Course Content
	Theory	Practicals	
I	10		<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and</li> <li>• Scientific method.</li> <li>• Research – Definition, Operation and Aims of scientific research, characteristics, purposes, kinds of Research</li> <li>• Inductive and deductive reasoning</li> <li>• Historical Evolution of research in nursing</li> <li>• Basic research terms</li> <li>• Scope of nursing research: areas, problems in nursing, role of research in nursing</li> <li>• health and social research</li> <li>• Concept of evidence based practice</li> <li>• Ethics in research</li> <li>• Research process, Significant criteria of good research</li> </ul>
II	5	5	<p><b>Review of Literature:-</b></p> <ul style="list-style-type: none"> <li>• Importance, purpose, sources, criteria for selection of resources and step in reviewing literature.</li> </ul>
III	12		<p><b>Research Approach and design</b></p> <ul style="list-style-type: none"> <li>• Importance, characteristics of good research design</li> <li>• Threats to internal and external validity.</li> <li>• <b>Type:</b> Qualitative and Quantitative Research</li> <li>• Observational studies like descriptive, explanatory and exploratory.</li> <li>• Experimental Studies: pretest design, post test design, follow up or longitudinal, cohort studies, case control studies, cross sectional studies, interventional studies, panel studies, mixed method.</li> <li>• Qualitative: Phenomenology, grounded theory, Ethnography</li> </ul>
IV	10	5	<p><b>Research Problem:</b></p> <ul style="list-style-type: none"> <li>• Identification of research problem</li> <li>• Formulation of problem statement and research objectives</li> <li>• Definition of terms: Variables, setting, population</li> <li>• Assumptions and delimitations</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
V	5	5	<b>Development theoretical/conceptual framework</b> <ul style="list-style-type: none"> <li>Theories: Nature, characteristics, Purpose and uses</li> <li>Using, testing and developing conceptual framework,</li> <li>Models and theories.</li> <li>Importance of theory application</li> </ul>
VI	6		<b>Sampling</b> <ul style="list-style-type: none"> <li>Definition of terms: Population, sample and Sample size, sampling criteria</li> <li>Need and importance of sampling, central limit theorem</li> <li>Sampling theory, concept of standard error,</li> <li>Factors influencing sampling</li> <li>Sampling techniques, census and sampling survey.</li> <li>Implication of sampling design, characteristics of a good sampling design.</li> <li>Types: probability and non probability.</li> <li>Estimation of population mean, population proportion, sample size determination through the approach based on precision rate and confidence level.</li> <li>Problems of sampling.</li> </ul>
VII	20	30	<b>Tools and methods of Data collection</b> <ul style="list-style-type: none"> <li>Concepts of data collection, types of data</li> <li>Data sources, methods/techniques quantitative and Qualitative.</li> <li>Tools for data collection – types, characteristics and their development</li> <li>Test of sound measurement: Validity and reliability of tools</li> <li>Possible source of error in measurement</li> <li>Procedure for data collection</li> </ul>
VIII	5		<b>Implementing research plan</b> <ul style="list-style-type: none"> <li>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, collection of data</li> </ul>
IX	10	10	<b>Analysis and interpretation of data</b> <ul style="list-style-type: none"> <li>Plan for data analysis: quantitative and qualitative</li> <li>Preparing data for computer analysis and presentation.</li> <li>Statistical analysis</li> <li>Interpretation of data, techniques of interpretation</li> <li>Precaution in interpretation</li> <li>Conclusion and generalizations</li> <li>Summary and discussion</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
X	10		<b>Reporting and utilizing research</b> <ul style="list-style-type: none"><li>• Communication of research results; oral and written</li><li>• Writing research report purposes, methods and style- Vancouver, American Psychological Association(APA),Campbell etc</li><li>• Writing scientific articles for publication: layout of report and significance of report writing</li></ul>
XI	3	8	<b>Critical analysis of research reports and articles</b>
XII	4	7	<b>Development and presenting a research proposal</b>

**ACTIVITIES:-**

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

**METHODS OF TEACHING**

- Lecture cum discussion
- Presentations
- Project
- Classroom exercises
- Journal Club

**METHODS OF EVALUATION**

- Tests (term)
- Assignments
- Research Critiques
- Presentations – Presentation of related researches
- Project Work



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**Part B – Statistics**

**Hours of Instruction**

**Theory : 50 Hrs**

**Practical : 50 Hrs**

**Total :100 Hrs**

**COURSE DESCRIPTION**

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

**General Objectives:**

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

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

**CONTENT OUTLINE**

Unit	Hours		Course Content
	Theory	Practicals	
I	7	4	<b>Introduction:</b> <ul style="list-style-type: none"><li>• Concepts, types, significance and scope of statistics,</li><li>• meaning of data, Type of data</li><li>• sample, parameter</li><li>• type and levels of data and their measurement</li><li>• Organization and presentation of data – Tabulation of data;</li><li>• Frequency distribution, relative frequency</li><li>• Graphical and tabular presentations: bar charts, histograms, frequency polygons, one way scatter plots, box plots, two way scatter plots, line graphs.</li></ul>



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Unit	Hours		Course Content
	Theory	Practicals	
III	4	5	<b>Measures of variability;</b> <ul style="list-style-type: none"> <li>• Range, Percentiles, average deviation, quartile deviation, standard deviation Percentile &amp; percentile rank, Cumulative graph, curved ogive</li> </ul>
IV	5	4	<b>Normal Distribution:</b> <ul style="list-style-type: none"> <li>• Probability, characteristics and application of normal</li> <li>• Probability curve; sampling error.</li> <li>• Cumulative distribution, Cumulative graph,</li> </ul>
V	6	8	<b>Measures of relationship:</b> <ul style="list-style-type: none"> <li>• Correlation – need and meaning</li> <li>• Rank order correlation;</li> <li>• Scatter diagram method</li> <li>• Product moment correlation</li> <li>• Simple linear regression analysis and prediction.</li> </ul>
VI	3	2	<b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>• Experimental designs</li> <li>• Comparison in pairs, randomized block design, Latin Squares.</li> </ul>
VII	8	8	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <ul style="list-style-type: none"> <li>• Non parametric test or distribution free test – Wilcoxon signed rank test, Mann Whitney U test, Kruskal walli's test, Friedman's test and spearman correlation test.</li> <li>• Chi-square test, Sign, median test,</li> <li>• Parametric test – 't' test,</li> <li>• Analysis of variance: one way ANOVA, two way ANOVA, ANOVA in Latin square two way design MANOVA,ANCOVA</li> <li>• Analysis of covariance: ANOCOVA, ANOCOVA Technique</li> </ul>
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>• Scaling – Z Score, Z Scaling</li> <li>• Standard Score and T Score</li> <li>• Reliability of test Scores: test-retest method, parallel forms, split half method.</li> </ul>
IX	4	2	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>• Measurement of population: rate, crude rate, specific rate.</li> <li>• Measurement of fertility: specific fertility rate, total fertility rate.</li> <li>• Reproductive rate: gross reproduction rate, net reproduction rate.</li> <li>• Measures related to mortality: crude death rate (CDR), age specific death rate, infant and child mortality rate.</li> <li>• Measures related to morbidity.</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
IX	4	2	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>• Measurement of population: rate, crude rate, specific rate.</li> <li>• Measurement of fertility: specific fertility rate, total fertility rate.</li> <li>• Reproductive rate: gross reproduction rate, net reproduction rate.</li> <li>• Measures related to mortality: crude death rate (CDR), age specific death rate, infant and child mortality rate.</li> <li>• Measures related to morbidity.</li> </ul>
X	4	8	<b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>• Use of computer in data analysis and research, use of software and introduction to SPSS.</li> <li>• Importing data from excel, access, tab and comma separated files.</li> <li>• Entering data, labeling a variable, coding and recording a categorical and continuous variable, converting a data from string to numerical variable, sorting, filtering, merging, appending data set.</li> <li>• Frequencies, descriptive statistics, cross tabulation.</li> <li>• diagrammatic presentation including Histogram, bar chart, pie chart, scatter diagram, box plot, line chart.</li> <li>• Parametric test of hypothesis- one sample, independent and paired sample t- test, one way ANOVA &amp; post HOC Test.</li> <li>• Testing for normality, chi- square test with measures of association, Pearson correlation.</li> <li>• Non parametric tests.</li> </ul>

**ACTIVITIES:-**

- Annotated Bibliography of research and articles.
- Review of literature of selected topics and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Conducting validity and reliability tool
- Preparation of sample research tool
- Conducting validity and reliability of research tool

**METHODS OF TEACHING**

- Lecture cum discussion
- Demonstration – on data organization, tabulation, calculation of statistic, use of statistical package, classroom exercise, organization and tabulation of data
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

**METHODS OF EVALUATION**

- Tests (term), Classroom Statistical exercises.





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**INTERNAL ASSESSMENT**

**THEORY**

Sr.No.	Technique	Marks	Weightage %	Total Marks
<b>1</b>	<b>Tests</b>			
	<b>First term</b>			
	Research	30	} 20	5.0
	Statistics	20		
<b>2</b>	<b>Prefinal</b>			
	Research	50	} 30	7.5
	Statistics	25		
<b>3</b>	Project work-(Group –Statistics)	25	10	2.5
<b>4</b>	Assignment-critiquing of a research article	25	10	2.5
<b>5</b>	Presentation-Research study	25	20	5.0
<b>6</b>	Annotated bibliography (20)	25	10	2.5
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100Marks</b>



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**References:- for Nursing Research and Statistics**

**Text books:-**

- 1) Basavanthappa B.T., "Nursing Research", Jaypee brothers, 2003.
- 2) Garrett, H.E. Statistics in Psychology & education. Vakild, Feffer and Samons, Bombay.
- 3) Mahajan, B.K. Methods in Biostatistics, Jaypee. 6<sup>th</sup> Edn 1999.
- 4) Rose Hott & Budin. Notter's Essentials of Nursing Research 5<sup>th</sup> edn Spinger Publisher, Newyork.1999
- 5) Patricial Nunhall. Nursing Research 3<sup>rd</sup> Edn James & Bar. 2001. Canada.
- 6) Caroly M.H. Research Methods for Clinical Therapists Applied project design and analysis second edn 1999. Churchill Livingstone.
- 7) P.K. Indrani, T.k. Research Methods for Nurses. Jayppe, 2005.
- 8) Clifford etal, Getting Research into Practice, Churchill Livingstone, New York, 2004.
- 9) Freshwater, D & Bishop, V, Nursing Research in Context, Palgrave Macmillan, New York 2004.
- 10) Macnee C L, Understanding Nursing Research: Reading & Using Research in Practice, Lippincott Williams, Wilinks, London 2004.
- 11) Polit, D.F. & Beck, C.T. Nursing Research Principles & Method, 7<sup>th</sup> Edn Lippincott Williams Wilinks, London 2004.
- 12) Burns & Grovo. Understanding Nursing Research 4<sup>th</sup> Edn. Elswrvier 2007.
- 13) Polit, Beck & P Hungler "Nursing Research Method, Appraisal & Utilization" 5<sup>th</sup> Edn Lippincott 2001
- 14) Specials & Carpenter Quantitative Research in Nursing Advancing the Hamanistic imperative 4<sup>th</sup> Edn Lippincott Williams 2007

**Journals:-**

- 1) Journal of nursing practice and research
- 2) Indian Journal of Medical ethics.



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH & STATISTICS**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Nursing Research Marks 50**

**Q.1) Long Answers**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.2) Long Answers**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 4 out of 5**

**(4 X 5 = 20 Marks)**

- a.
- b.
- c.
- d.
- e.

**SECTION B**

**Statistics Marks 25**

**Q.1) Write Short Notes on any 2**

**(2 X 5 = 10 Marks)**

- a.
- b.
- c.
- d.
- e.

**Q.2) Problems Solve any 3 out of 4**

**(3 X 5 = 15 Marks)**

- a.
- b.
- c.
- d.



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH**

**EVALUATION CRITERIA-ANNOTATED BIBLIOGRAPHY**

**Name of the Student: -** \_\_\_\_\_

**Batch: -** \_\_\_\_\_ **Date: -** \_\_\_\_\_

**Topics:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>15</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH**

**PRESENTATION EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	 1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	 1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	 1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	 1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING -NURSING EDUCATION**

**NURSING RESEARCH AND STATISTICS**

**PRACTICAL EXPERIENCE GUIDELINE FOR NURSING RESEARCH:“PROJECT”**

**Guideline for research project**

**I Aim:** Students will identify the role of nurse in conducting research, writing proposal based on scientific steps and will analyze the data using statistical methods while conducting research project.

**II Objectives**

- To identify research problem areas
- To get an opportunity to select topic or problem and to formulate research proposal.
- To follow the steps in plan specific design in nursing research proposal and conducting project.
- To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
- To get an opportunity to frame/construct simple tool or questionnaire to collect data.
- To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
- To be familiar to write research report to communicate the findings including bibliography, and future recommendations.
- To present nursing research report as group activity.
- To present nursing research proposal as individual activity.
- Learns to use computers.
- Recognize role of Research in quality nursing care.

**III Guide line/Check list to prepare/Nursing research proposal & project**

- 1) *Selection of research problem:* Select your interested area of research based on flat need, issues and social concern in nursing field.
  - a) State the problem – brief concise, clear.
  - b) State the purpose of selected study & topic
  - c) State objective of study/proposal/project.
  - d) State the hypothesis if necessary (Optional)
  - e) Prepare conceptual framework based on operational definition (Optional).
  - f) Write scope and delimitation of Research Proposal.



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2) *Organizing for review of literature*

*AIM* a) It ass in to needs to conduct Research project

b) To Study related and relevant literature which help to decide conceptual framework and research design to be selected for your study.

c) To add specific books, bulletins, periodicals, reports, published dissertations, Encyclopedia, text books.

d) Organize literature as per operational definition.

e) To prepare summary table for review of literature.(Optional)

3) *Research Methodology*: To determine logical structure & methodology for research project

a) Decide and state approach of study i.e. experimental or non-experimental.

b) To define / find out variables to observe effects on decided items & procedure (Optional).

c) To prepare simple tool or questionnaire or observational check lost to collect data.

d) To determine sample and sampling method.

i) Mode of selection ii) Criteria iii) Size of sample iv) Plan When, Where and how data will be collected

e) To teat validity of constructed tool with experts/teachers opinion.

f) To check reliability by implementing tool before pilot study (10% of sample Size)

g) To conduct pilot study by using constructed tool for 10% selected sample size.

4) *Data Collection*: To implement prepared tool & to implement constructed tool

a) Decide location

b) Time

c) Write additional information in separate excise book to support inferences and Interpretation.

5) *Data analysis and processing presentation*

a) Use appropriate method of statistical analysis i.e. frequency and percentage.

b) Use clear frequency tables, appropriate tables, graphs, and figures.

c) Interpretation of data:

i) In relation to objectives

ii) Hypothesis (Optional)

iii) Variable of study or project (Optional)

iv) Writing concise report



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6) Writing Research Report

a) Aims:

- i) To organized materials to write project report
- ii) To make comprehensive full factual information
- iii) To use appropriate languages and style of writing
- iv) To make authorities documentation by checking, references & bibliography.
- v) To use computers.

b) Points to remember

- a) Develop thinking to write research report.
- b) Divide narration of nursing research report.
- c) Use present tense and active voice
- d) Minimize use of technical languages
- e) Use simple, straight forward, clear, concise languages
- f) Use visual aids in front of able, graph and figures
- g) Treat data confidentially
- h) Review, rewrite if necessary





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**EVALUATION CRITERIA FOR PROJECT REPORT / DISSERTATION**

Sr.No.	Criteria	Rating				
		1	2	3	4	5
<b>I</b>	<b>Statement of the problem</b> 1. Significance of the problem selected 2. Framing of title and objectives					
<b>II</b>	<b>Literature Review</b> 3. Inclusion of related studies on the topic, and its relevance					
<b>III</b>	4. Operational definition <b>Research Design</b> 5. Use of appropriate research design 6. Usefulness of the research design to draw the inferences among study variables / conclusion					
<b>IV</b>	<b>Sampling design</b> 7. Identification and description of the target population 8. Specification of the inclusion and exclusion criteria 9. Adequate sample size justifying the study design to draw conclusions.					
<b>V</b>	<b>Data Collection Procedure</b> 10. Preparation of appropriate tool 11. Pilot study including validity and reliability of tool 12. Use of appropriate procedure / method for data collection					
<b>VI</b>	13. Clear and logical organization of the findings <b>Analysis of data &amp; interpretation</b> 14. Clear presentation of the tables (title, table & column heading)					
<b>VII</b>	15. Selection of appropriate statistical tests <b>Ethical Aspects</b> 16. Use of appropriate consent process 17. Use appropriate steps to maintain ethical aspects and principles (Physical harm etc.)					
<b>VIII</b>	<b>Interpretation of the findings</b> 18. Consistent and appropriate discussion of the findings					
<b>IX</b>	<b>Conclusion</b> 19. Summary and recommendations for to nursing Practice/Education / Administration					
<b>X</b>	<b>Presentation / Report Writing</b> 20. Organization of the project work including languages and style of presentation.					
	<b>Maximum Marks</b>					
	<b>Marks Obtained</b>					

Remarks by the Supervisor / Guide



# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI

(Deemed to be University)

Grade 'A' Accredited by NAAC

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION AND STATISTICS**

## **GUIDELINES TO CRITIQUE RESEARCH STUDY**

### **1. TITLE**

- A good title suggesting key variants and the study population.

### **2. ABSTRACT**

- Clear and consider summarizing the main features of the report (problem, methods, results and conclusion)

### **3. INTRODUCTION**

#### ➤ **Statement of the problem**

- The problem stated is unambiguous and easy to identify
- The problem has significance for nursing
- There is a good match between the research problem and the paradigm and methods used, An appropriate quantitative approach

#### ➤ **Hypotheses or research questions**

- Research questions and / or hypotheses are explicitly stated, if not their absence should be justified
- Questions and hypotheses are appropriately worded, with clear specification of key variables and the study population
- The questions and hypotheses are consistent with the literature review and the conceptual framework.

#### ➤ **Literature review**

- The literature review is up to date and based mainly on primary sources.
- The reviews provides the state of the art synthesis of evidence on the research problem
- The Literature review provided a solid basis for the new study
- **Conceptual / theoretical framework**
- Key concepts are adequately defined conceptually
- There is a conceptual theoretical frame work, rationale and / or map, and it is appropriate

### **4. METHOD**

#### ➤ **Protection of participant's rights**

- Appropriate procedures are used to safeguard the rights of the study participants and the study subject to external review.
- The study is designed to minimize the risks and maximize benefits to the participants

#### ➤ **Research design**

- The most rigorous possible design to be used, given the purpose of the research
- Appropriate comparison are made to enhance
- internal and external validity of the study e.g.(is blinding used, is attrition minimized)

#### ➤ **Population and sample**

- The Population is identified and described and the sample is described in sufficient details
- The best possible sampling design is used to enhance the sample's representativeness and the sample biases are minimized
- The sample size is adequate and a power analysis is used to estimate the sample size needs



# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI

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## ➤ **Data Collection and measurement**

- The operational and conceptual definitions are congruent
- Key variables are operationalized using the best possible method e.g.(interviews, observations) with adequate justification
- The specific instruments are adequately described and they are good choices given the study purpose and study population
- The report provides evidence that the data collection methods yield data that high on reliability and validity

## ➤ **Procedures**

- The intervention if present is adequately described and is properly implemented. The participants allocated to the group actually receive the intervention
- The data is collected in a manner that minimizes bias. The staff who collect the data is well trained

## 5. RESULTS

### **Data Analysis**

- Analysis is undertaken to address each research question or test each hypothesis
- Appropriate statistical methods is used, given the level of the measurements of the variable, number of group being compared and so on.
- Type I and Type II errors are avoided or minimized

### ➤ **Findings**

- The findings are adequately summarized with good use of tables and figures.
- Findings are reported in a manner that facilitates a meta analysis, and with sufficient information needed for evidence based practice

## 6. Discussion

### ➤ **Interpretation of the findings**

- All major findings are interpreted and discussed within the prior research and or the study's conceptual framework
- The interpretations are consistent with the results and with study's limitations
- The report address the issue of generalizability of the findings

## 7. Global Issues

### ➤ **Presentation**

- The report is well written, well organized and sufficiently detailed for critical analysis
- The report is written in a manner that makes the findings accessible to practicing nurses

### ➤ **Researcher credibility**

- The researchers clinical, substantive, or methodological qualifications and experience enhance confidence in their findings and their interpretation

### ➤ **Summery assessment**

- The study findings appear to be valid, despite any identified limitations. There is confidence in the truth value of the results
- The study contributes meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline.



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH AND STATISTICS**

**EVALUATION CRITERIA CRITIQUING RESEARCH STUDY**

Name of the Student: \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the Supervisor: \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No	Content	Marks Assigned	Marks Obtained
1	<b>TITLE</b>	1	
2	<b>ABSTRACT</b>	1	
3	<b>INTRODUCTION</b> Statement of the problem Hypotheses or research questions Literature review Conceptual/ theoretical framework	2 2 2 2	
4	<b>METHODOLOGY</b> Following ethical principles Research design Population and sampling Data collection and measurement Procedure Validity, reliability & pilot study	1 2 1 1 2	
5	<b>RESULTS</b> Data Analysis Findings	2 2	
6	<b>Discussion</b> Interpretation of the findings Implications / recommendations	2 2	
	<b>Total</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALTY –I**

**CHILD HEALTH (PAEDIATRIC) NURSING**

**Placement : Ist Year**

**Hours of Instruction**

**Theory :- 150 Hours**

**Practical :-650 Hours**

**Total :- 800 Hours**

**Course Description**

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

**Objectives**

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

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



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**COURSE CONTENT**

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



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



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**PRACTICAL**

**Total Hours prescribed = 650 Hours**

**1 week = 30 Hours**

Sr.No.	Dept./Unit	No. of Week	Total Hours
1	Pediatric Medicine Ward	4	120
2	Pediatric Surgery Ward	5	120
3	Labor Room/Maternity Ward	2	60
4	Pediatric OPD	2	50
5	NICU	4	120
6	Creche	2	30
7	Child Guidance Clinic	2	30
8	Community	1	120
	Total	<b>22 Weeks</b>	<b>650</b>

**Student Activities**

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

**BIBLIOGRAPHY**

1. Achar ST and Viswanathan: "Text Book of Paediatrics; A Clinical Approach "Orient Longman, Mumbai
2. Alexander N M, Brown MS; "Paediatric physical Diagnosis for Nurses" McGrew Hill Book Co, New York.
3. Ball; "Pediatric Nursing caring for children" Prenticehall, 1999
4. Behrman, Richard K & Vaughan; "Nelson, s Textbook of Paediatrics" ; W B Saunders Company
5. Blake G, Florence & Wright; "Essentials of Paediatric Nursing"
6. Barbara E W; "Guidelines in the care of the low birth weight" Orient longman
7. Bowden Greenberg; "Paediatric Nursing Procedure" Lippincott, Williams & Wilkins
8. Browder J J; "Nursing care of Children" FA Davis
9. Cameron, Jelinek et al; "Text Book of Emergency Paediatric Medicine"
10. Cloherty, John P & Stark, Ann R; "Manual Neonatal care" Lippincott
11. David Hull & Johnson D; "Essentials of Paediatrics" Jaypee Brothers
12. Elizabeth Hurlock; "Child Development"
13. Ghai O P; "Essential Text Book of Paediatrics" Jaypee Brothers
14. Ghose Shanti; "Nutrition and child care" Jaypee Brothers
15. Ghose Shanti; "Know your Child" Jaypee Brothers





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16. Gupte Suraj; "Neonatal Emergencies" Jaypee Brothers
17. Gupte Suraj; "A Short Text Book of Paediatrics" Jaypee Brothers
18. Guha D K; "Neonatology" Jaypee Brothers
19. Guha D K; "Manual of Paediatrics newborn care" Jaypee Brothers
20. Hathfield N; "Introductory Paediatric Nursing" Lippincott 2003
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22. Khilnary; "Practical Approach to Paediatric Intensive Care" Jaypee Brothers
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35. Slota; "Core curriculum for Paediatric Critical Care Nursing" W B Saunders Company
36. Speer; "Paediatric care Planning" Spring house, 1999
37. Vidyasagar & Sarnaik; "Neonatal & Paediatrics Intensive Care" Jaypee Brothers
38. Wagale C S; "Short Textbook of Paediatric" Vohra Book Centre, Mumbai
39. Whaley & Wong; "Nursing Care Infants and Children" C V Mosby & Co
40. Whaley, Lucilla F Donna L; "Essentials of Paediatric Nursing" C V Mosby & Co, St Louis
41. Udai RH; "Neonatal Resuscitation" KEM Hosp



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**INTERNAL ASSESSMENT**

**THEORY**

**Total Marks 25**

Sr. No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5
	Prefinal	75	30	7.5
<b>2</b>	<b>Seminar (2)</b>	2x25=50	2x15=30	7.5
<b>3</b>	<b>Term Paper</b>	50	20	5.0
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION - THEORY**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

**PRACTICAL**

Sr.No.	Technique	Total Marks	Weightage %	Marks
1	Examination -			
	Mid term	100	25	25
	Prefinal	100	25	25
2	Care Plan			
	Medical Ward	25	2.5	2.5
	Surgical Ward	25	2.5	2.5
	New Born	25	2.5	2.5
3	Clinical Presentation			
	Medical Ward	50	5	5
	Surgical Ward	50	5	5
4	Clinical Evaluation			
	Medical Ward	100	10	10
	Surgical Ward	100	10	10
5	Growth and development assessment (5)			
6		5x25=125	5x1.5=7.5	7.5
	Clinical Teaching			
	Medical Ward	25	2.5	2.5
	Surgical Ward	25	2.5	2.5
	<b>Total</b>	<b>750</b>	<b>100</b>	<b>100</b>

**UNIVERSITY EXAMINATION - PRACTICAL**

Internal Assessment	-	100 Marks
University Exam	-	100 Marks
<b>Grand Total</b>	-	<b>200 Marks</b>

**Division of marks for practical Exams (Internal and External examiners)**

ITEMS	INTERNAL	EXTERNAL	TOTAL MARKS
Nursing Process	20	20	40
Patient care evaluation	20	20	40
Viva (patient, drug, Investigation, recent trends, development etc.)	10	10	20
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – CHILD HEALTH NURSING**

**INSTRUCTIONS FOR SETTING QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks 38**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 8 = 8 Marks**

- a.
- b.
- c.

**SECTION B**

**Marks 37**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 7 = 7 Marks**

- a.
- b.
- c.



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**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**SEMINAR - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**PERFORMA & GUIDELINES FOR EXAMINATION AND ASSESSMENT OF NEW BORN**

**I] Biodata of Baby & Mother**

**05 Marks**

Name of the baby (if any): Age:  
Birth weight: Present weight:  
Mother's Name: Period of gestation:  
Date of Delivery:  
Identification band applied:  
Type of delivery: Normal / Instrumental / Operation  
Place of delivery: Hospital / Home  
Any problems during birth: Yes / No  
If Yes explain:  
Antenatal history:  
Mother's age: Height: Weight:  
Nutritional status of mother:  
Socio-economic background:

**II] Examination of the baby:**

Characteristics in the baby Comparison with the normal

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

**III] General behavior and observations**

**05 Marks**

1. Color :
2. Skin/Lanugo:
3. Vernix Caseosa:
4. Jaundice:
5. Cyanosis:
6. Rashes:
7. Mongolian spot:
8. Birth marks:
9. Head:
  - Anterior fontanel :
  - Posterior Fontanel:
  - Any cephalhematoma / caput succedaneum
  - Forceps marks (if any)
  - Eyes : Face:  
Cleft lip / palate



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- Ear Cartilage
  - 10. Trunk:
    - Breast nodule
    - Umbilical cord:
  - 11. Hands:
    - Feet/sole crease:
    - Leg:
    - Genitalia :
    - Muscle tone:
  - 12. Reflexes
    - Clinging:
    - Laughing / sneezing:
    - Sucking :
    - Rooting:
    - Gagging:
    - Grasp:
    - Moro:
    - Topic neck reflex:
  - 13. Cry: Good / Week
  - 14. APGAR scoring at birth:
  - 15. First feed given:
  - 16. Type of fees given:
  - 17. Total requirements of fluid & calories:
  - 18. Amount of feed accepted:
  - 19. Special observations made during feed:
  - 20. Care of skin:
  - 21. Care of eyes, nose, ear, month:
  - 22. Care of umbilicus and genitalia:
  - 23. Meconium passed / not passed :
  - 24. Urine passed / not passed :
- IV] Identification of Health Needs in Baby & Mother 5 Marks
- V] Health education to mother about Breast Feeding:  
Care of skin, eye, and umbilicus ec. 5 Marks
- V] Bibliography



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**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**PERFORMA & GUIDELINES FOR ASSESSMENT OF GROWTH & DEVELOPMENT**

**(Age group: Birth to 5 yrs)**

**I] Biodata of Baby & Mother**

**01 Marks**

Name of the Child:

Age:

Sex:

Date of Admission:

Diagnosis:

Type of delivery: Normal / Instrumental / Operation

Place of delivery: Hospital / Home

Any problems during birth: Yes / No

If Yes explain:

Order of birth:

**II] Growth & development of Child & comparison with Normal:**

**02 Marks**

**Anthropometry In the Child normal**

1. Weight
2. Length
3. Head circumference
4. Chest circumference
5. Mid-arm circumference
6. Dentition

**III] Milestones of Development**

**02 Marks**

1. Responsive smile
2. Responsive to Sound
3. Head control
4. Grasps objet
5. Rolls over
6. Sits alone
7. Crawls or creeps
8. Thumb-finger co-ordination (Perhension)
9. Stands with support
10. Stands alone
11. Walks with support
12. Walks alone
13. Climbs steps
14. Runs



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**IV] Social, Emotional & Languages Development: 02 Marks**

Social & emotional development In Child Comparison with the normal

Responds to closeness when held

Smiles in recognition

Recognize mother

Seated before a mirror, regards image

Discriminates strangers

Wants more than one to play

Say Mamma, Papa

Responds to name, no or give it to me

Increasingly demanding

Offers cheek to be kissed

Can speak single word

Use pronouns like I, Me, You

Asks for food, drinks, toilet,

Plays with doll

Gives full name

Can help put things away

Understands difference between boy & girl

Washes hands

Feeds himself/herself

Repeats with number

Understands under, behind, inside, outside

Dresses and undresses

**V] Play habits 02 Marks**

Child's favorite toy and play:

Does he play alone or with other children?

**VI] Toilet training 02 Marks**

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

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

Does the child use the toilet?

**VII] Nutrition 02 Marks**

○ Breast feeding (As relevant to age)

○ Weaning has weaning started for the child: Yes/ No If yes, at what age & specify the weaning diet.

Any problems observed during weaning:

**Meal pattern at home 02 Marks**

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

Breakfast: Lunch: Dinner: Snacks:

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

**IX] Schooling 02 Marks**

Does the child attend school?

If Yes, Which grade and report of school performance:





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<b>XI] Parent child relationship</b>	<b>01 Marks</b>
How much time do the parents spend with the child? Observation of parent-child interaction:	
<b>XII] Explain parental reaction to illness and hospitalization.</b>	<b>01 Marks</b>
<b>XIII] Child's reaction to the illness &amp; hospital team</b>	
<b>XIV] Identification of needs on priority</b>	
<b>XV] Conclusion</b>	<b>01 Marks</b>
<b>XVI] Bibliography</b>	<b>01 Marks</b>



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**PERFORMA & GUIDELINES FOR CASE STUDY**

**I] Patient's Biodata**

Name, Age, Sex, Religion, Marital Status, Occupation, Source of Health Care, Date of Admission, Provisional Diagnosis, Date of Surgery if any.

**II] Presenting complaints**

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

**III] Child's Personal data:**

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

**IV] Socio-economic status of family:**

Monthly income, expenditure on health, food education

**V] History of Illness**

1. History of present illness – onset, symptoms, during, precipitating/ aggregating factors
2. History of past illness – Illness, hospitalizations, surgeries allergies.
3. Family History – Family tree, family history of illness, risk factors, congenital problem, psychological problem.

**VI] Diagnosis:- Provisional & confirm.**

**VII] Description of disease: Included the following:**

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

**VIII] Physical Examination of patient**

Clinical features present in the book present in the patient

**IX] Investigations:-**

Date Investigation done Result Normal value Inference

**X] Management – Medical / Surgical**

- Aims of Management
- Objectives of Nursing Care Plan



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**XI] Medical Management**

Sr.No.

Drug (Pharmacological Name)

Dose Frequency / Time

Action

Side effects & drug interaction

Nurse's responsibility

**XII] Nursing Management** (Use Nursing Process) (Short Term & long Term Plans)

Assessment Nursing Diagnosis Objective Plan of care rationale Implementation Evaluation.

**XIII] Complications**

Prognosis of the Patient

**XIV] Day to day progress report of the patient**

**XV] Discharge Planning**

**XVI] Reference**



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**PERFORMA & GUIDELINES FOR CASE PRESENTATION**

**I] Patient's Biodata**

Name, Age, Sex, Religion, Marital Status, Occupation, Source of Health Care, Date of Admission, Provisional Diagnosis, Date of Surgery if any.

**II] Presenting complaints**

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

**III] Child's Personal data:**

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

**IV] Socio-economic status of family:**

Monthly income, expenditure on health, food education

**V] History of Illness**

- I. History of present illness – onset, symptoms, during, precipitating/ aggregating factors
- II. History of past illness – Illness, hospitalizations, surgeries allergies.
- III. Family History – Family tree, family history of illness, risk factors, congenital problem, psychological problem.

**VI] Diagnosis:- (Provisional & confirm)**

**VII] Description of disease: Included the followings:**

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

**VIII] Physical Examination of patient (Date & Time)**

Clinical features present in the book present in the patient

**IX] Investigations:-**

Date Investigation done Result Normal value Inference

**X] Management – (Medical/ Surgical)**

- Aims of Management
- Objectives of Nursing Care Plan



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**XI] Medical Management**

Sr.No.

Drug (Pharmacological Name)

Dose Frequency / Time

Action

Side effects & drug interaction

Surgical Management

Nurse's responsibility

**XII] Nursing Management** (Short Term & long Term Plans)

Assessment Nursing Diagnosis Objective Plan of care rationale Implementation Evaluation.

**XIII] Prognosis of the Patient**

**XIV] Summary of the Case**

**XV] Reference**



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**CASE PRESENTATION EVALUATION**

**Name of the Student: -** \_\_\_\_\_

**Batch:-** \_\_\_\_\_ **Patient Name :-** \_\_\_\_\_

**Diagnosis:-** \_\_\_\_\_ **Ward :-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:-** \_\_\_\_\_

<b>Sr.No.</b>	<b>Criteria</b>	<b>Max. Marks</b>	<b>Marks Obtained</b>
1	Assessment / Introduction	5	
2	Knowledge & understanding of the physiology/ patho Physiology	10	
3	Nursing care plan	15	
4	Presentation skill	4	
5	Application of nursing theories	6	
6	A.V. Aids	5	
7	Summery & conclusion	3	
8	Bibliography	2	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**CLINICAL EVALUATION: COMPREHENSIVE NURSING CARE**

(Maximum Marks – 100 each area)

Name of the Student: - \_\_\_\_\_

Duration of Experience: - \_\_\_\_\_ Year :- \_\_\_\_\_

Total Marks obtained \_\_\_\_\_

Sr.No.	Criteria	Rating				
		1	2	3	4	5
<b>I</b>	<b>UNDERSTANDING PATIENT AS PERSON</b> <b>A. Approach</b> 1. Rapport with patient/family members <b>B. Understanding of patients health problems.</b> 1. Knowledge about disease condition. 2. Knowledge about investigations. 3. Knowledge about treatment including diet. 4. Knowledge about progress of the patient.					
<b>II</b>	<b>NURSING CARE PLAN</b> 1. History taking – Past & present health and illness. 2. Specific observation of the patient. 3. Identification of all problems in the patient/family. 4. Prioritization & implantation of the plans. 5. Evaluation of the care given & re-planning					
<b>III</b>	<b>TECHNICAL SKILL</b> 1. Economical & safe adaptation to the situation & available facilities. 2. Implements the procedure with skill speed & completeness.					
<b>IV</b>	<b>RECORDING &amp; REPORTING</b> 1. Prompt, precise, accurate & relevant. 2. Maintenance of clinical experience file.					
<b>V</b>	<b>HEALTH TEACHING</b> 1. Incidental / planned teaching with principles of teaching & Learning					
<b>VI</b>	<b>SUPERVISORY RESPONSIBILITIES</b> 1. Supervision of students 2. Supervision subordinate staff 3. Supervision of ward					
<b>VII</b>	<b>Personality</b> 1. Professional appearance (uniform, dignity, tactfulness interpersonal relationship, punctuality etc. 2. Sincerity, honesty & Sense of responsibility					
	<b>Total Marks</b>					

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**EVALUATION CRITERIA FOR NURSING CARE PLAN**

Name of the Student: - \_\_\_\_\_

Patient Name :- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward :- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Elicits relevant history	3	
2	Make quick and valid physical assessment	4	
3	Identification problems / needs	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care according to priority	2	
7	List the outcome criteria	1	
8	Implements care for priority needs Applies scientific principles Practices economy of time, money & material Manual dexterity	2 2 1	
9	Evaluates the care (based on nurse notes, report, records patients and relatives response)	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date





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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**TERM PAPER - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>20</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>20</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**CLINICAL SPECIALITY – I CHILD HEALTH NURSING**

**EVALUATION CRITERIA FOR NURSING CARE PLAN**

Name of the Student: - \_\_\_\_\_

Patient Name: - \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward :- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Elicits relevant history	3	
2	Make quick and valid physical assessment	4	
3	Identification problems / needs	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care according to priority	2	
7	List the outcome criteria	1	
8	Implements care for priority needs	2	
	Applies scientific principles	2	
	Practices economy of time, money & material	1	
	Manual dexterity		
9	Evaluates the care (based on nurse notes, report, records patients and relatives response)	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**COURSE OUTLINE**

**FOR**

**II YEAR M.Sc. NURSING**



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**NURSING MANAGEMENT**

**Placement : II Year**

**Hours of Instruction**

**Theory:- 150 Hours**

**Practical:- 150 Hours**

**Total :- 300 Hours**

**Course Description**

This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

**Objectives**

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi-sectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels



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**COURSE CONTENT**

<b>UNIT</b>	<b>HOURS</b>	<b>Course Content</b>
<b>I</b>	<b>10</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Philosophy, purpose, elements, principles and scope of administration</li> <li>• Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community</li> <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,</li> </ul>
<b>II</b>	<b>10</b>	<p><b>Management</b></p> <ul style="list-style-type: none"> <li>• Functions of administration Planning and control</li> <li>• Co-ordination and delegation</li> <li>• Decision making – decentralization basic goals of decentralization.</li> <li>• Concept of management</li> </ul> <p><b>Nursing management</b></p> <ul style="list-style-type: none"> <li>• Concept, types, principles and techniques</li> <li>• Vision and Mission Statements</li> <li>• Philosophy, aims and objective</li> <li>• Current trends and issues in Nursing Administration</li> <li>• Theories and models</li> <li>• Application to nursing service and education</li> </ul>
<b>III</b>	<b>15</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Planning process: Concept, Principles, Institutional policies</li> <li>• Mission, philosophy, objectives, Strategic planning</li> <li>• Operational plans</li> <li>• Management plans</li> <li>• Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO)</li> <li>• Planning new venture</li> <li>• Planning for change</li> <li>• Innovations in nursing</li> <li>• Application to nursing service and education</li> </ul>
<b>IV</b>	<b>15</b>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Concept, principles, objectives, Types and theories, Minimum requirements for organization, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate,</li> <li>• Organising nursing services and patient care: Methods</li> </ul>



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		<p>of patient assignment - Advantages and disadvantages, primary nursing care,</p> <ul style="list-style-type: none"> <li>• Planning and Organizing: hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)</li> <li>• Disaster management: plan, resources, drill, etc</li> <li>• Application to nursing service and education</li> </ul>
<b>V</b>	<b>15</b>	<p><b>Human Resource for health</b></p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Philosophy</li> <li>• Norms: Staff inspection unit (SIU), Bajaj Committee</li> <li>• , High power committee, Indian nursing council (INC)</li> <li>• Estimation of nursing staff requirement- activity analysis</li> <li>• Various research studies</li> <li>• Recruitment: credentialing, selection, placement, promotion</li> <li>• Retention</li> <li>• Personnel policies</li> <li>• Termination</li> <li>• Staff development programme</li> <li>• Duties and responsibilities of various category of nursing personnel</li> <li>• Applications to nursing service and education</li> </ul>
<b>VI</b>	<b>15</b>	<p><b>Directing</b></p> <ul style="list-style-type: none"> <li>• Roles and functions</li> <li>• Motivation: Intrinsic, extrinsic, Creating motivating climate,</li> <li>• Motivational theories</li> <li>• Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality,</li> <li>• Public relations</li> <li>• Delegation; common delegation errors</li> <li>• Managing conflict: process, management, negotiation, consensus</li> <li>• Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</li> <li>• Occupational health and safety</li> <li>• Applications to nursing service and education</li> </ul>



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<b>VII</b>	<b>10</b>	<p><b>Material management</b></p> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures</li> <li>• Planning and procurement procedures : Specifications ABC analysis,</li> <li>• VED (very important and essential daily use) analysis</li> <li>• Planning equipments and supplies for nursing care: unit and hospital</li> <li>• Inventory control</li> <li>• Condemnation</li> <li>• Applications to nursing service and education</li> </ul>
<b>VIII</b>	<b>15</b>	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>• Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> <li>• Standards</li> <li>• Models</li> <li>• Nursing audit</li> </ul> </li> <li>• Performance appraisal: Tools, confidential reports, formats,</li> <li>• Management, interviews</li> <li>• Supervision and management: concepts and principles Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc</li> <li>• Self evaluation or peer evaluation, patient satisfaction, utilization review</li> <li>• Applications to nursing service and education</li> </ul>
<b>IX</b>	<b>15</b>	<p><b>Fiscal planning</b></p> <ul style="list-style-type: none"> <li>• Steps Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</li> <li>• Budget estimate, revised estimate, performance budget</li> <li>• Audit</li> <li>• Cost effectiveness</li> <li>• Cost accounting</li> <li>• Critical pathways</li> <li>• Health care reforms Health economics</li> <li>• Health insurance</li> <li>• Budgeting for various units and levels</li> <li>• Applications to nursing service and education</li> </ul>
<b>X</b>	<b>10</b>	<p><b>Nursing informatics</b></p> <ul style="list-style-type: none"> <li>• Trends</li> <li>• General purpose</li> <li>• Use of computers in hospital and community</li> <li>• Patient record system Nursing records and reports</li> <li>• Management information and evaluation system (MIES)</li> </ul>

**Resolution No. 3.21 of Academic Council (AC-50/2024):** Resolved to approve the inclusion of the Topic “Legal & Ethical Issues” in Unit X: Nursing Informatics of the Course “Nursing Management” in Second Year M.Sc. Nursing Program to be implemented from the batch admitted in Academic Year 2024-2025 onwards. [ANNEXURE -15]



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		<ul style="list-style-type: none"> <li>• E- nursing, Telemedicine, telenursing</li> <li>• Electronic medical records</li> <li>• Legal &amp; Ethical Issues</li> </ul>
<b>XI</b>	<b>10</b>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Concepts, Types, Theories</li> <li>• Styles Manager behavior</li> <li>• Leader behavior Effective leader: Characteristics, skills</li> <li>• Group dynamics Power and politics lobbying</li> <li>• Critical thinking and decision making</li> <li>• Stress management</li> <li>• Applications to nursing service and education</li> </ul>
<b>XII</b>	<b>10</b>	<b>Legal and ethical issues Laws and ethics</b> <ul style="list-style-type: none"> <li>• Ethical committee</li> <li>• Code of ethics and professional conduct</li> <li>• Legal system: Types of law, tort law, and liabilities</li> <li>• Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character</li> <li>• Patient care issues, management issues, employment issues Medico legal issues</li> <li>• Nursing regulatory mechanisms: licensure, renewal, accreditation</li> <li>• Patients rights, Consumer protection act(CPA)</li> <li>• Rights of special groups: children, women, HIV, handicap, ageing</li> <li>• Professional responsibility and accountability</li> <li>• Infection control</li> <li>• Standard safety measures</li> </ul>

### PRACTICALS

Sr. No.	Dept./Unit	Total Hours
1	Hospital administration –Account section, CSSD, Dietary Dept, Waste treatment Unit, Central Store	20 Hours
2	Nursing service administration – Officer of nursing superintendent, Department in Charge	50 Hours
3	Nursing school administration office of Principal of School/College of Nursing	20 Hours
4	Visits	60 Hours
	<b>Total</b>	<b>150 Hours</b>





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## **ACTIVITIES :-**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organization Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the specialty units and develop plan of action by using problem solving approach
14. Plan a duty roster for specialty units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report
19. Supervision of subordinates / Students
20. Clinical teaching for staff and students
21. Assist for condemnation procedures
22. Preparation of advertisement

## **ASSIGNMENT**

- Seminar
- Module Preparation (staff development programme)
- Job Description for various category of staff
- Cumulative reword
- Evaluation Performa
- Personal Appraisal for various category of staff
- Recruitment process
- Observational Study Report Preparation
- Head quarters of administrative offers Reputed hospitals, Nursing council
- Any Industry
- WHO Office
- Health & Family Welfare Bureau



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## METHODS OF TEACHING

- Lecture cum discussion
- Demonstration
- Seminar
- Debate
- Exposure to Scientific Conference
- Field Visits

## METHODS OF EVALUATION

- Tests
- Presentation
- Seminar
- Assignment

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**List of Journals Recommended**

1. Registered Nurses
2. Nursing Times
3. Nursing Journal of India
4. Nurses of India
5. Indian Journal of administration
6. Indian Journal of Holistic Nursing
7. Journal of Nursing Practice and Research
8. Journal of advance nursing practice
9. Herald of Health
10. Health screen
11. Health action



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**INTERNAL ASSESSMENT**

**THEORY**

**Total Marks 25**

<b>Sr.No.</b>	<b>Technique</b>	<b>Total Marks</b>	<b>Weightage %</b>	<b>Marks</b>
<b>1</b>	<b>Tests</b>			
	First term	50	20	5
	Prefinal	75	30	7.5
<b>2</b>	Seminar (2)	2x25=50	20	5
<b>3</b>	Performance Appraisal tool for various categories	25	10	2.5
<b>4</b>	Duty roster for staff	25	10	2.5
<b>5</b>	Protocol/standing orders for different units	25	10	2.5
	<b>Total</b>	<b>250</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II**

**INSTRUCTIONS FOR SETTING QUESTION PAPER**

**Marks:- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks 38**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 8 = 8 Marks**
- a.
  - b.
  - c.

**SECTION B**

**Marks 37**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 7 = 7 Marks**
- a.
  - b.
  - c.



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**SECOND YEAR M.Sc. NURSING**

**NURSING MANAGEMENT**

**SEMINAR - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch: - \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**SECOND YEAR M.Sc. NURSING**

**EVALUATION CRITERIA – PERFORMANCE APPRAISAL TOOL**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 50

Marks obtained:- \_\_\_\_\_

Sr. No	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	10	
2	Organization	5	
3	Illustration	5	
4	Resources Used	5	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**SECOND YEAR M.Sc. NURSING**

**NURSING MANAGEMENT**

**EVALUATION CRITERIA – DUTY ROSTER**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Adequacy-Requirements, Fairness	10	
2	Accuracy (following guidelines)	3	
3	Feasibility	5	
4	Self explanatory	5	
5	Neatness	2	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date





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**SECOND YEAR M.Sc. NURSING**

**EVALUATION CRITERIA - PROTOCOLS**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	<b>10</b>	
2	Organisation	<b>5</b>	
3	Illustration	<b>10</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**SECOND YEAR M.Sc. NURSING  
CLINICAL SPECIALTY –II**

**PEDIATRIC (CHILD HEALTH) NURSING**

**Placement : II Year**

**Hours of Instruction**

**Theory:- 150 hours**

**Practical :-950 hours**

**Total :- 1100 hours**

**Course Description**

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

**Objectives**

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

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems
3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high risk children
6. Prepare a design for layout and describe standards for management of pediatric units/hospitals
7. Identify areas of research in the field of pediatric nursing



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**COURSE CONTENT**

<b>UNIT</b>	<b>HOURS</b>	<b>Course Content</b>
<b>I</b>	<b>5</b>	<p><b>Introduction</b> Current principles, practices and trends in Pediatric Nursing Role of pediatric nurse in various settings -Expanded and extended</p>
<b>II</b>	<b>35</b>	<p>Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders</p> <ul style="list-style-type: none"> <li>• Child with respiratory disorders:               <ul style="list-style-type: none"> <li>- Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration.</li> <li>- Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis</li> </ul> </li> <li>• Child with gastro-intestinal disorders:               <ul style="list-style-type: none"> <li>- Diarrheal diseases, gastro-esophageal reflux.</li> <li>- Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation.</li> <li>- Malabsorption syndrome, Malnutrition</li> </ul> </li> <li>• Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation</li> <li>• Child with cardio-vascular disorders:               <ul style="list-style-type: none"> <li>- Acquired: Rheumatic fever, Rheumatic heart disease,</li> <li>- Congenital: Cynotic and acynotic</li> </ul> </li> <li>• Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia</li> <li>• Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome</li> <li>• Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors</li> <li>• Child with blood disorders: Anemias, thalasseмииs, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation</li> <li>• Child with skin disorders</li> <li>• Common Eye and ENT disorders</li> <li>• Common Communicable diseases</li> </ul>



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<b>III</b>	<b>35</b>	<ul style="list-style-type: none"> <li>• Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders</li> <li>• Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia</li> <li>• Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus</li> <li>• Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder</li> <li>• Anomalies of the skeletal system</li> <li>• Eye and ENT disorders</li> <li>• Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma, Head injury, abdominal injury, poisoning, foreign body obstruction, burns &amp; Bites</li> <li>• Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma</li> <li>• Management of stomas, catheters and tubes</li> <li>• Management of wounds and drainages</li> </ul>
<b>IV</b>	<b>10</b>	<p><b>Intensive care for pediatric clients</b></p> <ul style="list-style-type: none"> <li>• Resuscitation, stabilization &amp; monitoring of pediatric patients</li> <li>• Anatomical &amp; physiological basis of critical illness in infancy and childhood</li> <li>• Care of child requiring long-term ventilation</li> <li>• Nutritional needs of critically ill child</li> <li>• Legal and ethical issues in pediatric intensive care</li> <li>• Intensive care procedures, equipment and techniques</li> <li>Documentation</li> </ul>
<b>V</b>	<b>20</b>	<p><b>High Risk Newborn</b></p> <ul style="list-style-type: none"> <li>• Concept, goals, assessment, principles.</li> <li>• Nursing management of             <ul style="list-style-type: none"> <li>• Post-mature infant, and baby of diabetic and substance use mothers.</li> <li>• Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum</li> <li>• Icterus neonatorum.</li> <li>• Birth injuries.</li> <li>• Hypoxic ischaemic encephalopathy</li> <li>• Congenital anomalies.</li> <li>• Neonatal seizures.</li> <li>• Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia.</li> </ul> </li> </ul>



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		<ul style="list-style-type: none"> <li>• Neonatal heart diseases.</li> <li>• Neonatal hemolytic diseases neonatorum, congenital syphilis, HIV/AIDS</li> <li>• Advanced neonatal procedures.</li> <li>• Calculation of fluid requirements.</li> <li>• Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</li> <li>• Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU</li> </ul>
<b>VI</b>	<b>10</b>	<b>Developmental disturbances and implications for nursing</b> <ul style="list-style-type: none"> <li>• Adjustment reaction to school,</li> <li>• Learning disabilities</li> <li>• Habit disorders, speech disorders,</li> <li>• Conduct disorders,</li> <li>• Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.</li> </ul>
<b>VII</b>	<b>10</b>	<b>Challenged child and implications for nursing</b> <ul style="list-style-type: none"> <li>• Physically challenged, causes, features, early detection &amp; management</li> <li>• Cerebral palsied child,</li> <li>• Mentally challenged child.</li> <li>• Training &amp; rehabilitation of challenged children</li> </ul>
<b>VIII</b>	<b>5</b>	<b>Crisis and nursing intervention</b> <ul style="list-style-type: none"> <li>• The hospitalized child,</li> <li>• Terminal illness &amp; death during childhood</li> <li>• Nursing intervention-counseling</li> </ul>
<b>IX</b>	<b>5</b>	<b>Drugs used in Pediatrics</b> Criteria for dose calculation Administration of drugs, oxygen and blood Drug interactions Adverse effects and their management
<b>X</b>	<b>10</b>	<b>Administration and management of pediatric care unit</b> <ul style="list-style-type: none"> <li>• Design &amp; layout</li> <li>• Staffing,</li> <li>• Equipment, supplies,</li> <li>• Norms, policies and protocols</li> <li>• Practice standards for pediatric care unit</li> <li>• Documentation</li> </ul>
<b>XI</b>	<b>5</b>	<b>Education and training in Pediatric care</b> <ul style="list-style-type: none"> <li>• Staff orientation, training and development,</li> <li>• In-service education program,</li> <li>• Clinical teaching programs.</li> </ul>



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**Practical**

**Total = 960 Hours**

**1 Week = 30 Hours**

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Pediatric medicine ICU	4	120 Hours
2	Pediatric surgical ICU	4	120 Hours
3	NICU	4	120 Hours
4	Pediatric OT	2	60 Hours
5	Pediatric medicine ward	6	180 Hours
6	Pediatric surgery ward	6	180 Hours
7	Emergency/Casualty	4	120 Hours
8	Field visits*	2	60 Hours
	<b>Total</b>	<b>32</b>	<b>960 Hours</b>

\*Child care center, Anganwadi, play school, Special schools for challenged children, Juvenile court, UNICEF, Orphanage, Creche, SOS village

**Essential**

**I. Procedures Observed:**

- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

**II. Procedures Assisted**

- Advanced neonatal life support
- Lumbar Puncture
- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation & therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line
- Assist in surgery



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## III. Procedures Performed:

- Airway Management
- Application of Oro Pharyngeal Airway
- Oxygen therapy
- CPAP(Continuous Positive Airway Pressure)
- Care of Tracheostomy
- Endotracheal Intubation
- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time), assessment of jaundice, ECG
- Gastric Lavage
- Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG (Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation
- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

## IV. Other Procedures:



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## BIBLIOGRAPHY

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2. Alexander N M, Brown M.S; "Paediatric Physical Diagnosis for Nurses" McGrew Hill Book Co. New York.
3. Ball; "Paediatric Nursing caring for Children" Prentice hall, 1999.
4. Behrman, Richard K & Vaughan; "Nelson, S Textbook of Paediatrics"; W.B. Saunders Company.
5. Blake G, Florence & Wright, "Essentials of Paediatric Nursing"
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7. Bowden Greeberg; "Paediatric Nursing Procedures" Lippincott, Williams & Wilkins
8. Browder J J; "Nursing care of children" FA Davis
9. Cameron, Jeliak et al; "Text Book of Emergency Paediatric Medicine"
10. Cloherty, John P & Stark, Ann R; "Manual Neonatal Care" Lippincott
11. David Hull & Johnson D; "Essential of Pediatrics" Churchill Living stone
12. Elizabeth Hurlock; "Child Development"
13. Ghai O.P.; "Essential Text Book of Paediatrics" Jaypee Brothers
14. Ghosh shanti; "Nutrition and child care" Jaypee Brothers
15. Ghosh shanti; "Know your Child" Jaypee Brothers
16. Gupte Suraj; "Neonatal Emergencies" Jaypee Brothers
17. Gupte Suraj; "A Short Text Book of Paediatrics" Jaypee Brothers
18. Guha D.K. "Neonatology" Jaypee Brother
19. Guha D.K. "Manual of Practical newborn care" Jaypee Brother
20. Hathfeild N; "Introductory Paediatric Nursing" Lippincott, 2003
21. Helens CL & Roberts ; "Paediatric Nursing" C V Mosby & CO
22. Khilnary; "Practical approach to Paediatric Intensive care" Jaypee Brother
23. Kulkarni M C; "Manual Neonatology" Jaypee Brother
24. Klosner & Nancy Hathfield; "Introductory Maternity and Paediatric Nursing" Lippincott, Williams & Wilkins
25. Merenstein & Garduer; "Handbook of Neonatal intensive care" C V Mosby & CO
26. Mcmillan, Fergin et al; "Oski's Paediatric Principle & practice" Lippincott, Williams & Wilkins
27. Marlow Dorothy; "Text Book of Paediatric Nursing" W B Saunders Co
28. Parthasarthy el al; "IAP Textbook of Preventive and Social medicine" 18 edn, Banarasi Das
29. Park's "Text Book of Paediatric Nursing" W B Saunders Co
30. Robert KD Edwards JM; "Paeadiatrics Intensive Care" Blackwell Scientific Publications Oxfords,
31. Richard Polin; "Paediatric Secrets" C V Mosby & CO
32. Seleman; "Paeaditric Nursing" Springhouse, 2004
33. Singh Meherban' "Care of New born" Sagar Publications New Delhi
34. Singh Meherban; "Drugs used in Children" Sagar Publications New Delhi.
35. Slota; "Core curriculum for Paeditric Critical care Nursing" W B Saunders Co
36. Speer; "Pediatric Care planning" Springhouse 1999
37. Vidya sagar & Sarnaik; "Neonatal & Paediatric Intensive Care" Jaypee Brother
38. Wagle C S; "Short Text Book of Pediatric" Vohra Book Centre, Mumbai
39. Whaley & Wong; "Nursing care of Infants and Children" C V Mosby & CO
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**INTERNAL ASSESSMENT**

**THEORY**

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5
	Prefinal	75	30	7.5
<b>2</b>	<b>Seminar (1)</b>	25	10	2.5
<b>3</b>	<b>Systematic Review</b>	50	20	5.0
<b>4</b>	<b>Concept Poster Presentation</b>	25	10	2.5
<b>5</b>	<b>Drug Book</b>	25	10	2.5
	<b>Total</b>	<b>255</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

**PRACTICAL**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Examination –</b>			
	• Mid term	100	25	25
<b>2</b>	• Prefinal	100	25	25
	<b>Assignments-</b>			
	• Care Plan (4)	4x25=100	4x2.5=10	10
	• Case Presentation(2)	2x50=100	2x5=10	10
	• Clinical Teaching (2)	2x25=50	2x2.5=5	5
	• Clinical Evaluation (2)	2x100=200	2x10=20	20
	• Preparation & use of	2x25=50	2x2.5=5	5
	• Comprehensive patient assessment (2)			
	<b>Total</b>	<b>700</b>	<b>100</b>	<b>100</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	100 Marks
University Exam	-	100 Marks
<b>Grand Total</b>	-	<b>200 Marks</b>

**Division of marks for practical Exams (Internal and External examiners)**

ITEMS	INTERNAL	EXTERNAL	TOTAL MARKS
Nursing Process	20	20	40
Patient care evaluation	20	20	40
Viva (patient, drug, Investigation, recent trends, development etc.)	10	10	20
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALTY –II CHILD HEALTH NURSING**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks 38**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- d. 2 Marks
- e. 5 Marks
- f. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 8 = 8 Marks**

- a.
- b.
- c.

**SECTION B**

**Marks 37**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- e. 5 Marks
- f. 5 Marks
- g. 5 Marks
- h. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- d. 2 Marks
- e. 5 Marks
- f. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 7 = 7 Marks**

- a.
- b.
- c.



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**SEMINAR /PRESENTATION EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtaine
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**SYMPOSIUM / PAPER PRESENTATION EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**PRACTICAL TEACHING PERFORMA FOR EVALUATION**

Name of the Student: - \_\_\_\_\_ Group \_\_\_\_\_

Topic: - \_\_\_\_\_ Place: - \_\_\_\_\_

Name of the evaluator :- \_\_\_\_\_ Date & Time:- \_\_\_\_\_

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

Signature of the Evaluator/Guide & date

Signature of the student & date



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**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**DRUG BOOK -EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	15	
2	Organisation	2.5	
3	Illustration	2.5	
4	Resources Used & creativity	5	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**FORMAT FOR DRUG BOOK**

<b>Sr. No.</b>	<b>Trade name &amp; Pharmacological name</b>	<b>Indications</b>	<b>Dose &amp; Route</b>	<b>Side effects / adverse drug response</b>	<b>Contraindications</b>	<b>Nursing implications</b>	<b>Current research evidence</b>	<b>Indication in patient if applicable</b>



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**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**EVALUATION NURSING CARE PLAN**

Name of the Student: - \_\_\_\_\_

Patient Name :- \_\_\_\_\_ Diagnosis:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Elicits relevant history	3	
2	Make quick and valid physical assessment	4	
3	Identification problems / needs	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care according to priority	2	
7	List the outcome criteria	1	
8	Implements care for priority needs Applies scientific principles Practices economy of time, money & material Manual dexterity	2 2 1	
9	Evaluates the care (based on nurse notes, report, records patients and relatives response)	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date





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**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**PERFORMA & GUIDELINES FOR CASE STUDY**

**I] Patient's Biodata**

Name, Age, Sex, Religion, Marital Status, Occupation, Source of Health Care, Date of Admission,

Provisional Diagnosis, Date of Surgery if any.

**II] Presenting complaints**

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

**III] Child's Personal data:**

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

**IV] Socio-economic status of family:**

Monthly income, expenditure on health, food education

**V] History of Illness**

1. History of present illness – onset, symptoms, during, precipitating/ aggregating factors
2. History of past illness – Illness, hospitalizations, surgeries allergies.
3. Family History – Family tree, family history of illness, risk factors, congenital problem, psychological
  - a. problem.

**VI] Diagnosis:- Provisional & confirm.**

**VII] Description of disease: Included the following:**

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

**VIII] Physical Examination of patient**

Clinical features present in the book present in the patient

**IX] Investigations:-**

Date Investigation done Result Normal value Inference



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**X] Management – Medical / Surgical**

- Aims of Management
- Objectives of Nursing Care Plan

**XI] Medical Management**

Sr.No.

Drug (Pharmacological Name)

Dose Frequency / Time

Action

Side effects & drug interaction

Nurse's responsibility

**XII] Nursing Management** (Use Nursing Process) (Short Term & long Term Plans)

Assessment Nursing

Diagnosis Objective Plan of care rationale Implementation Evaluation.

**XIII] Complications**

Prognosis of the Patient

**XIV] Day to day progress report of the patient**

**XV] Discharge Planning**

**XVI] Reference**



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**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**CASE PRESENTATION EVALUATION**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Patient Name :- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 50

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Max. Marks	Marks Obtained
1	Assessment / Introduction	5	
2	Knowledge & understanding of the physiology	10	
3	Nursing care plan	15	
4	Presentation skill	4	
5	Application of nursing theories	6	
6	A.V. Aids	5	
7	Summery & conclusion	3	
8	Bibliography	2	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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SECOND YEAR M.Sc. NURSING

**CLINICAL SPECIALITY – II CHILD HEALTH NURSING**

**CLINICAL EVALUATION: COMPREHENSIVE NURSING CARE**

(Maximum Marks – 100 each area)

Name of the Student: - \_\_\_\_\_

Duration of Experience: - \_\_\_\_\_ Year :- \_\_\_\_\_

Total Marks obtained \_\_\_\_\_

Sr.No.	Criteria	Rating				
		1	2	3	4	5
<b>I</b>	<b>UNDERSTANDING PATIENT AS PERSON</b> <b>A. Approach</b> 1. Rapport with patient/family members <b>B. Understanding of patients health problems.</b> 1. Knowledge about disease condition. 2. Knowledge about investigations. 3. Knowledge about treatment including diet. 4. Knowledge about progress of the patient.					
<b>II</b>	<b>NURSING CARE PLAN</b> 1. History taking – Past & present health and illness. 2. Specific observation of the patient. 3. Identification of all problems in the patient/family. 4. Prioritization & implantation of the plans. 5. Evaluation of the care given & re-planning					
<b>III</b>	<b>TECHNICAL SKILL</b> 1. Economical & safe adaptation to the situation & available facilities. 2. Implements the procedure with skill speed & completeness.					
<b>IV</b>	<b>RECORDING &amp; REPORTING</b> 1. Prompt, precise, accurate & relevant. 2. Maintenance of clinical experience file.					
<b>V</b>	<b>HEALTH TEACHING</b> 1. Incidental / planned teaching with principles of teaching & learning					
<b>VI</b>	<b>SUPERVISORY RESPONSIBILITIES</b> 1. Supervision of students 2. Supervision subordinate staff 3. Supervision of ward					
<b>VII</b>	<b>Personality</b> 1. Professional appearance (uniform, dignity, tactfulness interpersonal relationship, punctuality etc. 2. Sincerity, honesty & Sense of responsibility					
	<b>Total Marks</b>					

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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A Mission started, nurtured and Managed  
by Professional Doctors, Scientists Engineers...



## **MGM INSTITUTE OF HEALTH SCIENCES**

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