Maharashtra University of Health Sciences, Nashik



M.Sc. (Nursing) – I Year

Syllabus for Advanced Nursing Practice

(Syllabus Approved by Academic Council dated 19/12/2016 vide Resolution No. 138/2016 and Indian Nursing Council letter No. F.No.18-19/Univ/2018-INC dated 23/02/2018)

ADVANCED NURSING PRACTICE

Placement: I year

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

Course Description

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

Objectives:

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

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

UNIT	HOURS	CONTENT
I	**10**	◆ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession – national, global ◆ Code of ethics (INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations. ◆ Role of regulatory bodies. ◆ Professional organizations and unions- self defense, individual and collective bargaining. ◆ Educational preparations, continuing education, career opportunities, professional advancement role and scope of nursing education. ◆ Role of research, leadership and management. ◆ Quality assurance in nursing (INC). ◆ Futuristic nursing.
II	**5**	**Health care delivery**: ◆ Health care environment, economic constraints, planning process, political process vis a vis nursing profession. ◆ Health care delivery system –nation, state district and local level. ◆ Major stakeholders in the health care system Govt., non government, industry and other professionals. ◆ Patterns of nursing care delivery in India. ◆ Health care delivery concerns, national health and family welfare program, inter- sectoral coordination, role of non-governmental agencies. ◆ Information, education and communication (IEC). ◆ Tele – medicine.

UNIT	HOURS	CONTENT
III	10	**Genetics** ◆ Review of cellular division, mutation and law of inheritance, human genome project, the genetic era. ◆ Basic concepts of genes, chromosomes and DNA. ◆ Approaches to common genetic disorders. ◆ Genetic Testing – basis of genetic diagnosis, pre-symptomatic and predisposition testing, prenatal diagnosis & screening, ethical, legal and psychosocial issues in genetic testing. ◆ Genetic Counseling. ◆ Practical application of genetics in nursing.
IV	10	**Epidemiology** ◆ Scope, epidemiological approach and methods. ◆ Morbidity, mortality, ◆ Concepts of causation of diseases and their screening. ◆ Application of epidemiology in health care delivery, Health surveillance and health informatics. ◆ Role of nurse

UNIT	HOURS	CONTENT
V	20	**Bio- psycho social pathology** ◆ Pathophysiology and psychodynamic of disease causation. ◆ Life processes, homeostatic mechanism, biological and psycho- social dynamics in causation of disease, life style. ◆ Common problems : Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage land shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. ◆ Treatment aspects: pharmacological and pre-post operative care aspects. ◆ Cardio pulmonary resuscitation. Care of dying and dead. ◆ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. ◆ Role of nurse –Evidence based nursing practice.
VI	**20**	**Philosophy and Theories of Nursing.** ◆ Values, conceptual models, approaches. ◆ **Nursing theories:** Nightingale's Henderson's, Roger's, Peplau's Abdella's , Lewine's, Orem's Johnson's, King's, Neuman's, Roy's , Watson's, parsce etc. and their applications. ◆ Health belief models, communication and management etc. ◆ Concept of self health. *Evidence based practice model.

UNIT	HOURS	CONTENT
VII	**10**	**Nursing process approach** ◆ **Health Assessment**- illness status of patients/ clients (Individual, family, community), Identification of health illness problems, health behaviors, signs and symptoms of clients. ◆ Methods of collection, analysis and utilization of data relevant to nursing process. ◆ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.
VIII	25	**Psychological aspects and Human relations** ◆ Human behavior, Life processes and growth and development, personality development, defense mechanisms. ◆ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior. ◆ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, young and middle adult, and Older adult) ◆ Sexuality and sexual health. ◆ stress and adaptation, crisis and its intervention. ◆ Coping with loss, death and grieving, ◆ Principles and techniques of ◆ Counseling.

UNIT	HOURS	CONTENT
IX	**10**	**Nursing Practice** ◆ Framework, Scope and trends. ◆ Alternative modalities of care, alternative systems of complementary therapies. ◆ Extended and Expanded role of the nurse in promotive, preventive, curative and restorative health care delivery system in community and institutions. ◆ Health promotion and primary health care. ◆ Independent practice issues – Independent nurse midwifery practitioner. ◆ Collaboration issues and models within and outside nursing. ◆ Models od prevention. ◆ Family nursing, Home nursing. ◆ Gender sensitive issues and women empowerment. ◆ Disaster nursing. ◆ Geriatric considerations in nursing. ◆ Evidence based nursing practice. ◆ Trans- cultural nursing.
X	**30** **T = 10** **P = 20**	**Computer application for patient care delivery system and nursing practice**. ◆ Use of computers in teaching, learning, research and nursing practice. ◆ Windows, MS office, Word, Excel, Power Point. ◆ Internet, Literature search. ◆ Statistical packages. ◆ Hospital management information system software.

Practicals

Clinical posting in the following areas:

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

Activities

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

Methods of Teaching

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

Methods of Evaluation

- Tests
- Presentation
- Seminar
- Written Assignments

Internal Assessment

Theory

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

Internal Assessment Total marks out of 25

External Assessment Total marks out of 75

FIRST YEAR M.Sc. NURSING

ADVANCED NURSING PRACTICE

ADVANCED PROCEDURE EVALUATION PROFORMA (Assignments -II)

Name of the Student: _____

Topic: _____

Date: _____ Time: _____

Name of the Evaluator: _____

SN.	Criteria	Marks allotted	Marks Obtained
1	Review anatomy/ physiology, scientific principles and purposes.	5	
2	**Preparation of the procedure/ assessment** • Self and environment • Patient • Articles	**3** 1 1 1	
3	**Procedure /assessment** • Skill • Manual dexterities and improvise • Sequencing • Aseptic technique/ principle applied • Advance technique use • Comprehensive approaches • Adherence to time	**8** 2 1 1 1 1 1 1	
4	After care of the patient and article	2	
5	**Presenter 's qualities** • Professional grooming and confidence • IPR and communication technique • Apply advance knowledge • Tactful • Expertise	3	
6	Incidental Health education	2	
7	Evidence base practice on the related topic	2	
	TOTAL	**25**	

Remarks:

Signature of the Student **Signature of Supervisor**

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3. Brunner and Suddarth Text book of medical surgical nursing 10th edition 2002.
4. Zwemer A. Professional Adjustments and Ethics for nurse in India BI publications, Bangalore 6th edition 1995.
5. Rosdhal, Fundamentals of Nursing, Lippincott Company 2003.
6. Bolander, Fundamentals of nursing, Saunders 1994.
7. Carol Taylor Fundamentals of Nursing, Carol Lillis et al Lippincot, 5th edition 2005.
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9. Pearson Alan , VaughanB. Fitzgerald M (.2005) Nursing models for practice 3 edition Elsevier Limited.
10. Alligood M. R., Tomey A M . (2006) Nursing theory Utilization and Application S T : Louis Mosby.
11. J E Park textbook Preventive and social Medicine17th edition
12. Gulanick, M. & Myers, J.L. (2007) Nursing care plans 6th edition St. Louis: Missouri.

FIRST YEAR M.Sc. NURSING

ADVANCED NURSING PRACTICE

Internal Assessment

SN.	Name of Assignment	Number	Weightage
1.	Assignment –I Case study	01	25
2.	Assignment –II Advanced procedure	01	25
	Total	**02**	**50**

Formats for evaluation of case study and advanced procedure are given below

FIRST YEAR M.Sc. NURSING

ADVANCED NURSING PRACTICE

EVALUATION CRITERIA FOR CASE STUDY (Assignments -I)

Name of the Student: _____

Date: _____ Field placement: _____

Name of the Supervisor: _____

(Maximum Marks – 25)

SN	CRITERIA	MARK ALLOTED	MARK OBTAINED
1.	Elicits relevant history	03	
2.	Make quick and valid assessment	04	
3.	Identifies problems / needs	02	
4.	Formulates nursing diagnosis	04	
5.	Prioritizes the nursing diagnosis	02	
6.	Plan care for any two priority needs	02	
7.	List the outcome criteria	01	
8.	Implements care for any two priority needs	05	
9.	Evaluates the care (nurses notes based on actual care given every day)	02	
	TOTAL	**25**	

Remarks:

Signature of Student **Signature of Supervisor**

CLINICAL SPECIALITY -I

MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement :1st year

Hours of Instruction
Theory 150 hours
Practical 650 hours
Total: 800 hours

Course Description

The course is designed to assist students in developing expertise and in depth understanding in the field of Psychiatric nursing. It will help students to appreciate the clients as a holistic individual and develop skill to function psychiatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of psychiatric nursing

Objectives

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

1. Appreciate the trends and issues in the field of psychiatric and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing
4. Demonstrate therapeutic communications skills in all interactions
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities
6. Establish and maintain therapeutic relationship with individual and groups
7. Uses assertive technique in personal and professional actions
8. Promotes self-esteem of clients , others and self
9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents ,their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

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

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

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

PRACTICAL

Total = 650 Hours
1 Week = 30 Hours

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

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

Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational Therapy
- Recreational Therapy
- Play Therapy
- Music Therapy
- Pet therapy
- Counselling, ECT , EEG, Case Studies, Case presentation,
- Project work
- Socio and psycho drama
- Field visits – Deaddiction centre
  School for Mentally Challenged children
  Occupational therapy units, Half way home/Day care centre
  Ayurveda/ Unani/ Sidha/ Homeopathic – Colleges
  Acupressure& Acupuncture, Yoga

CLINICAL ASSIGNMENTS
MENTAL HEALTH NURSING

EVALUATION

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

Practicum:

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

Practical Exam :

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

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

MENTAL HEALTH & PSYCHIATRIC NURSING
CLINICAL EXPERIENCE GUIDELINES & EVALUATION FORMATS

I) PSYCHIATRIC NURSING HISTORY COLLECTION FORMAT

c) **Demographic data:**

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

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

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

E.g. : - Sleeplessness x 3 weeks
- Loss of appetite & hearing voices x2 weeks
- talking to self

III. Present psychiatric history /nature of the current episode

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

IV. Past Psychiatric history:

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

V. a) Past Medical History

b) Past Surgical History

c) Obstetrical History (Female)

Cont..

VI. Family History:

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

VII. Personal History:

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

Behavior during childhood

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

Illness during childhood

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

Schooling

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

(Specifically look for learning disability and attention deficit)

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

- Occupational history

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

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

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

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

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

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

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

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

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

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

8. Habits: Eating, sleeping and excretory functions.

IX. Summary& Clinical Diagnosis

EVALUATION CRITERIA FOR PSYCHIATRIC CASE HISTORY TAKING

(Maximum Marks : 50)

SN	Criteria	MarksAllotted	MarksObtained
1	Format	03	
2	Presenting Complaints	05	
3	Organization of history of present illness	10	
4	Past history of illness	05	
5	Family history of illness	04	
6	Personal history	05	
7	Pre-morbid personality	05	
8	Physical Examination	08	
9	Summary & Clinical Diagnosis	05	
		Total 50	

II) MENTAL STATUS EXAMINATION (MSE) FORMAT:

I. General appearance and behavior (GAAB):

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

II. PsychomotorActivity:

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

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

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

IV. Thought:

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

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

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

VI. Disorders Perception:

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

VII. Cognitive functions:

a) Attention and concentration :

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

b) Memory:

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

c) Orientation :

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

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

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

f) Judgment: - Personal (future plans)
- Social (perception of the society)
- Test (present a situation and ask their response to the situation)

g) Insight:

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

VIII General Observations:

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

IX Summary & Clinical DiagnosisEVALUATION

CRITERIA FOR MENTAL STATUS EXAMINATION

(Maximum Marks : 50)

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

III) EVALUATION OF PROCESS RECORDING

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

1. FORMAT:

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

a) Client b) Student

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

2. DATE AND TIME DURATION :

3. SETTING : General ward/patient's unit

4. OBJECTIVES TO BE ATTAINED IN THAT PARTICULAR INTERACTION:

1. ……
2. ……

PARTICIPANT CONVERSATION INFERENCE THERAPEUTIC COMMUNICATION TECHNIQUE USED

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

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

Mr. Ramu, you appear Making To be sadder than observation, showing interest Yesterday. Can we talk about it? (stands closer to patient)

Let us sit down in the
Room (leads the patientto the room)

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5. NATURE OF TERMINATION OF INTERACTION:

Evaluation by the student:

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

Evaluation by teacher:

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

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

EVALUATION CRITERIA FOR P ROCESS RECORDING E XAMINATION

(Maximum Marks : 25)

SN	Criteria	Marks Allotted	Marks Obtained
1	Format	05	
2	Objectives	03	
3	Setting	02	
4	Therapeutic techniques used	10	
5	Evaluation by students	05	
		Total 25	

IV) FORMAT FOR NURSING CARE PLAN

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

VI) FORMAT FOR CASE PRESENTATION / CASE STUDY

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

c) Psycho Pathology / Psychodynamics
d) Clinical Manifestations
i) In general
ii) In the patient

5. Differential diagnosis.
6. Diagnosis & Prognosis
7. Management-AIM & OBJECTIVES(including Nursing care)
(a)Medical -
- Pharmaco therapy & Somatic therapy
- Psychosocial therapy

(b)Nursing Management – In general
(c) Nursing process approaches
(d)Rehabilitation / Long term care

8. Progress notes.
9. Bibliography.

VI a) Evaluation of Case Presentation

EVALUATION CRITERIA FO R CASE PRESENTATION

(Maximum Marks : 50)

SN	Criteria	Marks Allotted	Marks Obtained
Total			
I	**Case Presentation**		
1.	***History Taking***	02	
2.	***Mental Status Examination***	02+2	
3.	***Description of Disease Condition***		
a)	Definition	03	
b)	Etiological Factors	03	
c)	Psycho Pathology/ Psychodynamics	02	
4.	***Clinical Manifestations***		
a)	In general / In books	02	
b)	In the patient	02	
5.	***Differential Diagnosis***		
6.	***Prognosis***		
7.	***Management*** - AIM & OBJECTIVES		
a)	Pharamaco therapy & Somatictherapy	02	
b)	Psychosocial approaches	02	
8.	***Nursing Management***		
a)	General approaches	06+2	
b)	Nursing Process approach	05	
c)	Rehabilitation / long term care	05	
II	**Presentation (effectiveness)**	04	
III	**A.V. Aids**	03	
IV	**Bibliography**	03	**Total 50**

Remarks & signature of supervisor- Date : Signature of student
Date :

VI b) Evaluation of Case Study

EVALUATION CRITERIA FOR CASE STUDY

(Maximum Marks : 50)

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

a) Definition
b) Etiological factors
c) Psychopathology/

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

PSYCHIATRIC NURSING
VII) CLINICAL PERFORMANCE EVALUATION PROFORMA

Name of the student :
Batch : Ward :.....
Period: From ---------- to ---------- Maximum Marks 100

Excellent 5 V. Good 4 Good 3Average 2 Poor1

I. KNOWLEDGE ABOUT THE PATIENT:

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

II. COMMUNICATION & INTERPERSONAL SKILLS

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

III. APPLICATION OF THERAPEUTIC MILIEU CONCEPT

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

IV. RECORDING & REPORTING

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

reporting (accuracy, apprehensiveness, accountability)

V. Health Teaching Incidental and planned teaching.

VI. Personality

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

Remarks & Signature of Supervisor & Date

Signature of student & Date

NURSING EDUCATION

PLACEMENT: First Year

HOURS OF INSTRUCTION

Theory : 150 Hours

Practical : 150 Hours

Total : 300 Hours

COURSE DESCRIPTION

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

OBJECTIVES

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and the methodology of curriculum changes, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.

COURSE CONTENT

UNIT	TOPIC	THEORY	PRACTICALS	M OT	T/L ACTIVITIES
I	**INTRODUCTION** • Education: definition, aims, concepts, philosophies & their education implication. • Impact of social, economical, political & technological changes on education: - Professional education - Current trends and issue in education - Educational reforms and national educational policy - Trends in development of nursing education India. • Concepts of Nursing education • History of nursing education in India • Philosophy and objectives of nursing education • Purposes of nursing education in India • Scientific approach in Nursing • Current issues and emerging trends in Nursing education Liberal education and nursing education	10		L	• Students to apply various philosophies of educations to nursing education • Present the history of nursing education in India, issues & trends in nursing education
II	**OBJECTIVES AND THEIR CLASSIFICATION** • Meaning of educational objectives. • Formulation and statement of objectives • Classification of objectives • Taxonomy of educational objectives Objectives and learning outcomes	05	04	L/D	• Formulate objectives as per the domains and subject
III	**TEACHING –LEARNING PROCESS** • Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. • Competency based education (CBE) and outcome based education (OBE) • Instructional design: planning and designing the lesson, writing lesson plan, meaning, its need and importance, formats. • Instruction strategies: Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem based learning(PBL), workshop, project, role play (socio drama), clinical teaching methods, programmed instruction, self directed learning (SDL), micro teaching, computer assisted instruction (CAI), computer assisted learning(CAL) • Sensitivity training and transactional analysis • Training for nursing leadership Development of effective study habits	30	28	L	• In clinicals supervise students prepare rotation plan • Prepare lesson plan, • Carry out practice teaching • Carry out 2 microteaching

IV	**INSTRUCTIONAL MEDIA AND METHOD** • Key concepts in the selection and use of media in education. • Developing learning resource material using different media • Instructional aids- types, uses, selection, preparation, and utilization Teacher's role in procuring and managing instructional Aids- project and non projected aids, multi media, video-tele conferencing etc.	10	06	L/D	• Visit to IEC Bureau • Preparation and utilization of Instructional aids
V	**MEASUREMENT AND EVALUATION** • Concept and nature of measurement and Evaluation, meaning, principles, purpose, problems in evaluation and measurement. • Principles of assessment, formative and summative assessment –internal assessment external examination, advantages and disadvantages • Criterion and norm referenced evaluation **Evaluation process** • Defining objectives for evaluation purposes. • Relating evaluation procedures to objectives. • Formative and summative evaluation • Characteristics of evaluation	10		L/D	• Relate evaluation to educational objective
VI	**STANDARDIZED AND NON STANDARDIZED TEST** • Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests. • Blue Print • Essay, short answer questions and multiple- choice questions. • Rating scales, checklist, OSCE/ OSPE • Differential scales, and summated scales, sociometry , anecdotal record, attitude scale, critical incident technique • Question bank-preparation, validation, moderation by panel, utilization Developing a system for maintaining confidentiality	10	15	L/D Work shop	• Prepare blue print • Construct tests • Reliability validity • Prepare question bank • Prepare an aptitude test for entrance examination for B.Sc. Nursing students
VII	**ADMINISTRATION, SCORING AND REPORTING OF TESTS** • Administrating a test, scoring, grading versus marks • Objective tests, scoring essay test, methods of scoring, item analysis	05		L/D	Carry out item analysis
VIII	**STANDARDIZED TOOLS** • Test of intelligence aptitude, interest, personality, achievement, socioeconomic status scale, tests for	05	08	L/D	• Observe various tests - Personality aptitude &

	special mental and physical abilities and disabilities				intelligence Formulate an aptitude test
IX	**NURSING EDUCATIONAL PROGRAMS** • Perspectives of nursing education: Global and national. Patterns of nursing education and training program in India. Non-university and university programs: ANM, GNM, Basic B.Sc. Nursing , Post certificate B.Sc. Nursing , M.Sc. (N) M Phil and Ph D post diploma program, Nurse practitioner programs	05	10	L/D	• Visit to nursing institutions- ANM, GNM, B.Sc., M.Sc. • Critically evaluate any nursing educational program in Maharashtra / India
X	**CONTINUING EDUCATION IN NURSING** • Concepts – Definition, importance, need, scope, principles of adult learning, assessments of learning needs priorities, resources. • Program planning, implementation, and evaluation, of continuing education programs. • Research in continuing education Distance education in nursing	05	15	L/D	• Plan CNE Programme & conduct one workshop (group activity)
XI	**CURRICULUM DEVELOPMENT** • Definition, curriculum determinants, process & steps of curriculum development, curriculum models types and framework. • Formulation of philosophy, objective, Mission statement. Selection and organization of learning experiences, current trends in clinical learning experiences. • Master plan, course plan, unit plan, lesson plan. • Evaluation strategies, process of curriculum change, role of students, faculty, administrators • Statutory bodies, and other stakeholders. • Equivalency of courses: transcripts, credit system • Curriculum committee • Selection of text books • Assignments	10	10	L	• Prepare the mission statement philosophy, educational objectives for a nursing education programme • Formulate educational objectives for various lessons- eg FON, Medical – Surgical nursing • Select learning experiences for a specific subject

XII	**TEACHER PREPARATION** • Definition, nature of teaching • Characteristics of good teaching • Communication process in teaching • Principles of teaching • Maxims of teaching • Levels of teaching • Characteristics of an effective teacher • Innovations in teaching • Modification of teacher behaviour • Teacher-roles & responsibilities, function, characteristics, • Competencies, qualities • Preparation of professional teacher • Organizing professional aspects of teacher preparation programs • Questioning technique Evaluation : Self and peer. Critical analysis of various programs of teachers education in India	10	05	L/D	• Application of principles and maxims of teaching • Carry out any one innovative teaching strategy
XIII	**GUIDANCE AND COUNSELING** • Concepts and principles of guidance and counseling • Purpose and phases of counseling • Need for guidance and counseling in nursing education • Types of guidance and counseling • Difference between guidance and counseling • Problems of guidance and counseling • Responsibilities of the nurse administrator in student guidance and counseling • Guidance and counseling services: diagnostic and remedial. • Coordination and organization of services • Techniques of counseling: interview, case work and characteristics of counselor Professional preparation and training for counseling	10	08 + 16	L/D	• Role play • Visit to visually impaired • Deaf and dumb gifted children, slow learner, mentally handicapped
XIV	**ADMINISTRATION OF NURSING CURRICULUM** • Role of curriculum coordinator. Planning, implementation and evaluation. • Evaluation of educational program in nursing course and program • Factors influencing faculty staff relationship and techniques of working together. • Concept of faculty supervisor (dual) position. • Curriculum research in nursing Different models of collaboration between education and service	10	05	L/D	• Evaluate present curriculum of any educational program GNM, B.Sc. Nursing

XV	**MANAGEMENT OF NURSING EDUCATION INSTITUTIONS** • Planning , organizing , staffing budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostels • Development and maintenance of standards and accreditation in nursing education programm. • Role of Indian Nursing council, state Registration Nursing councils, board and university. Role of professional association and unions	08	08	L/D	• Visit to educational institutions • Plan to set-up a SON/ CON • Visit to INC/SNC
XVI	**EVALUATION OF CLINICAL PRACTICE IN NURSING** • Clinical evaluation methods • Written communication methods as clinical evaluation Oral communication methods as clinical evaluation	05	08	L/D	• Formulate clinical evaluation criteria: • Conduct practical examination for undergraduate students
XVII	**INTERNAL ASSESSMENT** • Needs for internal assessment • Component of internal assessment system • Validity of internal assessment Advantage and disadvantage of internal assessment	02	04	L/D	• Prepare an internal assessment system for particular education programme
		150	150		

PLANNED ACTIVITIES:

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

- Planning and organizing field visits
- Plan, conduct and evaluate a continuing nursing education workshop
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by a selected institution.
- Educational visit – Educational institutions –GNM, B Sc, Diploma course etc
- Field visits (INC/SNC) to get familiar with recognition / registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc).
- Observe and practice application of various non-standardized tests (intelligence, aptitude, personality, sociometry, physical and mental disabilities tests.)
- Prepare aptitude test for entrance exams of B.Sc nursing students.
- Prepare a plan for evaluation of the students in the B.Sc nursing programme.
- Visit to schools – gifted children, slow learners, mentally handicapped, deaf & dumb & visually impaired

METHODS OF TEACHING

Method of teaching

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

Methods of evaluation

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

INTERNAL ASSESSMENT

THEORY

Techniques	**Weight age**	
1. Midterm	50	
2. Prefinal	75	
3. Assignment		
AV Aids	25	
Seminar	25	
	175	**Out of 25**

PRACTICAL

1. Learning resource material	25	
2. Curriculum Planning	25	
3. Practice teaching	50 (total of 10 practice teachings)	
4. Conduct Workshop / Short Term Course	25	
5. Prepare question bank	25	
	150	**Out of 50**

UNIVERSITY EXAMINATION

W RITTEN EXAMINATION - 75 marks

PRACTICAL

1. Practice teaching –I	50	
2. Preparation /use learning resource material-1	25	
3. Construction of tests	25	
	100	**Out of 50**

Total practical examination out of 100

THEORY EXAMINATION - UNIVERSITY		
Internal	**University Exam**	**Total**
25	75	100
Practical Internal	**University exam**	**Total**
50	50	100

Books for Reference

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2. Basavanthappa B.T, "Nursing Education", Jaypee brothers,Edn I, 2005.
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4. George Kurian Aleyamma, "Principles of Curriculum Development and Evaluation", Vivekanandha Press, 2002.
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6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
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12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce.B, etc, Models of teaching. Ed –4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
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15. King, Imogene M, Curriculum and Instruction in Nursing, Concepts and process Appleton – Century crafts, Norwalk., Connecticut, 1986.
16 KrathwohoL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17 Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18 Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York,1995.
19 Neeraja K.P, " Text book of Nursing Education", Jaypee brothers.
20 O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986
21 Sanatombi Elsa, "Manipal Manual of Nursing Education", CBS Publishers & Distributors, New Delhi, Ist Edn, 2006.
22 Supe, Rege, Bhuiyan, " The Art of Teaching Medical Students", Medical Education Technology Cell, 2nd edn, 2002.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.SC. NURSING
PRACTICE TEACHING

PROFORMA FOR LESSON PLAN

Topic :_____ Name of the student :_____

Sub Topic :_____ Name of the Guide :_____

Unit :_____ Date :_____Time:_____

Venue :_____

Class

Taught:_____

Method of Teaching

_____

Audio Visual Aids

_____

Previous Knowledge of the Group ;

General Objective

Specific Objective

Sr. no	Specific objective	Duration	Content	Teacher/ Learner Activity	Audio Visual Aids	B/B Activity	Evaluation
			❖ Introduction ❖ Content ❖ Conclusion ❖ Assignment ❖ References				

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.SC. NURSING
PRACTICE TEACHING

EVALUATION FOR SEMINAR

Name of the student :_____

Subject :_____

Topic :_____

Group :_____**Date: ___/____/_____Time:**_____

Total Marks obtained out of 25:_____

Sr. No	Content	Marks allotted	Marks Obtained
1	Aims & objectives	02	
2	Organization of Content – ▪ Coverage of content ▪ simple to complex ▪ logical	03	
3	Presentation ▪ Introduction ▪ Coverage of subject content ▪ Sequencing ▪ Depth of Knowledge ▪ Integration of subject matter ▪ Explanation and clarification ▪ Use of current literature ▪ Time limit	05	
4	Audiovisual Aids	05	
5	Speaker's Qualities	05	
6	Group Discussion	2.5	
7	References	2.5	
	Total	**25**	

Remarks of the Guide :

Signature of the Guide
Date

Signature of the student
Date

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M.SC. NURSING
PRACTICE TEACHING

PROFORMA FOR EVALUATION

Name of the student :_____**Group** _____
Topic :_____
Place :_____
Name of the Evaluator :_____**Date:** ___/____/_____**Time:**_____

Total Marks obtained out of 50:_____

Sr. No	Content	Marks allotted	Marks Obtained
1	**LESSON PLAN** ▪ General objectives stated clearly ▪ Specific objectives stated in behavioral terms ▪ Lesson plan followed in sequence ▪ Bibliography upto date and complete	10	
2	**LEARNING ENVIRONMENT** ▪ Physical set up of classroom (seating) ▪ Classroom light adequate ▪ Well ventilated ▪ Motivates students	05	
3	**PREPARATION** ▪ Coverage of subject content ▪ Depth of Knowledge ▪ Integration of subject matter ▪ Speech- Clear, audible, well modulated ▪ Explanation and clarification ▪ Use of current literature ▪ Time limit	10	
4	**USE OF AUDIOVISUAL AIDS** ▪ Relevant , clear and visible ▪ Creativity ▪ Used effectively at the right time	10	
5	**QUESTIONING TECHNIQUE** ▪ Questions equally, addressed to all ▪ Well worded questions, no ambiquity ▪ Thought provoking questions ▪ Sufficient time allowed for answering ▪ Questions relevant and challenging	05	
6	**ASSIGNMENT** ▪ Appropriate to the lesson ▪ Clear ▪ Motivating ▪ Explained to the students ▪ Feedback given to the students	05	
7	**STUDENT TEACHER PERSONALITY** ▪ Appearance grooming ▪ Confidence ▪ Mannerisms	05	
	Total Marks	**50**	

Remarks of the Evaluator / Guide:

Signature of the Evaluator/ Guide:

Signature of the student:

NURSING RESEARCH AND STATISTICS

Placement 1st Year

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

Part A: Nursing Research

Course Description:-

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

General Objectives:

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

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

CONTENT OUTLINE

Unit	Hours		Course Content
	Theory	Practical	
I	10 +2		**Introduction :** • Methods of acquiring knowledge – problem solving and scientific method. • Inductive and deductive reasoning • Research – definition, Characteristics, purposes, kinds of research • Historical Evolution of research in nursing • Basic research terms • Scope of nursing research : areas, problems in nursing, health and social research**,** • Role of research in nursing • Evidence based practice • Ethics in research • Overview of Research process
II	5 **(-2)** **3**	5	**Review of Literature** * Importance, purposes, scope, sources, criteria for selection of resources and steps in reviewing literature.
III	12		**Research Approaches and designs** • Type: Quantitative and Qualitative • Historical, survey and experimental – Characteristics, types advantages and disadvantages • Qualitative: Phenomenology, grounded Theory, ethnography • Research designs, its importance , characteristics of good design • Threats to internal and external validity
IV	10	5	**Research problem** : • Identification of research problem, • **Sources of research problem** • Formulation of problem statement and research objectives • Definition of terms • Assumptions and delimitations and **limitation** • Identification of variables • Hypothesis – definition, formulation and types

Unit	Hours		Course Content
	Theory	Practical	
V	5	5	**Developing theoretical / conceptual framework** • Theories: Nature, Characteristics, Purpose and uses • Using, testing and developing conceptual framework, models and theories
VI	**6**	-	**Sampling** • Population and sample • Factors influencing sampling • Sampling techniques • Sample size • Probability and sampling Error • Problems of sampling
VII	20	10	**Tools and methods of Data collection** : • Concepts of data collection • Data sources, methods/techniques quantitative and qualitative • Tools for data collection – types, characteristics and their development • Validity and reliability of tools • Procedure for data collection
VIII	5		**Implementing research plan** • Pilot study, review research plan (design), planning for data collection, administration of tool / interventions, collection of data
IX	10	10	**Analysis and interpretation of data** • Plan for data analysis: quantitative and qualitative • Descriptive and Inferential Analysis • Preparing data for computer analysis and presentation • Statistical analysis • Interpretation of data • Conclusion and generalizations • Summary and discussion

Unit	Hours		Course Content
	Theory	Practical	
X	10		**Reporting and utilizing research findings:** • Communication of research results; oral and written • Writing research report purposes, methods and style-vancouver, American Psychological Association (APA), Campbell etc • Writing scientific article for publication: purposes & style
XI	3	8	Critical analysis of research reports and articles
XII	4	7	Developing and presenting a research proposal

Activities

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

Method of Teaching

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

Methods of Evaluation

- Quiz, Tests (term)
- Assignments / Term paper
- Review of literature of at least 20 Journals and 20 book - 50 marks
- Research Critiques- 50 marks
- Presentations- Presentation of two related researches **50 marks**
- Project Work Project on topic of Interest **100 marks**

PART – B : STATISTICS

Course Description

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

Theory 50 Hrs. & Practical 50 Hrs.

General Objectives

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

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

Unit	Hours		Course Content
	Theory	Practical	
I	7	4	**Introduction :** • Concepts, types, significance, and scope of statistics meaning of data, parameliric and no-paraametrc data • Sample, parameter • Type and levels of data and their measurement • Organization and presentation of data – Tabulation of data: • Frequency distribution • Graphical and tabular presentations
II	4	4	**Measures of central tendency :** • Mean, Median, mode
III	4	5	**Measures of variability**: * Range, Percntiles, average deviation, quartile deviation, standard deviation

Unit	Hours		Course Content
	Theory	Practical	
IV	3	2	**Normal Distribution :** * Probability , Characteristics and application of normal probability curve; sampling error.
	2	2	Cumulative distribution The cumulative frequency graph, Percentiles and percentile ranks The Cumulative percentage curve or Ogive
V	6	8	**Measures of relationship** : • Correlation – need and meaning • Rank order correlation • Scatter diagram method • Product moment correlation • Simple linear regression analysis and prediction.
VI	4	2	**Designs and meaning:** • Experimental designs • Comparison in pairs, randomized block design, Latin squares
VII	8	10	**Significance of statistic and significance of difference between two statistics (testing hypothesis)** • Non parametric test – Chi – square test, Sign median test, Mann-Whitney test. • Parametric test – 't' test, anova, manova, ancova, Pearson's r
VIII	5	5	**Use of statistical methods in psychology and education:** • Scaling – Z Score , Z Scaling • Standard Score and T score • Reliability of test Scores: test-retest method, parallel forms, spilt half method
IX	4	2	**Application of statistics in health:** • ratios, Rates, Trends • Vital health statistics – Birth and death rates. • Measures related to fertility, morbidity and mortality
X	3	6	**Use of computers for data analysis** Use of statistical package.

Activities

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

Methods of Teaching:

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

Methods of Evaluation:

- Test , Classroom statistical exercises

Internal Assessment

Techniques	Weightage 10 marks
Test – (2 tests)	100%

Internal Assessment : Theory

I. Test

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

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

II. **Assignments**

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

ii. Critiquing - 50 marks

Total 100 marks

20% of Assignments – 5 marks

III. Presentation

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

20% of Presentation - **5 marks**

IV. Project work

20% - **5 marks**

References – for Nursing Research and Statistics

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1 Journal of nursing practice and research.

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