

**Krishna Institute of Medical Sciences Deemed University**

**Krishna Institute of Nursing Sciences**



Syllabus

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M Sc. Nursing - Program code: 4303

**KIMSDU. (4303)KINS.M SC NURSING 4303-11**

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

**NURSING EDUCATION**

Theory 150 Hours  
Practical 150 Hours  
Total: 300 Hour

**Course Description:**

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

**Objectives:**

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

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

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

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

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

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	<p>Concept and nature of measurement and evaluation, Meaning, process attitude: apply measurement and evaluation teaching learning process.</p>	<p>concept (1hr)</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Process</li> <li>• Purposes (1hr)</li> <li>• principles of assessment, formative(1hr)</li> <li>• Summative (1hr)</li> <li>• Assessment- internal assessment (1hr)</li> </ul> <p>External(1hrs)</p> <p>(6hrs)</p>	<p>referenced evaluation, (1hr)</p> <ul style="list-style-type: none"> <li>• Nature of measurement and evaluation(1hr)</li> <li>• Problems in evaluation and measurement (1hr)</li> </ul> <p>(3hrs)</p>	<p>disadvantages (1hr)</p> <p>(1hr)</p>	<p>and slides</p> <ul style="list-style-type: none"> <li>•seminars</li> </ul>	
<p>V. T-10 hours</p>	<p>At the end of unit students are able to understand the</p>	<p>Must know</p>	<p>Desirable to know</p>	<p>‘nice to know</p>	<p>Lecture cum discussion Seminar</p>	<ul style="list-style-type: none"> <li>•lectures &amp;</li> </ul>

<p>P-10</p>	<p>Standardized and non-standardized tests :  <input type="checkbox"/> meaning, characteristics, objectivity, validity, Reliability, usability, norms, construction of tests skill: able to construction of tests for the nursing students                      Attitude: incorporate with clinical and class room learning practice for better care.</p>	<p><b>Standardized and non-standardized tests :</b>                      Meaning, characteristics, objectivity, validity Reliability, usability, norms, construction of tests-(1hr)                      Essay, short answer questions                      Multiple choice questions.(1hr)</p> <ul style="list-style-type: none"> <li>• Rating scales, checklist (1hr)</li> <li>• OSCE (objective Structured clinical examination ) (1hr)</li> <li>• OSPE (objective Structured practical examination)(1hr)</li> <li>• Differential scales, and summated scales</li> <li>• Critical incident technique Socio-metry, anecdotal record, attitude scale (1hrs)</li> </ul> <p>(6hrs)</p>	<ul style="list-style-type: none"> <li>• Question bank- preparation (1hr)                      Validation (1hr)                      Moderation By panel, utilization(1hour)</li> </ul> <p>(3hrs)</p>	<p>Developing a system for maintaining confidentiality (1hour)</p> <p>(1hr)</p>		
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VI T-7 hours P-5	At the end of unit students are able to Knowledge: understand administration, scoring and reporting Administering a test; scoring, grading versus	Must know  <b>Administration, scoring and reporting</b> <ul style="list-style-type: none"> <li>• Administering a test (1hr)</li> <li>• Scoring, grading versus marks(1hr)</li> <li>• Objective tests (1hr)</li> <li>• Item analysis -(1hr)</li> </ul> (4hrs)	Desirable to know  Objective tests, (1hr) Scoring essay test, (1hr)  (2hrs)	`Nice to know`  <ul style="list-style-type: none"> <li>• Methods of Scoring, - (1hr)</li> </ul> (1hr)	Lectures & Discussion <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>•seminars</li> </ul>	•lectures & Discussion <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and</li> </ul>

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

VIII T- 5 hours P-6	At the end of unit students are able to Knowledge: understand nursing educational programs Perspectives of nursing education: global and National . Attitude: incorporate with nursing educational	<p>Must know</p> <p><b>Nursing educational programs</b></p> <ul style="list-style-type: none"> <li>• Perspectives of nursing education: global and National (1hr)</li> <li>• Patterns of nursing education and training programmes in India. (1hr)</li> </ul> <p>Non-university and university Programs: ANM, GNM, Basic B.sc. Nursing, post Certificate B.sc. Nursing, M.sc(n) programs, M.phil And ph.D) in nursing, (1hr)</p> <p>(3hrs)</p>	<p>Desirable to know</p> <ul style="list-style-type: none"> <li>• Post basic diploma programs, Nurse (1 hour)</li> <li>• Practitioner programs. (1 hour)</li> </ul> <p>(2hrs)</p>	<p>‘Nice to know’</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• charts , graphs</li> <li>Models, films and slides</li> <li>• seminars</li> </ul>	

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	programs Current need of the community.					
IX T-10	At the end of unit students are able	Must know	Desirable to know	`Nice to know`	Lectures & Discussion	

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

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

	Characteristics, competencies, qualities, . Skill: able to do teacher preparation, Teacher roles & responsibilities					
XII T-10 hours P- 5	At the end of unit students are able to Knowledge: understand the guidance and counseling □ concept, principles, need, difference between Guidance and counseling ,counseling. Skill: able to do guidance and counseling.	Must know  <b>Guidance and counseling</b> • Concept, Principles, Need (1hr) Difference between • Guidance and counseling, (1hr) • Guidance and counseling services : diagnostic and Remedial.(1hr) • Trends and issues. (1hr)  • Coordination and organization of services.(1hr) • Techniques of counseling : interview, case work, Characteristics of counselor (1hr) (6hrs)	Desirable to know  • Professional preparation (1hr) • Training for counseling. (1hr) • Problems in counseling. (1hr)  (3hrs)	`Nice to know`  Different models of collaboration between education And service (1hr)  (1hr)	Lecture cum discussion Seminar	

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

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

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

**Practical External Assessment:**

- Practice Teaching- 1 - 50 Marks
  - Preparation/Use Of Learning Resource Material-1 -25 Marks
  - Construction Of Tests/Rotation Plan. -25 Marks
- Total – 100 Marks  
Total Marks = 75 (+ 10 Marks)

**References:**

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

**KIMSDU. (4303) KINS. M SC NURSING 4303-12**

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

**ADVANCED NURSING PRACTICE**

**Placement: I year MSc.N**

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

**Course Description**

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

**Objectives:**

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

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

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

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

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	bodies. <ul style="list-style-type: none"> <li>• Gain knowledge regarding professional organizations</li> <li>• Understand quality assurance.</li> <li>• <b>Attitude:</b> In corporate in clinical field for better patient care.</li> </ul>	ethics (INC), code of professional conduct (INC), Role of regulatory bodies (1 hour) <ul style="list-style-type: none"> <li>• Autonomy and accountability , assertiveness, visibility of nurses, legal considerations. (1 hour)</li> <li>• Role of research, leadership and management.</li> </ul> Bioethics (3 hours ) Quality assurance in nursing (1 hour)	professional advancement & Role and scope of nursing education. (1 hour)			Seminar SAQ/LAQ Assignments
II (10 hours)	At the end of unit students are able to	<ul style="list-style-type: none"> <li>• <b>Health care delivery system-</b> national, state,</li> </ul>	<ul style="list-style-type: none"> <li>• Information, education and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Health care environment, economics,</li> </ul>	Panel Discussion Debate	

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b></li> <li>• Understand the healthcare delivery system at all levels in India.</li> <li>• Gain knowledge regarding stake holders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes.</li> <li>• Gain knowledge of telemedicine.</li> <li>• <b>Skill:</b></li> <li>• Use appropriate resources of IEC give effective health education.</li> <li>• Operate telemedicine</li> </ul>	<p>(1 hour)</p> <ul style="list-style-type: none"> <li>• District and local level. (1 hour)</li> <li>• Major stakeholders in the health care system- Government, non- govt., (1 hour)</li> <li>• Industry and other professionals. (1 hour)</li> <li>• Patterns of nursing care delivery in India. (1 hour)</li> <li>• Health care delivery concerns, national health and family welfare programs, inter- sectoral coordination, role of non- governmental agencies. (1 hour)</li> </ul>	<p>(IEC) (1 hour)</p> <ul style="list-style-type: none"> <li>• Political process vis a vis nursing profession.(1 hour)</li> <li>• Tele- medicine. (1 hr)</li> </ul>	<p>constraints, planning process, polices, (1 hour)</p>		

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	system.					
III ( 10hours) <b>Genetics</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis</li> <li>Understand important of genetic counseling.</li> </ul> <p><b>Skill:</b></p>	<ul style="list-style-type: none"> <li>Basic concepts of Genes, (1 hour)</li> <li>Chromosomes &amp; DNA.(1 hour)</li> <li>Approaches to common genetic disorders. (1 hour)</li> <li>Common genetic disorders. (1 hour)</li> <li>Genetic counseling. (1 hour)</li> <li>Review of cellular division, Mutation and law of inheritance, Approaches to common genetic disorders. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Human genome project, The Genomic era. Approaches to common genetic disorders. (1 hour)</li> <li>Genetic testing-basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Approaches to common genetic disorders. (1 hour)</li> <li>Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>Practical application of genetics in nursing. (1 hour)</li> </ul>	<p>Case Presentation</p> <p>Exposure to Scientific Conferences</p> <p>Field Visits</p>	<p>Seminar</p> <p>SAQ/LAQ</p> <p>Assignment s</p>

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> <li>• Able to do basic genetic counseling.</li> </ul>					
IV (12 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease.</li> <li>• Understand the health informatics and role of nurse.</li> <li>• <b>Attitude:</b> Apply epidemiology in health care delivery system.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Epidemiology</b> (1 hour)</li> <li>• Scope, (1 hour)</li> <li>• Epidemiological approach (1 hour)</li> <li>• methods (1 hour)</li> <li>• Application of epidemiology in health care delivery, (1 hour)</li> <li>• Health surveillance (1 hour)</li> <li>• Health informatics. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Morbidity, (1 hour)</li> <li>• Mortality. (1 hour)</li> <li>• Screening. (1 hour)</li> <li>• Role of nurse. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of causation of diseases (1 hour)</li> </ul>	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments
V	At the end of unit	• Cardio pulmonary	• Pathophysiology	• Treatment	Lecture cum	Seminar

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
(20 hours) <b>Bio psycho socio pathology</b>	students are able to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>Understand Pathology and psychodynamics of disease causation, common problems in health care.</li> <li>Known CPR and EBP</li> <li><b>Skill:</b> Able to give CPR effectively.</li> <li><b>Attitude:</b> Incorporate with clinical and community practice for better care.</li> </ul>	resuscitation. (1 hour) <ul style="list-style-type: none"> <li>ACLS(1 hour)</li> <li>BSLS(1 hour)</li> <li>Child CPR (1 hour) (4 hours practical)</li> <li>Care of dying and dead (1 hour)</li> <li>Infection prevention (including HIV) (1 hour)</li> <li>standard safety measures, bio-medical waste management (1 hour)</li> <li>Role of nurse-Evidence based nursing practice (1 hour)</li> </ul>	and Psychodynamics of disease <ul style="list-style-type: none"> <li>causation</li> <li>Life processes, (1 hour) homeostatic mechanism, biological and psycho-social dynamics in causation of disease, (1 hour) life style (1 hour)</li> <li>Common problems: Oxygen insufficiency, (1 hour)</li> <li>fluid and electrolyte imbalance, nutritional problems, (1 hour)</li> <li>Hemorrhage and shock, altered body</li> </ul>	aspects: pharmacologic al (1 hour) pre-post operative care aspects(1 hour)	discussion Seminar Presentation Demonstration E learning Completion of e learning GFATM modules from INC web site	SAQ/LAQ Assignment s

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

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
<b>Nursing process approach</b>	to <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Understand health assessment, signs and symptoms of clients.</li> <li>• Gain knowledge regarding nursing process.</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>• Develop skill in implementing nursing process.</li> <li>• <b>Attitude:</b> Incorporate knowledge of nursing process for patient care.</li> </ul>	illness status of patients / clients (Individuals, family, community) (1 hour) <ul style="list-style-type: none"> <li>• Identification of health-illness problems, (1 hour)</li> <li>• signs and symptoms of clients (1 hour)</li> <li>• Methods of collection, (1 hour)</li> <li>• Analysis and utilization of data relevant to nursing process. (2 hour)</li> </ul>	plans, (1 hour) health goals, (1 hour) Implementation, modification evaluation of care. (1 hour)	hour)	Seminar	Assignments
VIII (23 hours) <b>Psychological aspects and</b>	At the end of unit students are able to <b>Knowledge:</b>	Human behavior, (1 hour) <ul style="list-style-type: none"> <li>• Life processes (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with loss, (1 hour)</li> <li>• death (1 hour)</li> <li>• grieving (1 hour)</li> </ul>	Organizational behavior (1 hours) <ul style="list-style-type: none"> <li>• Group</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
<p><b>human relations</b></p>	<ul style="list-style-type: none"> <li>• Understand growth and development in different stages of human life and defense mechanism.</li> <li>• Understand stress and adaptation and techniques of counseling.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>• Incorporate with patient care in clinical and community settings.</li> <li>• Incorporate with professional ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• growth and development, (1 hour)</li> <li>• personality development, (1 hour)</li> <li>Defense mechanisms(1 hour)</li> <li>• communication(1 hour)</li> <li>• Basic human needs(1 hour)</li> <li>Growth and development, (Conception through preschool, (1 hour)</li> <li>School age through adolescence, (1 hour)</li> <li>• Young &amp; middle adult, (1 hour)</li> <li>• Older adult) (1 hour)</li> <li>Stress(1 hour) and adaptation,</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Counseling (1 hour)</li> <li>• Techniques of Counseling (1 hour)</li> <li>Interpersonal relationships, individual (1 hour)</li> <li>group, (1 hour)</li> </ul>	<p>dynamics. (1 hour)</p>		

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Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
		(1 hour) • crisis (1 hour) • Intervention (1 hour) Sexuality (1 hour) • Sexual health. (1 hour)				
IX (26 hours) <b>Nursing practise</b>	At the end of unit students are able to • <b>Knowledge:</b> Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse • Know promotive, preventive, curative and restorative health care and	• Models of Prevention. (1 hour) • Models of Prevention. (1 hour) • Family nursing, Models of Prevention. (1 hour) • Home nursing Models of Prevention. (1 hour) • Disaster nursing. (6 hours) • Evidence based nursing practices theory (1 hour) Applications (1 hour) • Trans-cultural	• Health promotion (1 hour) and primary health care. (1 hour) Independent practices issues, (1 hour) Independent nurse-midwifery practitioners. (1 hour) Collaboration issues (1 hour) • Models-within and outside nursing. (1 hour) • Gender sensitive issues (1 hour) • Women empowerment. (1 hour)	• Geriatric Nursing (1 hour) • Geriatrics considerations in nursing (1 hour)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
	<p>models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing.</p> <ul style="list-style-type: none"> <li>• <b>Skill:</b> Able to prepare different models of EBP and its applications.</li> <li>• <b>Attitude:</b> Incorporate knowledge while providing comprehensive care.</li> </ul>	<p>Nursing Scope. Practices. (1 hour)</p> <ul style="list-style-type: none"> <li>• Framework, scope and trends. (1 hour)</li> <li>• Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. (1 hours)</li> </ul>				
X (10 hours) <b>Computer applications</b>	At the end of unit students are able to <b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Use of computers in teaching, learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Hospital management information system:</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical packages. (1 hour)</li> </ul>	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
for patient care delivery system	<ul style="list-style-type: none"> <li>Understand the importance of use of computer application in patient care &amp; nursing.</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Use computers in professional practice.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Incorporate this knowledge in professional and day today's life.</li> </ul>	(1 hour) <ul style="list-style-type: none"> <li>Research and Evaluation- practice. (1 hour)</li> <li>Windows, (1 hour)</li> <li>MS office: (1 hour)</li> <li>WORD, (1 hour)</li> <li>Excel, Power Point. (1 hour)</li> </ul>	(1 hour) <ul style="list-style-type: none"> <li>Software (1 hour)</li> <li>Internet, literature search. (1 hour)</li> </ul>			

Theory - 150 hrs

Practical - 200 hrs

Total - 350 hrs

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

**References :**

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

**KIMSDU . KINS .M SC NURSING (4303)KINS.M SC NURSING 4303-13**

**Clinical Specialty –I**

**Child Health (Pediatric) Nursing**

Theory – 150 Hours

Practical – 650 Hours

Total : 800 Hours

**Course Description**

This Course Is Designed To Assist Students In Developing Expertise And In-Depth Understanding In The Field Of Pediatric Nursing. It Will Help Students To Appreciate The Child As A Holistic Individual And Develop Skill To Function As Neonatal And Pediatric Nurse Specialist. It Will Further Enable The Student To Function As Educator, Manager, And Researcher In The Field Of Pediatric Nursing.

**Objectives**

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

1. Appreciate The History And Developments In The Field Of Pediatrics And Pediatric Nursing As A Specialty
2. Apply The Concepts Of Growth And Development In Providing Care To The Pediatric Clients And Their Families.
3. Appreciate The Child As A Holistic Individual
4. Perform Physical, 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

Unit No. & Total Hrs.	Objectives	Contents With Distributed Hours			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (10hrs)	<p>At The End Of Unit Students Are Able To</p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> Know The Basic Needs Of Child Health Nursing And Understand The Programmes Of Child Health.</li> <li><b>Attitude:</b> Develop The Positive Attitude Regarding Child Health</li> </ul>	<p><b>Introduction</b>                      Historical Development Of Pediatrics And Pediatric Nursing In India (1hour)                      Ethical And Cultural Issues In Pediatric Care. (1 Hour)                      Current Status Of Child Health In India; (1 Hour)                      National Health Policy For Children, (1 Hour)                      National Goals, (1 Hour)                      Five Year Plans, (1 Hour)                      (Total 6hrs)</p>	<ul style="list-style-type: none"> <li>Rights Of Children , Special Laws And Ordinances Relating To Children. (1 Hour)</li> <li>Trends In Pediatrics And Pediatric Nursing, (1 Hour)                      (Total 2hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Philosophy Of Pediatric Care. (1 Hour)</li> <li>National Health Programs Related To Child Health. (1 Hour)                      (Total 2hrs)                      Challenges in pediatrics and pediatric Nursing                      Recent advances and developments in care of children. (5)</li> </ul>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , Graphs Models, Films And Slides</li> <li>Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Essay Type</li> <li>Short Answers</li> </ul>

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<p>ii (10hrs)</p>	<p>At The End Of Unit Students Are Able To <b>Knowledge:</b> Understand The Deviation Of Growth And Development. <b>Skill:</b> Able To Perform Physical &amp; Nutritional Assessment</p>	<p><b>Assessment Of Pediatric Clients</b> Developmental Assessment In Children(1hr) Developmental Assessment Tools(1 Hour) Physical Assessment –Paediatric Head To Toe Assessment(1 Hour) Physical Assessment –Paediatric Head To Toe Assessment – Demonstration (1 Hour) Nutritional Assessment - Methods (1hour) Nutritional Assessment – In Children (1hour) Nursing Process In Care Of Children (1 Hour)  Nursing Care Plan In Children (1 Hour)</p>	<ul style="list-style-type: none"> <li>• Family Assessment (1 Hour)  (Total 1 Hrs)</li> <li>• Nutritional assessment by new guidelines of WHO. (5hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• History Taking (1hr) (Total 1hrs)</li> </ul>	<p>Lectures &amp; Discussion • Charts , Graphs Models, Films And Slides • Seminars • Assessment Of Skill With Assessment Of Patient</p>	<p>Essay Type • Short Answers</p>
<p>iii (10 Hrs)</p>	<p>At The End Of Unit Students Are Able To <b>Knowledge:</b> Distinguish The Difference Between The Child And Adult Care. <b>Skill:</b> Create Newer Approach To The Nursing Care Of Child Health.</p>	<p><b>Hospitalized Child</b>  Meaning Of Hospitalization Of The Child, Preparation For Hospitalization (1 Hour)  Effects Of Hospitalization On The Child (1 Hour)  Effects Of Hospitalization On Family</p>	<ul style="list-style-type: none"> <li>• Stressors And Reactions Related To Developmental Stages. (1hrs)</li> <li>• Role Of Paediatric Nurse To</li> </ul>	<ul style="list-style-type: none"> <li>• Play Activities For Ill Hospitalized Child (1hrs)</li> <li>• Role Of Nurse In Play</li> </ul>	<p>Lectures &amp; Discussion • Charts , Graphs Models, Films And Slides • Seminars</p>	<p>Essay Type • Short Answers</p>

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		(1hour). Nursing Care Of Hospitalized Child And Family –(1hour) Family Centered Care. –(1hour) Principles And Practices (1 Hour) (Total 6)	Manage Stressors And Reactions Related To Developmental Stages. (1hrs)  (Total 2)	Activities For Ill Hospitalized Child (1hrs) (1 Hour) (Total 2)		
Iv (15hrs)	At The End Of Unit Students Are Able To <b>Knowledge:</b> Know The Normal Growth & Development Of Fetus. <b>Skill:</b> Develop The Process Of Genetic Counseling.	<b>Pre-Natal Pediatrics</b> Embryological Development, (1hrs) Fetal Development 2-6 Month (1hrs) Fetal Development Third Trimester (1hrs) Prenatal Factors Influencing Growth And Development Of Fetus.(1 Hrs) Importance Of Prenatal Care (1 Hour) Antenatal Tests(1 Hour) Role Of Pediatric Nurse. (1 Hour) (Total 7hrs)	Genetic Patterns Of Common Pediatric Disorders ,Chromosomal Aberration • Down Syndrome(1hrs) • Klinefeiter Syndrome(1hrs) • Phenylketonuria(1hrs) • Sickle Cell Disease(1hrs) • Cystic Fibrosis(1hrs) (Total 5hrs)	• Genetic Assessment And Counseling (1 Hour) • Legal And Ethical Aspects Of Genetic Screening And Counseling (1hrs) • Role Of Paediatric Nurse Genetic	Lectures & Discussion • Charts , Graphs Models, Films And Slides • Seminars	Essay Type • Short Answers

				Assessment And Counseling (1hrs) (Total 3hrs)		
V (15hrs)	<p>At The End Of Unit Students Are Able To</p> <p><b>Knowledge:</b> Describe The Principles, Factors, Concepts &amp; Theories Of Growth &amp; Development.</p> <p><b>Skill:</b> Identify Deviations Of Growth &amp; Development Of Children &amp; Educate &amp; Motivate Parents For Normal Growth &amp; Development Of Pediatric Clients.</p> <p><b>Attitude:</b> Create The Normal Growth &amp; Development Chart Of The Child.</p>	<p><b>Growth And Development Of Children</b></p> <ul style="list-style-type: none"> <li>Principles Of Growth And Development And Factors Affecting Growth And Development (1 Hrs)</li> <li>Assessment Of Growth And Development Of Infant (1 Hrs)</li> <li>Developmental Tasks And Special Needs (1 Hrs)</li> <li>Assessment Of Growth And Development Of Toddler (1 Hrs)</li> <li>Developmental Tasks And Special Needs (1 Hrs)</li> <li>Assessment Of Growth And Development Of Preschooler (1 Hrs)</li> <li>Developmental Tasks And Special Needs (1 Hrs)</li> <li>Assessment Of Growth And Development Of Schooler (1 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Concepts Of Growth And Development &amp; Developmental Milestones. &amp; Growth Monitoring (1 Hr)</li> <li>Cognitive &amp; Psychosocial Theories Of Growth And Development (1 Hrs)</li> <li>Cognitive, Spiritual Theories Of Growth And Development (1 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>Role Of Play In Growth &amp; Development. (1hr) (Total 1hr)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>Charts , Graphs Models, Films And Slides</li> <li>Seminars</li> </ul>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>Short Answers</li> </ul>

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		<ul style="list-style-type: none"> <li>• Developmental Tasks And Special Needs(1 Hrs)</li> <li>• Assessment Of Growth And Development Of Adolescent(1 Hrs)</li> <li>• Developmental Tasks And Special Needs(1 Hrs)</li> </ul> <p style="text-align: center;">(Total 11hrs)</p>	(Total 3hrs)			
Vi (15hrs)	<p>At The End Of Unit Students Are Able To</p> <p><b>Knowledge:</b> Know The Concept Of Behavior &amp; Social Pediatric Nursing.</p>	<p><b>Behavioral Pediatrics And Pediatric Nursing</b></p> <ul style="list-style-type: none"> <li>• Parent Child Relationship (1hour).</li> <li>• Basic Behavioral Pediatric Principles(1hour).</li> <li>• Specific Behavioral Pediatric Concepts(1hour).</li> <li>• Causes, Classification</li> <li>• Nursing Management</li> <li>• Disorders- Maternal Deprivation,</li> <li>• Failure To Thrive,</li> <li>• Child Abuse</li> <li>• The Battered Child</li> </ul> <p style="text-align: center;">(Total 9 Hrs)</p>	<p>Common Behavioral Problems And Their Management,</p> <p><b>Adhd-</b> Attention Deficit Disorder,(1hour)</p> <p><b>Autism</b>(1hour).</p> <p><b>Anxiety Disorder, Depression</b>(1hour).</p> <p><b>Learning Disorder</b>(1hour).</p> <p><b>Conduct Disorder</b>(1hour).</p> <p style="text-align: center;">(Total 5 Hrs)</p>	<ul style="list-style-type: none"> <li>• Child Guidance Clinic(1hrs)</li> </ul> <p style="text-align: center;">(Total 1hrs)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films And Slides</li> <li>• Seminars</li> </ul> <p>Assessment Of Skill With Assessment Of Patient Problem</p>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>• Short Answers</li> </ul>

			Common psychiatric problems in children.(5hrs)			
Vii (15hrs)	At The End Of Unit Students Are Able To <b>Knowledge:</b> Know The Programmes Of Preventive Pediatrics. <b>Skill:</b> Prepare The Parents To Have A Healthy Child.	<b>Preventive Pediatrics And Pediatric Nursing</b> <ul style="list-style-type: none"> <li>• Concept, Aims And Scope Of Preventive Pediatrics, (1 Hr)</li> <li>• Maternal Health And Its Influence On Child Health (1 Hr)</li> <li>• Antenatal Aspects Of Preventive Pediatrics(1hrs)</li> <li>• Immunization, Expanded Program On Immunization(1 Hr)</li> <li>• Universal Immunization Program(1 Hr)</li> <li>• Cold Chain,(1hrs)</li> <li>• Nutrition And Nutritional Requirements Of Children (1 Hr)</li> <li>• Changing,Patterns Of Feeding, ,(1hrs)</li> <li>• Baby- Friendly Hospital Initiative And Exclusive Breast Feeding, (1 Hrs) (Total 9 Hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional Programs(1hrs)</li> <li>• National Organizations Related To Child Health(1hrs)</li> <li>• International Organizations Related To Child Health,(1hrs)</li> <li>• Role Of Pediatric Nurse In The Hospital,(1hrs)</li> <li>• Role Of Pediatric Nurse In The Hospital Community.(1hrs) (Total 5hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Health Education , Nutritiona l Education For Children (1hrs) (Total 1hrs)</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films And Slides</li> <li>•Seminars</li> </ul>	Essay Type <ul style="list-style-type: none"> <li>• Laq</li> <li>•Short Answers</li> </ul>

<p>Viii (30hrs)</p>	<p>At The End Of Unit Students Are Able To</p> <p><b>Knowledge:</b> Understand The Assessment Of Newborn &amp; Identify The Problems Of Neonate.</p> <p><b>Skill:</b> Organize The Different Levels Of Neonate Care Units &amp; Provide Effective Nursing Care To Neonate With Problems . Develop Skill In Neonatal Resuscitation.</p> <p><b>Attitude:</b> Develop Considerate Attitude Towards Problem Neonate And Parents Of Such Neonate And Develop Neonatal Resuscitation.</p>	<p><b>Neonatal Nursing</b></p> <ul style="list-style-type: none"> <li>• Nursing Care Of The New Born At Birth(1hrs)</li> <li>• Newborn Resuscitation (1hrs)</li> <li>• Care Of The New Born And Family (1hrs)</li> <li>• High Risk New Born- Identification, Classification (1hrs)</li> <li>• Nursing Management Of High Risk Newborn (1hrs)</li> <li>• Neonatal Hyperbilirubinaemia(1hrs)</li> <li>• Infant Of Diabetic Mother</li> <li>• Inborn Error Of Metabolism(1hrs)</li> <li>• High Risk Newborn- Pre Term (1hrs)</li> <li>• Nursing Management Of Pre Term (1hrs)</li> <li>• High Risk Newborn-Congenital Defect (1hrs)</li> <li>• Nursing Management Of High Risk Newborn-Congenital Defect (1hrs)</li> <li>• Pre Term Assessment(1hrs)</li> <li>• Assessment -Term Neonate(1hrs)</li> <li>• Assessment &amp; Management Of Growth Retarded Babies.(1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• New Born Baby- Profile .(1hr)</li> <li>• Characteristics Of The New Born.(1hr)</li> <li>• Assessment Of The Normal New Born. (1hrs)</li> <li>• Assessment Of The Preterm Baby.</li> <li>• Assessment Of The New Born. Clinical Assessment(1hrs)</li> <li>• Assessment Of The Preterm Baby. Clinical Assessment</li> <li>• Organization Of Nicu.(1hr)</li> <li>• Management Of Nursing Services In Nicu (1hrs)</li> </ul>	<ul style="list-style-type: none"> <li>• Organization Of Neonatal Care, Services (1 Hr)</li> <li>• (Levels), Transport, Neonatal Intensive Care Unit (1 Hrs) (Total 2 Hrs)</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films And Slides</li> <li>• Seminars</li> <li>• Demonstration</li> </ul>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>• Short Answers</li> </ul>
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KIMSDU, KINS, MSc.N. Child Health Nursing syllabus

		<ul style="list-style-type: none"> <li>• Identification And Classification Of Neonates With Infections (1 Hrs)</li> <li>• Management Of Neonates With Infections (1 Hrs)</li> <li>• Nursing Management Of Neonates With Infections (1 Hrs)</li> <li>• Management Of Neonate With Hiv&amp; Aids, (1hrs)</li> <li>• Ophthalmic Neonatorum Congenital Syphilis.(1hrs)</li> </ul> <p>(Total 20 Hrs)</p>	(Total 8hrs)			
Ix 30	<p>At The End Of Unit Students Are Able To</p> <p><b>Knowledge:</b> Know The Concept &amp; Principles Of (Imnci)</p> <p><b>Skill:</b> Develop The Reproductive &amp; Child Health Programme.</p> <p><b>Attitude:</b> Provides The Comprehensive Nursing Care To Patient With Infertility.</p>	<p><b>IMNCI</b></p> <p><b>(Integrated Management Of Neonatal And Childhood Illnesses)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept Of Imnci</b>(1hr)</li> <li>• <b>Importance And Objectives Of The Imnci Strategy</b>(1hr)</li> <li>• <b>Rationale For An Evidence Based Syndromic Approach</b> ( 1hour)</li> <li>• <b>Components Of Imnci</b> ( 1hour)</li> <li>• <b>Principles Of Imnci</b> (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Outpatient Management Of Young Infants Age Up To 2 Months (1hours)</li> <li>• Outpatient Management Of Children Age 2 Months Up To 5 Years (1hours)</li> <li>• Communicate And Counsel- Use Good</li> </ul>	<ul style="list-style-type: none"> <li>• National Population Policy 2000 (1hour)</li> <li>• Re Productive And Child Health. (1hours)</li> </ul> <p>(Total 2 Hrs)</p>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Charts , Graphs Models, Films And Slides</li> <li>• Seminars</li> <li>• Pbl</li> </ul>	<p>Essay Type</p> <ul style="list-style-type: none"> <li>• Short Answers</li> </ul>

KIMSDU,KINS,MSc.N.Child Health Nursing syllabus

	<ul style="list-style-type: none"> <li>• The Integrated Case Management Process (1hour)</li> <li>• Selecting &amp; Uses Of The Appropriate Case Management Charts(1hour)</li> <li>• Principles Of Management Of Sick Children In Small Hospital (1hours)</li> <li>• General Danger Signs (Gds) (1hour)</li> <li>• Cough Or Difficult Breathing (1hr)</li> <li>• Diarrhoea, Treat Severe Dehydration Quickly (1hr)</li> <li>• Fever (1hr)</li> <li>• Ear Problem (1hr)</li> <li>• Malnutrition And Anaemia Immunization Status(1hr)</li> </ul> <p>· (Total 14hrs)</p>	<ul style="list-style-type: none"> <li>• Communication Skills (1hr)</li> <li>• Teach The Caretaker To Give Oral Drugs At Home (1hr)</li> <li>• Teach The Caretaker To Treat Local (1hr)</li> <li>• Infections At Home(1hr)</li> <li>• Counsel The Mother About Breastfeeding Problems (1hr)</li> <li>• Counsel The Mother About Feeding And Fluids (1hr)</li> <li>• Counsel The Mother About When To Return And</li> </ul>			
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		(90 Hrs -60%)	<p>About Her Own Health(1hr)</p> <ul style="list-style-type: none"> <li>• Follow-Up Care For The Sick Child</li> <li>• Follow-Up Care For The Sick Young Infant(1hr)</li> <li>• Clinical Assessment Outpatient Management Of Young Infants Age Up To 2 Months &amp; Age 2 Months Up To 5 Years (3hr)</li> </ul> <p>(Total 14 Hrs)</p> <p>(45hrs – 30%)</p>	(15 Hrs-10%)		
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**Internal Assessment: Formative Evaluation**

Sn	Requirement	Prescribed No.	Marks For Each	Total Marks	Send To University
1.	Clinical Presentations	➤ Medical -1 ➤ Surgical- 1	50 Marks	100 Marks	
2.	Case Study	➤ Medical -1 ➤ Surgical- 1	50 Marks	100 Marks	
3.	Assessment	➤ Newborn – 1 ➤ Preterm - 1	25 Marks	50 Marks	
4.	Growth & Developmental Assessment	➤ Infant-1 ➤ Toddler – 1 ➤ Preschooler – 1 ➤ Schooler – 1 ➤ Adolescent - 1	20 Marks	100 Marks	
5.	Nursing Care Plan	➤ Medical -1 ➤ Surgical- 1	25 Marks	50 Marks	
6.	Project Work	1	50- Marks	50 Marks	
7.	Health Education	2	25marks	50 Marks	
8.	Midterm Practical Exam	1	50	50marks	
9	Prefinal Practical Exam	1	100	100 Marks	
	<b>Grand Total</b>			<b>650</b>	<b>100 Marks</b>
<b>Summative Evaluation:</b>					
<b>Theory Examination:</b> Sect - I = Laq 10mx2=20m , Saq 5m X 4 = 20 Toal Sex - Ii = Laq 10mx2=20m , Saq 5m X 3 = 15 } 75 M		Midterm: 75 M Prefinal: 75 M	75 75	150 Marks	
<b>Seminar Presentation 2</b>			25	50 Marks	
M Sc. Nursing - Child Health Nursing Program code: 4303					
<b>Journal Presentation 5</b>			10	50 Marks	
<b>Grand Total</b>				<b>250</b>	<b>25 Marks</b>
<b>University Examination: Theory – 75 Marks</b>					

**Reference Books:**

1. Achar St And Viswanathan ; “Text Book Of Paediatrics; A Clinical Approach “Orient Longman, Mumbai
2. Alexander Nm,Brown Ms; “ Paediatric Physical Diagnosis For Nurses” Mcgrew Hill Book Co, New York
3. Ball; “ Paediatric Nursing Caring For Children” Prenticehall, 1999
4. Behrman, Richard K & Vaughan; ”Nelson,S Textbook Of Paediatrics” ; Wb Saunders Company
5. Blake G, Florence & Wright; “ Essentials Of Paediatric Nursing”
6. Barbara Ew; “ 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 Og Children” Fadavis
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 & Johnstan D; “ Essentials Of Paediatrics” Churchill Livingstone
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 Dk; “ Neonatology” Jaypee Brothers
19. Guha Dk; “ Manual Of Practical Newborn Care” Jaypee Brothers
20. Hathfield N; “ Introductory Paediatric Nursing” Lippincott, 2003
21. Helens Cl & Roberts; “ Paediatric Nursing” Cv Mosby & Co
22. Khilnany; “ Practical Approach To Paediatric Intensive Care” Jaypee Brothers
23. Kulkarni Mc; “ Manual Of Neonatology” Jaypee Brothers
24. Klosner & Nancy Hathfield; “ Introductory Maternity And Paediatric Nursing” Lippincott ,Williams& Wilkins
25. Merenstein & Gardner; “ Handbook Of Neonatal Intensive Care” Cv Mosby Co
26. Mcmillan,Fergin Et Al; “ Oski’s Paediatrics-Principle & Practice” Lippincott ,Williams& Wilkins
27. Marlow Dorothy ; “ Textbook Of Paediatric Nursing”W B Saunders Co
28. Parthasarthy Et Al; “ Iap Textbook Of Paediatrics” Jaypee Brothers
29. Park’s “Text Book Of Preventive And Social Medicine” 18 Edn, Banarasi Das

30. Roberts Kd Edwards Jm; "Paediatric Intensive Care" Blackwell Scientific Publications, Oxford,
31. Richard Polin; " Paediatric Secrets" Mosby Co
32. Selekman; " Paediatric Nursing" Springhouse, 2004
33. Singh Meherban; "Care Of Newborn" Sagar Publications New Delhi
34. Singh Meherban; "Drugs Used In Children" Sagar Publications New Delhi
35. Slota; " Core Curriculum For Paediatric Critical Care Nursing" Wb Saunders Co
36. Speer; " Paediatric Care Planning" Springhouse,1999
37. Vidhyasagar & Sarnaik; " Neonatal & Paediatric Intensive Care" Jaypee Brothers
38. Wagle Cs; "Short Text Book Of Paediatrics" Vohra Book Centre, Mumbai
39. Whaley & Wong; "Nursing Care Of Infants And Children" Cv Mosby Company
40. Whaley, Lucilla F Donna L; " Essentials Of Paediatric Nursing" Cvmosby Co , St Louis
41. Udani Rh; " Neonatal Resuscitation" Kem Hosp

**KIMSDU. (4303)KINS.M SC NURSING 4303-14**

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

**NURSING RESEARCH AND STATISTICS  
SECTION A - NURSING RESEARCH**

**First year MSc.(N)**

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

**Aim:-**

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

**Objectives:-**

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

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

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

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. <b>Psychomotor:</b> Apply evidence based practice in nursing research. <b>Affective:</b> Incorporate with nursing research.	<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and scientific method. (1 hour)</li> <li>• Research – definition, Characteristics purposes, kinds of research.(1 hour)</li> <li>• Historical Evolution of research in Nursing.(1 hour)</li> <li>• Basic research terms.(1hour)</li> <li>• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)</li> <li>• Concept of Evidence based practice.(2hour)</li> <li>• Ethics in research .(2 hour)</li> <li>• Overview of Research process. (1 hour)</li> </ul>	History of bio ethics.		<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Long answer question</li> <li>• Quiz</li> <li>• Test</li> <li>• Assignment</li> <li>• Presentation</li> <li>• Project Work</li> </ul>

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

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

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

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

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

## Nursing Research and Statistics

## Section 'B' - Statistics

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

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

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

	available statistical packages.			(1 Hr)		statistical exercise Test
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**Internal Assessment: Sent To University**

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

**Scheme of Examination**

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

**Evaluation Scheme**

<b>Nursing Research &amp; Statistics</b>				
	<b>Hours</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>

<b>Theory</b>	3	25**	75*	100
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**References:**

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

**KIMSDU. (4303)KINS.M SC NURSING 4303-21**

**Sub: NURSING MANAGEMENT**

**Theory 150 Hours ; Practical 150 Hours**

**Total : 300 Hours**

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Method	Method Of Evaluation
I (10Hrs)	At the end of unit students are able to: Knowledge: Recall and understand the philosophy, aim & objectives and principles of administration. Skill: Develop philosophy, aim and objectives for the institution. Attitude: Apply principles of administration in the field of nursing practice.	Must know	Desirable to know	Nice to know	Lectures & Discussion • Charts , graphs models, films and slides •Seminars with PPTS	FORMATIVE SUMMATIVE IA-25 EA-75 TOTAL-100
		Introduction: • Philosophy, .(1 Hr) • purpose, .(1 Hr) • elements, .(1 Hr) • principles.(1 Hr) • and scope of administration. • (1 Hr)	• Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans.(3 Hrs).	• Indian Administrative system vis a vis health care delivery system: National, State & Local, Indian constitution.(2hr)		

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

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

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

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

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

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

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

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

Theory 150 Hours

Practical 150 Hours

**Scheme of examination :**

**Internal assessment:**

Theory:

15 Marks

Clinical Assignment:

10 Marks

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**KIMSDU,KINS,MSc.N.Child Health Nursing syllabus**

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

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

**Theory:**

<b>Examination</b>	<b>Marks</b>	<b>Send to university</b>
Midterm examination	75	
Pre final	75	
Seminar 5X25	100	
Total	225	15

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

**Clinical Assignment:**

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

**University examination -Theory marks - 75**

Clinical Assignment: 10 Marks

Practicum: Posting of ward management: 225Marks

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

External Assessment (Theory): 75 Marks

(University Examination

**REFERENCES:**

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- 2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.
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- 4.Srinivasan, A V.Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
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- 6.Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and DeepPublications: New Delhi, 2000.
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- 8.Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones BartlettPublishers: London, 2002.
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- 11.Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior,Pearson Education Indian Branch: New Delhi, 2002.
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**KIMSDU. KINS. M SC NURSING (4303). 2<sup>ND</sup> YEAR M Sc NURSING 4303-22**

**CLINICAL SPECIALTY –II**

**PEDIATRIC (CHILD HEALTH) NURSING**

Placement : II Year

Hours of Instruction: Theory 150 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 Pediatric 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

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (5hrs) Introduction	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Describe national policy programmes &amp; legislations in relation to child health &amp; welfare.</li> <li>Explain Current principles, practices in Pediatric Nursing.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Render comprehensive care to a hospitalized child.</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>Make self aware about the changing Role of Paediatric nurse, modern concept of child care &amp; principles Changing trends in Child health</li> </ul>	<p><b>Introduction</b> Current principles Pediatrics (1 Hr) practices in Pediatric (1 Hr)</p> <ul style="list-style-type: none"> <li>Trends in Pediatric Nursing (1 Hr)</li> </ul> <p>Total = 3 hrs</p>	<p>Role of pediatric nurse in various settings –Expanded (1 Hr) and extended (1 Hr)</p> <p>Total = 2hrs</p>		<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs models, films and slides</li> <li>Seminars</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type of question</li> </ul> <p>Assessment of skill-assessment with check list</p> <ul style="list-style-type: none"> <li>Clinical Work</li> </ul>

	nursing.					
<p><b>II (35hrs)</b></p> <p><b>Pathophysiology, assessment( including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain The Pathophysiology, signs and symptoms and advance medical, surgical and nursing management of child with childhood diseases.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Apply the nursing process in the care of ill infants to pre adolescents in hospital and community</li> <li>Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems.</li> <li>Apply evidence based practices in child care.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the feeling of the parents and role of pediatric nurse.</li> <li>Identify measures to prevent common childhood diseases including</li> </ul>	<p><b>Pathophysiology, assessment, treatment modalities and nursing intervention</b></p> <p>Child with respiratory disorders:</p> <p><b>Lower respiratory tract:</b></p> <ul style="list-style-type: none"> <li>Broncheolitis</li> <li>Bronchopneumonia(1 Hr),</li> <li>Asthma(1 Hr),</li> <li>cystic fibrosis(1 Hr)</li> </ul> <p><b>Child with gastro-intestinal disorders:</b></p> <ul style="list-style-type: none"> <li>Hepatic disorders: Hepatitis, Indian childhood cirrhosis, (1Hr)</li> <li>liver transplantation(1 Hr).</li> <li>Malnutrition(1 Hr)</li> <li>Kidney transplantation(1Hr)</li> </ul> <p><b>Child with cardio-vascular disorders:</b></p> <ul style="list-style-type: none"> <li>Acquired: Rheumatic fever, Rheumatic heart disease, (1 Hr)</li> <li>Congenital: Cyanotic (2hrs) and acyanotic(2 Hr)</li> <li>Child with Neurological disorders:</li> <li>Convulsions, (1 Hr)</li> <li>Meningitis, (1 Hr)</li> <li>Common Communicable diseases(1 Hr)</li> <li>encephalitis, guillian- Barre syndrome(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li><b>Upper respiratory tract:</b> choanal atresia, tonsillitis, epistaxis, aspiration. (1 Hr)</li> <li>Diarrheal diseases, gastro-esophageal reflux. (1 Hr)</li> <li>Malabsorption syndrome, (1 Hr)</li> <li><b>Child with renal/ urinary tract disorders:</b> Nephrotic syndrome(1 Hr), Nephritis, Hydronephrosis, hemolytic-uremic syndrome(1 Hr)</li> <li>polycythemia, thrombocytopenia, and disseminated intravascular coagulation(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, (1Hr )retinoblastoma, hepatoblastoma, bone tumors (1 Hr)</li> <li>Common Communicable diseases(1HR)</li> <li>-Stem cell (1hr)</li> <li>-Nutrition Rehabilitation Center(1 hr Theory +2 hr visit)</li> </ul> <p>Total =3 hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Drug book</li> <li>Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>

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	immunization.	<ul style="list-style-type: none"> <li>• Child with blood disorders: Anemias(1 Hr),</li> <li>• thalassemias, Hemophilia. (1 Hr)</li> <li>• Child with oncological disorders: Leukemias Lymphomas,(1 Hr)</li> <li>• Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM(1 Hr), hyper and hypo thyroidism, phenylketonuria, galactosemia(1 Hr)</li> </ul> <p>Total = 21hrs</p>	<ul style="list-style-type: none"> <li>• Child with skin disorders(1 Hr)</li> <li>• Common Eye(2 Hr) and ENT disorders(2 Hr)</li> </ul> <p>Total = 11 hrs</p>			
<p><b>III (35hrs)</b></p> <p><b>Assessment( including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Describe the recent technology and various treatment modalities in the management of high risk children.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Assist the child and family for various diagnostic procedures and treatment modalities in Paediatric surgical problems.</li> <li>• Implement the</li> </ul>	<p><b>Assessment, treatment modalities including cosmetic surgery and nursing intervention</b></p> <p><b>Gastrointestinal system:</b></p> <ul style="list-style-type: none"> <li>• Cleft lip, cleft palate and conditions requiring plastic surgery (1 Hr),</li> <li>• Tracheo esophageal fistula/atresia, (1 Hr)</li> <li>• Hirschsprungs' disease/ megacolon, malrotation, intestinal obstruction(1 Hr), duodenal atresia, (1 Hr)</li> <li>• gastroschisis, exomphalus, (1 Hr)</li> <li>• anorectal malformation, (1 Hr)</li> <li>• omphalocele, diaphragmatic hernia(1 Hr)</li> </ul>	<p><b>Anomalies of the skeletal system</b></p> <ul style="list-style-type: none"> <li>• Eye(1 Hr) and ENT disorders(1 Hr)</li> <li>• <b>Child with oncological disorders:</b></li> <li>• Solid tumors of childhood(1 Hr),</li> <li>• Nephroblastoma(1 Hr)</li> <li>• Neuroblastoma, (1 Hr)</li> <li>• Hodgkin's/Non Hodgkin's Lymphoma, (2</li> </ul>	<p>General principles of managing Pediatric trauma</p> <ul style="list-style-type: none"> <li>• Nursing management of the child with traumatic injuries: (1 Hr)</li> <li>• Management of stomas, catheters and tubes(1 Hr)</li> <li>• Management of wounds and drainages(1 Hr)</li> </ul> <p>Total = 4hrs</p>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions</li> <li>• Seminars</li> <li>• Clinical practice</li> <li>• Care plans</li> <li>• Drug book</li> <li>• Exposure to</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>

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<p><b>interventions in selected pediatric surgical problems/ Disorders</b></p>	<p>comprehensive nursing care to children with various surgical problems.</p> <ul style="list-style-type: none"> <li>Apply evidence based practices in child care.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the stress, feeling of the parent and provide psychological support to the child and family members.</li> </ul>	<ul style="list-style-type: none"> <li><b>Anomalies of the nervous system:</b></li> <li>Spinabifida, (1 Hr)</li> <li>Meningocele, (1 Hr)</li> <li>Myelomeningocele(1 Hr), hydrocephalus(1 Hr)</li> <li><b>Anomalies of the genito-urinary system:</b></li> <li>Hypospadias, (1 Hr)</li> <li>Epispadias(1 Hr),</li> <li>Undescended testes(1 Hr),</li> <li>Extrophy bladder(1 Hr)</li> <li>Head injury(1 Hr),</li> <li>abdominal injury (1 Hr)</li> <li>poisoning, (1 Hr)</li> <li>foreign body obstruction, (1 Hr) <ul style="list-style-type: none"> <li>burns (1 Hr)</li> <li>Bites(1 Hr)</li> </ul> </li> </ul> <p>Total = 21hrs</p>	<p>Hr)</p> <ul style="list-style-type: none"> <li>Hepatoblastoma, (1 Hr)</li> <li>Rhabdomyosarcoma (1 Hr)</li> <li>Wilms' tumor, neuroblastomas, Rhabdomyosarcoma, (1Hr)</li> <li>retinoblastoma, hepatoblastoma, bone tumors (1 Hr) = NK to DK</li> </ul> <p>Merged</p> <p>Total = 10hrs</p>		<p>related procedures</p>	
<p><b>IV (10hrs)</b></p> <p><b>Intensive care for pediatric clients</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain Legal and ethical issues in pediatric intensive care.</li> <li>Describe the Nutritional needs of critically ill child.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Recognize and manage emergencies in children.</li> <li>Demonstrate the skill of Paediatric resuscitation.</li> </ul>	<p><b>Intensive care for pediatric clients</b></p> <p>Resuscitation, stabilization &amp; monitoring of pediatric patients. (1 Hr)</p> <ul style="list-style-type: none"> <li>Care of child requiring long-term ventilation. (1 Hr)</li> <li>Anatomical &amp; physiological basis of critical illness in infancy and childhood. (1 Hr)</li> <li>Nutritional needs of critically ill child. (1 Hr)</li> <li>Intensive care procedures (1 Hr)</li> <li>Intensive care procedures (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Legal and ethical issues in pediatric intensive care(2 Hr)</li> <li>Intensive care procedures, (1Hr)</li> </ul> <p>Total = 3hrs</p>	<ul style="list-style-type: none"> <li>Equipment and techniques</li> <li>Documentation (1 Hr)</li> </ul> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with checklist</li> <li>Clinical work</li> </ul>

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	<p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the stress, feeling of the parent and provide psychological support to the parents</li> </ul>	<ul style="list-style-type: none"> <li>PALS (Pediatric Advance Life Support) (1Hr Theory + 3hrs practical)</li> </ul> <p>Total = 6hrs</p>			<p>practice</p> <ul style="list-style-type: none"> <li>Drug book</li> <li>Exposure to related procedures</li> </ul>	
<p><b>V (20hrs)</b></p> <p><b>High Risk Newborn</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain causes, clinical features, pathophysiology, investigations, medical, surgical nursing management of high risk newborns.</li> <li>Describe standards for management of NICU.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Assess, plan and Implement the comprehensive nursing care to high risk newborns.</li> <li>Prepare a design for layout of NICU.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate</li> </ul>	<p><b>High risk newborn</b></p> <p><b>Nursing management of Respiratory conditions;</b></p> <ul style="list-style-type: none"> <li>Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, (1 Hr)</li> <li>pneumo thorax, pneumo mediastinum (1 Hr)</li> <li>Icterus neonatorum. (1 Hr)</li> <li>Birth injuries. (1 Hr)</li> <li>Hypoxic ischaemic encephalopathy (1 Hr)</li> <li>Congenital anomalies. (1 Hr)</li> <li>Neonatal seizures. (1 Hr)</li> <li>Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. (1 Hr)</li> <li>Neonatal heart diseases. (1 Hr)</li> <li>Neonatal hemolytic diseases (1 Hr)</li> <li>Advanced neonatal procedures. (1 Hr)</li> <li>Calculation of fluid requirements. (1 Hr)</li> </ul> <p>Total = 12hrs</p>	<p>Nursing management of</p> <ul style="list-style-type: none"> <li>Post-mature infant, and baby of diabetic and substance use mothers.</li> <li>Neonatal infections : neonatal sepsis, ophthalmia neonatorum, (1 Hr), congenital syphilis, (1 Hr)</li> <li>HIV/AIDS (1 Hr)</li> <li>Hematological conditions – erythroblastosis fetalis, (1hr)</li> <li>hemorrhagic disorder in the newborn (2 Hr)</li> </ul> <p>Total = 6hrs</p>	<ul style="list-style-type: none"> <li>Concept, goals, assessment, principles.</li> <li>Organization of neonatal care, services (Levels), transport,</li> <li>Neonatal Intensive Care Unit, Organization and management of nursing services in NICU. (1 Hr)</li> <li>Management of nursing services in NICU. (1 Hr)</li> <li>Human Milk Bank (1hr Theory + 1 hr Visit)</li> </ul> <p>Total = 2hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs, models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Drug book</li> <li>Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>

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	the stress, feeling of the parents of high risk newborn and provide psychological support to the parents.					
<b>VI (10hrs)</b> <b>Developmental disturbances and implications for nursing</b>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain developmental disturbances and their implications for paediatric nursing.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Develop skill of developmental assessment to identify developmental Disturbances at the earliest .</li> <li>Guide the parents for corrective therapeutic modalities for developmental disturbances.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the stress, feeling of the parent of child with developmental disturbances and provide psychological support to the parents.</li> </ul>	<p><b>Developmental disturbances and implications for nursing</b></p> <ul style="list-style-type: none"> <li>Conduct disorders, (1 Hr)</li> <li>Early infantile autism (1 Hr)</li> <li>Early infantile autism Management (1 Hr)</li> <li>Attention deficit hyperactive disorders (ADHD) (1 Hr) <ul style="list-style-type: none"> <li>Learning disabilities (1 Hr)</li> <li>Habit disorders (1 Hr)</li> </ul> </li> </ul> <p>Total = 6hrs</p>	<ul style="list-style-type: none"> <li>Habit disorders (1 Hr)</li> <li>speech disorders (1 Hr)</li> <li>depression and childhood schizophrenia (1 Hr)</li> </ul> <p>Total = 3hrs</p>	<ul style="list-style-type: none"> <li>Adjustment reaction to school (1 Hr),</li> </ul> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts, graphs, models, films and slides</li> <li>Practice sessions</li> <li>Case discussions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Drug book</li> <li>Educational visit</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>
<b>VII (10hrs)</b>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p>	<b>Challenged child and implications for nursing</b>	Physically challenged, causes, (1 Hr)	Training & rehabilitation of challenged	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts,</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

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<p><b>Challenged child and implications for nursing</b></p>	<p>Discuss the causes. Clinical features, early detection and nursing management of challenged child.  <b>Psychomotor:</b>                  Demonstrate skill of assessment of challenged child.                  Provide comprehensive nursing care to challenged child.  <b>Affective:</b> Appreciate the stress, feeling of the parent and provide psychological support.</p>	<ul style="list-style-type: none"> <li>• Cerebral palsied child, (1 Hr)</li> <li>• Management of Cerebral palsied child, (1 Hr)</li> <li>• Mentally challenged child. (1 Hr)</li> <li>• Management of Mentally challenged child . (1 Hr)</li> <li>• Training (1hr) &amp; rehabilitation Mentally challenged child. (1 Hr)</li> </ul> <p>Total = 6hrs</p>	<p>features, (1 Hr)                  early detection &amp; management. (1 Hr)</p> <p>Total = 3hrs</p>	<p>children. (1 Hr)</p> <p>Total = 1hrs</p>	<p>graphs models, films and slides                  • Demonstrations                  • Practice sessions                  • Case discussions                  • Seminars                  • Clinical practice                  • Drug book                  • Educational visit</p>	<ul style="list-style-type: none"> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>
<p><b>VIII (5hrs)</b>   <b>Crisis and nursing intervention</b></p>	<p><b>At the end of unit students are able to:</b>  <b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Explain the nature of crisis situation for paediatric client.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>• Recognize the various crisis situations and perform promptly and efficiently.</li> <li>• Provide health education to parents for the prevention of crisis among paediatric population.</li> </ul> <p><b>Affective:</b></p>	<p><b>Crisis and nursing intervention</b></p> <ul style="list-style-type: none"> <li>• The hospitalized child (1 Hr)</li> <li>• Crisis Intervention (1Hr)</li> <li>• Nursing intervention-counseling(1 Hr)</li> </ul> <p>Total = 3hrs</p>	<ul style="list-style-type: none"> <li>• Terminal illness (1 Hr)</li> <li>• &amp; death during childhood (1 Hr)</li> </ul> <p>Total = 2hrs</p>		<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions</li> <li>• Seminars</li> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Exposure to related</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>

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	<ul style="list-style-type: none"> <li>Appreciate the stress, feeling of parents of child with terminal illness and provide psychological support to the child and family members.</li> </ul>				procedures	
IX (5hrs)  Drugs used in Pediatrics	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain the drug used in Paediatrics and criteria for drug calculation.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Administer the medications to the children correctly and observe for their effect.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Educate the parents about administration of medications safely to their child.</li> </ul>	<p><b>Drugs used in Pediatrics</b></p> <p>Drug interactions</p> <ul style="list-style-type: none"> <li>Administration of drugs (1 Hr), Criteria for dose calculation(1 Hr)</li> <li>Adverse effects and their management(1 Hr)</li> </ul> <p>Total = 3hrs</p>	<p>Blood Transfusion (1 Hr)</p> <p>Total = 1hrs</p>	<p>Oxygen administration (1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Demonstrations</li> <li>Practice sessions</li> <li>Seminars</li> <li>Clinical practice</li> <li>Exposure to related procedures</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>
X (10hrs)  Administration and management of pediatric care unit	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Describe the different policies, protocols and uses of various equipment in the paediatric ward.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Demonstrate the standards</li> </ul>	<p><b>Administration and management of pediatric care unit</b></p> <ul style="list-style-type: none"> <li>Norms (1 Hr) , policies(1 Hr) and protocols (1 Hr) Staffing, (1 Hr)</li> <li>Practice standards for pediatric care unit(1 Hr)</li> <li>Documentation(1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Equipment, supplies (1 Hr).</li> <li>Design (1 Hr)&amp; layout(1 Hr)</li> </ul> <p>Total = 3hrs</p>	<p>Equipment, supplies(1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Charts , graphs models, films and slides</li> <li>Demonstrations</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Skill assessment with check list</li> <li>Clinical work</li> </ul>

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	<p>for paediatric care.</p> <ul style="list-style-type: none"> <li>Plan and design Paediatric care unit.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate all the time safety and security of children.</li> </ul>	Total = 6hrs			<ul style="list-style-type: none"> <li>Seminars</li> <li>Clinical practice</li> <li>Exposure to related procedures</li> </ul>	
<p><b>XI</b> <b>(5hrs)</b> <b>Education and training in Pediatric care</b></p>	<p><b>At the end of unit students are able to:</b></p> <p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>Explain the need of ,In-service education program, Staff orientation, training and development, Clinical teaching programs in Paediatric nursing.</li> </ul> <p><b>Psychomotor:</b></p> <ul style="list-style-type: none"> <li>Plan and implement In-service education programs for staffs.</li> </ul> <p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>Appreciate the need of paediatric nurses for updating advance knowledge .</li> </ul>	<p><b>Education and training in Pediatric care</b></p> <ul style="list-style-type: none"> <li>In-service education program(1 Hr)</li> <li>In-service education program(1 Hr)</li> <li>Staff Training and development (1 Hr)</li> </ul> <p>Total = 3hrs</p>	<ul style="list-style-type: none"> <li>Clinical teaching programs.(1 Hr)</li> <li>Recent Immunization schedule (1hr)</li> </ul> <p>Total = 1hrs</p>	<p>Staff orientation Programme, (1 Hr)</p> <p>Total = 1hrs</p>	<ul style="list-style-type: none"> <li>Lectures &amp; Discussion</li> <li>Charts , graphs models, films and slides</li> <li>Demonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Skill -Clinical Teaching</li> </ul>
		Total hrs = 90 = 60%	Total hrs = 45=30%	Total hrs = 15=10%		

<b>INTERNAL ASSESSMENT - FORMATIVE EVALUATION:</b>				
<b>REQUIREMENT</b>	<b>PRESCRIBED NO.</b>	<b>MARKS FOR EACH</b>	<b>TOTAL MARKS</b>	<b>Send to university</b>
Case presentation	<b>Total-2</b> ➤ Paed Medical <b>01</b> ➤ Surgical <b>01</b> (Paediatric Medical & Paediatric Surgical ward)	<b>50</b>	<b>100</b>	
Case study	<b>Total-2</b> ➤ Paed Medical <b>01</b> ➤ Surgical <b>01</b> (Paediatric Medical & Paediatric Surgical ward)	<b>50</b>	<b>100</b>	
Nursing care plan	<b>Total-2</b> ➤ PaedMedical – 01 (PaedMedical ward) ➤ PaedSurgical – 01, (PaedSurgical ward)	<b>25</b>	<b>50</b>	
Project work	<b>Total-1</b>	<b>50</b>	<b>50</b>	

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Health Education	<b>Total-1</b> (PaedMedical ward/PaedSurgical ward/ NICU/Paed.OPD)	<b>25</b>	<b>25</b>		
<b>NICU Report</b>	<b>Total-1</b> (NICU)	<b>50</b>	<b>50</b>		
Practical Examinations  (Midterm & Prefinal Exam)	<ul style="list-style-type: none"> <li>➤ Midterm exam</li> <li>➤ Prefinal exam</li> </ul>	<b>50</b>  <b>100</b>	<b>150</b>		
		<b>GRAND TOTAL:</b>	<b>525</b>	<b>100</b>	
<b>THEORY EXAMINATION:</b>		<b>MIDTERM:</b>	<b>GRAND TOTAL:</b>	<b>250</b>	<b>25</b>
75 M					
SECT - I = LAQ 10MX2=20M , SAQ 5M X 4 = 20 TOAL					
SEX - II = LAQ 10MX2=20M , SAQ 5M X 3 = 15 } 75 M					
PREFINAL: 75 M					

Seminar Presentation : 50 Marks			
Journal Presentation: 50 Marks			
<b>EXTERNAL ASSESSMENT :</b>	<b>THEORY FINAL EXAM :</b>	<b>75</b>	
	<b>PRACTICAL FINAL EXAM :</b>	<b>100</b>	
<b>REFERENCE BOOKS:</b>			
<p>1. GhaiO.p. et al. (2000) Ghai’s Essentials of Paediatrics. 1st edn. Mehta offset works. New Delhi.</p> <p>2. Marlow Dorothy&amp; Redding. (2001) Textbook ofPaed. Nsg. 6th edn. HarbarcourtIndia Ltd. New Delhi.</p> <p>3. Parthsarathy et al. (2000) IAP Textbook of PaediatricNsg. Jaypee bros., 2 nd ed. New Delhi.</p> <p>4. Vishwanathan&amp; Desai. (1999) Achar’s Textbook of Paediatrics. 3rd ed. Orient Longman. Chennai.</p> <p>5. Wong Dona et al. Whaley &amp; Wong’s Nursing care of infants &amp; children.6th edn. Mosby co., Philadelphia.</p> <p>6. Dr. C.S. Waghale, Principles and Practice of Clinical Pediatrics, Vora publication 1996</p> <p>7.American Academy of Pediatrics (Author),Textbook of Neonatal Resuscitation ,7th Edition Gary M Weiner MD (Editor), Jeanette Zaichkin RN MN NNP-BC (Editor)</p> <p>8.Achar ST and Viswanathan ; “Text book of Paediatrics; A Clinical Approach “Orient Longman, Mumbai</p>			

9. Park's "Text book of Preventive and Social medicine" 18 edn, Banarasi das
10. Singh Meherban; "Care of Newborn" Sagar Publications New Delhi
11. Singh Meherban; "Drugs Used in Children" Sagar Publications New Delhi
- Alexander NM, Brown MS; " Paediatric Physical Diagnosis for Nurses" McGraw Hill Book Co, New York
12. Ball; " Paediatric Nursing caring for children" Prenticehall, 1999
13. Behrman, Richard K & Vaughan; "Nelson,s Textbook of Paediatrics" ; WB Saunders Company
14. Blake G, Florence & Wright; " Essentials of Paediatric Nursing"
15. Barbara EW; " Guidelines in the care of the low birth weight" Orient Longman
16. GupteSuraj; " Neonatal Emergencies" Jaypee Brothers
17. GupteSuraj; " A Short Text book of Paediatrics" Jaypee Brothers
18. Vidhyasagar&Sarnaik; " Neonatal & Paediatric Intensive Care" Jaypee Brothers

