



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Soft Skills
Course Code	MNSG 107

Part A

Year	1st	Credits	L	T	P	C
			1	0	0	1
Course Type	Theory only					
Course Category	Open Elective					
Pre-Requisite/s	Students should have the basic knowledge of the soft skills	Co-Requisite/s	Students can be able to implement the process of application.			
Course Outcomes & Bloom's Level	CO1- Identify & perform personal, professional & Social Etiquette(BL1-Remember) CO2- Illustrate Telephone Etiquette(BL2-Understand) CO3- Learn & apply Presentation skills(BL3-Apply) CO4- Be empowered in Public Speaking(BL2-Understand) CO5- Practice appropriate time management and use planning tools(BL3-Apply) CO6- Incorporate Motivational skills in practice(BL3-Apply) CO7- Develop Decision making skill(BL3-Apply)					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Personal Etiquette: <input type="checkbox"/> Grooming and personal hygiene <input type="checkbox"/> Body language- Postures & facial expressions <input type="checkbox"/> Punctuality and respectfulness <input type="checkbox"/> Manners Professional Etiquette: <input type="checkbox"/> Meeting etiquette <input type="checkbox"/> Workplace etiquette <input type="checkbox"/> communication etiquette-Oral & written Social Etiquette: <input type="checkbox"/> What is Social Etiquette? <input type="checkbox"/> Why are social skills important? <input type="checkbox"/> Types of social skills <input type="checkbox"/> Conversational skills - Greetings, listening, interacting <input type="checkbox"/> Common courtesies - Thank you, No thank you, Excuse me, May I <input type="checkbox"/> Social skill defects Other types: <input type="checkbox"/> Classroom etiquette-respectful and punctual, use of cell phone, engagement in the class <input type="checkbox"/> Virtual classroom etiquette <input type="checkbox"/> Social media etiquette	Demonstration return demonstration	4
Unit II	Telephone etiquette: <input type="checkbox"/> Introduce yourself first <input type="checkbox"/> Clarity of speech <input type="checkbox"/> Active listening and take notes <input type="checkbox"/> Use appropriate language <input type="checkbox"/> Remain cheerful	Demonstration return Demonstration	3
Unit III	Presentation Skills: <input type="checkbox"/> Introduction <input type="checkbox"/> Types of Presentation Skills <input type="checkbox"/> Structure <input type="checkbox"/> Importance of Presentation skills <input type="checkbox"/> Making a Presentation <input type="checkbox"/> Delivering a Presentation	Lecture with discussion	
Unit IV	Public Speaking: <input type="checkbox"/> Elements of Public Speaking <input type="checkbox"/> Types of Public Speaking <input type="checkbox"/> How do you begin a speech <input type="checkbox"/> How do you make your speech good <input type="checkbox"/> Factors of Public Speaking	Lecture & Demonstration return Demonstration	2
Unit V	Time management: <input type="checkbox"/> Know how to spend time <input type="checkbox"/> Set priorities <input type="checkbox"/> Using a Planning Tool <input type="checkbox"/> Getting Organised /Schedule time appropriately	Roleplay	2
Unit VI	Motivational skills: <input type="checkbox"/> Forming and Changing Habit <input type="checkbox"/> Gratitude <input type="checkbox"/> Positivity <input type="checkbox"/> Mindfulness	Lecture with discussion	2
Unit VII	Decision making skills: <input type="checkbox"/> What is Decision making skills <input type="checkbox"/> The 5 Decision making skills <input type="checkbox"/> Styles of Decision making <input type="checkbox"/> How to develop decision making	Role play	2
Unit VIII	Team work: <input type="checkbox"/> Differentiate team/teamwork <input type="checkbox"/> Examples of team work skills <input type="checkbox"/> Working with different teams <input type="checkbox"/> Build a team in your workplace environment	Lecture with	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Demonstration return demonstration	Experiments	BL3-Apply	2
Unit II	Demonstration return Demonstration	Experiments	BL3-Apply	2
Unit V	Role Play	Role Play	BL3-Apply	2
Unit VII	Role Play	Role Play	BL3-Apply	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
40	20	30	15	10	5
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Prashant Sharma, Personality Development for Life Success, BPB Publications (30 October 2021); 274 page No
Articles	https://www.forbes.com/advisor/in/business/soft-skills-examples/ Essential Soft Skills
References Books	Alex K ,Soft Skills, BPB Publications (30 October 2021), 240-260 page No.
MOOC Courses	https://www.youtube.com/watch?v=Tiy2LONr050 Soft Skills Course
Videos	https://www.youtube.com/watch?v=Tiy2LONr050 Soft Skills

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	2	1	2	-	2	-	-	-	-	-	-	-	-
CO2	1	1	2	1	1	1	2	-	-	-	-	-	-	-	-
CO3	2	-	2	2	-	2	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Medical_Surgical_Nursing)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	<p>1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.</p>			Co-Requisite/s		Should understand the general medical and surgical procedures, identify the health problems, implement the nursing care,
Course Outcomes & Bloom's Level	<p>CO1- able to Integrate knowledge from nursing and other scientific and Humanistic disciplines as it relates to medical/surgical nursing(BL1-Remember) CO2- understand the participate with the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population.(BL2-Understand) CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development.(BL5-Evaluate) CO4- analyze & integrate technology and information systems to provide safe, effective care to adult populations with any disease condition(BL4-Analyze) CO5- evaluate verbal, non-verbal communication strategies used to communicate with patients and their families.(BL5-Evaluate)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit-1	Introduction: □ Historical development of Medical- Surgical Nursing in India. □ Current status of health and disease burden in India. □ Current concept of health. □ Trends & issues in Medical – Surgical Nursing. □ Ethical & cultural issues in Medical – Surgical Nursing. □ Rights of patients. □ National health policy, special laws & ordinances relating to older people. □ National goals. □ Five year plans. □ National health programs related to adult health.	lecture cum discussion	5 hrs
Unit-2	Health Assessment of patients □ History taking. □ Physical examination of various systems. □ Nutritional assessment. □ Related investigations and diagnostic assessment	Lecture cum discussion, Case Presentations	20 hrs.
Unit-3	Care in hospital settings: □ Ambulatory care. □ Acute and Critical care. □ Long term care. □ Home Health Care. □ Characteristics, care models, practice settings, interdisciplinary team. □ Hospitalization- effects of hospitalization on the patient & family. □ Stressors & reactions related to disease process. □ Nursing care using Nursing process approach.	Lecture cum discussion, Case Presentations	5 hrs.
Unit-4	Management of patients with disorders of Gastro intestinal tract □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment- History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.	Lecture cum discussion, Case Presentations	10 hrs.
Unit-5	Management of patients with disorders of nervous system □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment- History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.	Lecture cum discussion, Case Presentations	10 hrs.

Unit-6	Management of patients with disorders of respiratory system □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.	Lecture cum discussion, Case Presentations	10 hrs.
Unit-7	Management of patients with disorders of cardio vascular system □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.	Lecture cum discussion, Case Presentations	10 hrs.
Unit-8	Management of patients with disorders of blood □ Review of anatomy and physiology. □ Common Disorders- etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies □ Evidence based nursing practice □ Rehabilitation and follow-up	Lecture cum discussion, Case Presentations	5 hrs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit-7	Field Visit	Field work	BL2-Understand	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Brunner & Suddarth's, Textbook of Medical-Surgical Nursing, 13th Edition
Articles	Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure
References Books	Jay peep brothers, Krishnadas K V. Textbook of Medicine, 8th Edition Black and Mattassarini Jacobs, Medical Surgical Nursing: Philadelphia. W.B. Saunders, 5th Edition
MOOC Courses	https://www.lecturio.com/nursing/topics/medical-surgical/
Videos	https://www.youtube.com/watch?v=mhYeO2fwSps

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	1	-	3	2	2	1	2	2	2	2	1	1
CO2	2	1	1	2	2	2	2	2	2	2	3	3	2	1	1
CO3	2	1	2	1	2	2	3	1	2	3	3	2	2	2	2
CO4	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
CO5	2	1	1	2	2	2	1	2	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Education
Course Code	MNSG101[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing			Co-Requisite/s		1. understand have the basic knowledge of health programs, community health talk , visits and be able to identify the community health issues.
Course Outcomes & Bloom's Level	CO1- know, recognize, recall, state the concepts, principles, philosophies and trends in nursing education. (BL1-Remember) CO2- comprehend, distinguish and explain various instructional methods, media, tools and techniques in teaching learning process. (BL2-Understand) CO3- apply, use and relate the principles and steps of guidance and counseling. (BL2-Understand) CO4- identify, compare, differentiate & analyze, the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education. (BL4-Analyze) CO5- compare, explain, interpret & evaluating the nursing curriculum design and management of nursing educational institutions. (BL5-Evaluate) CO6- explain, generate, reconstruct Design a plan for improvement in instructional design, delivery and assessment using modern methods and techniques. (BL6-Create)					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction : □ Education :Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: □ Professional education □ Current trends and issues in education □ Educational reforms and National Educational policy, various educational commissions-reports □ Trends in development of nursing education in India	Lecture cum discussion method	10
Unit II	Teaching – Learning Process □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, 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)	Lecture cum discussion method	20
Unit III	Instructional media and methods □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc	Lecture cum discussion method	10
Unit IV	Measurement and evaluation: □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation	Lecture cum discussion method	10
Unit V	Standardized and non-standardized tests : □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- □ Essay, short answer questions and multiple choice questions. □ Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) □ Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank- preparation, validation, moderation by panel,	Lecture cum discussion method	12

	utilization □ Developing a system for maintaining confidentiality		
Unit VI	Administration, Scoring and Reporting □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis.	Lecture cum discussion method	8
Unit VII	Standardized Tools □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.	Lecture cum discussion method	12
Unit VIII	Nursing Educational programs □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. 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, post basic diploma programs, nurse practitioner programs.	Lecture cum discussion method	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Seminar	Seminar	BL2-Understand	2
Unit X	Field Visit	Field work	BL3-Apply	4
Unit XI	seminar	Seminar	BL3-Apply	5
Unit XII	role play	Role Play	BL2-Understand	3
Unit XIII	visit	Field work	BL3-Apply	5
Unit XIV	field visit	Field work	BL3-Apply	4
UNIT XV	seminar	Seminar	BL2-Understand	5

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
75		75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Gillbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing"
Articles	Duffy, J. R. (2018). Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders (3rd ed.). Springer Publishing Company.
References Books	Broyles, B., Reiss, B., Evans, M., McKenzie, G., Pleunik, S., & Page, R. (2020). Pharmacology in nursing (3rd Australian and New Zealand ed.). Cengage Learning Australia. Brown, D., Buckley, T., Aitken, R. L., & Edwards, H. (Eds.). (2024). Lewis's medical-surgical nursing: Assessment and management of clinical problems (6th Australia and New Zealand ed.). Elsevier Australia.
MOOC Courses	https://www.my-mooc.com/en/categorie/nursing
Videos	https://www.youtube.com/watch?v=leVeWups5sU

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	1
CO2	3	1	3	1	2	3	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	2	2	1	2	2	2	2	1	1	1
CO4	1	1	2	2	1	1	1	1	1	1	2	2	2	3	1
CO5	1	1	2	2	1	1	1	1	1	1	2	2	2	3	1
CO6	1	1	2	1	3	1	1	1	2	3	1	3	2	1	1



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Education
Course Code	MNSG101[P]

Part A

Year	1st	Credits	L	T	P	C	
			0	0	5	5	
Course Type	Embedded theory and field work						
Course Category	Foundation core						
Pre-Requisite/s	<p>1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.</p> <p>2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.</p> <p>4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing</p>			Co-Requisite/s		<p>1. understand have the basic knowledge of health programs, community health talk , visits and be able to identify the community health issues. Should have the basics of community health Nursing in B,Sc Nursing</p>	
Course Outcomes & Bloom's Level	<p>CO1- know, recognize, recall, state the concepts, principles, philosophies and trends in nursing education.(BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain various instructional methods, media, tools and techniques in teaching learning process.(BL2-Understand)</p> <p>CO3- .apply use and relate the principles and steps of guidance and counseling.(BL3-Apply)</p> <p>CO4- identify, compare, differentiate & analyze, the existing nursing educational programs, their problems, issues and future trends and identifying research priorities in nursing education.(BL4-Analyze)</p> <p>CO5- compare, explain, interpret & evaluating the nursing curriculum design and management of nursing educational institutions.(BL5-Evaluate)</p> <p>CO6- explain, generate, reconstruct Design a plan for improvement in instructional design, delivery and assessment using modern methods and techniques.(BL6-Create)</p>						
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education)				

Part B

Modules	Contents	Pedagogy	Hours
Unit II	Teaching – Learning Process □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, 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)	MICRO TEACHING, SEMINAR	30
Unit III	Instructional media and methods □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids – types, uses, selection, preparation, utilization. □ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc	Micro teaching Field Work	10
Unit V	Standardized and non-standardized tests : □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- □ Essay, short answer questions and multiple choice questions. □ Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) □ Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank-preparation, validation, moderation by panel, utilization □ Developing a system for maintaining confidentiality	Panel Discussion, Case Study	10
Unit VI	Administration, Scoring and Reporting □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis.	Micro Teaching Quiz,	5
Unit VII	Standardized Tools □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities	Panel Discussion, Field Work	6
Unit VIII	Nursing Educational programs □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N)	Academic Visit	6

	programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.		
Unit 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. X 10 10 Curriculum Development □ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. □ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. □ Equivalency of courses: Transcripts, credit system	Field work	10
Unit XI	Teacher preparation □ Teacher – roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional teacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India.	Seminar, Field Work	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	Micro Teaching	Field work	BL2-Understand	4
Unit III	Seminar	PBL	BL3-Apply	3
Unit V	Micro Teaching	PBL	BL2-Understand	4
Unit VI	Micro Teaching	PBL	BL4-Analyze	4
Unit VIII	Lesson Planning	Field work	BL2-Understand	8
Unit X	Field Visit	Experiments	BL5-Evaluate	8
Unit XI	clinical Method	PBL	BL4-Analyze	8

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	1 Gillbret. J .J Gillbret, J.J., "Educational Handbook For Health Personnel, W.H.O. Geneva, 1997 3rd Edition 2 Heidgerken E. Loretta "Teaching & Learning in Schools of Nursing" 12th Edition
Articles	https://journals.healio.com/journal/jne https://journals.lww.com/neponline/toc/publishahead
References Books	Taylor, C. (with Stockert, P. A.). (2024). Sleep. In B. J. Astle, W. Duggleby, P. A. Potter, P. A. Stockert, A. G. Perry, & A. M. Hall (Eds.), Canadian fundamentals of nursing (7th ed., pp. 1073-1096). Elsevier. Textbook of Nursing Education ,Latha Venkatesan, Poonam Joshi Elsevier Health Sciences, 31 Oct 2015, 1st Edition
MOOC Courses	MICROTEACHING SKILLS, LESSON PLANNING, AND ACTION RESEARCH https://mooc.upsi.edu.my/course/view.php?id=75
Videos	https://www.youtube.com/watch?v=leVeWups5sU https://www.youtube.com/watch?v=okuVcdja0os

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	1
CO2	3	1	3	1	2	3	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2
CO4	1	1	2	2	1	1	1	1	1	1	2	2	2	3	1
CO5	1	1	2	1	3	1	1	1	2	3	1	3	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Obstetrical_Nursing)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing			Co-Requisite/s		Should be able to conduct and assist the stages of labor health programs related to mother and child Care, identify the basic health issues in mother and child care, implement.
Course Outcomes & Bloom's Level	CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember) CO2- comprehend, distinguish and explain knowledge and skills in implementing (BL2-Understand) CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply) CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze) CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics. <input type="checkbox"/> CO6: explain the evidence-based nursing practice in the field of Obstetrical Nursing and (BL5-Evaluate) CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as independent Midwifery Nurse Practitioner. (BL6-Create)					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG6(Clean water and sanitation) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction □ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child health □ Magnitude of maternal and child health problems □ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors □ Preventive obstetrics □ National health and family welfare programmes related to maternal and child health: health care delivery system- National Rural health mission, Role of NGO's □ Theories, models and approaches applied to midwifery practice □ Role and scope of midwifery practice: Independent Nurse midwifery practitioner □ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders □ Evidence based midwifery practice □ Research priorities in obstetric and gynaecological nursing.	lecture cum discussion	10
Unit 2	Human reproduction □ Review of anatomy and physiology of human reproductive system: male and female □ Hormonal cycles □ Embryology □ Genetics, teratology and counseling □ Clinical implications	ecture cum discussion	15
Unit 3	Pregnancy □ Maternal adaptation : Physiological, psychosocial • Assessment – Maternal and foetal measures Maternal measures:History taking , examination-General,physical and obstetrical measure, identification of high risk, • Foetal measure-clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AchE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)), • Biophysical- (US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test(NST), Contraction stress test(CST), amnioscopy, foetoscopy, • Radiological examination, □ Interpretation of diagnostic tests and nursing implications □ Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery , choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer □ Alternative/complementary therapies	ecture cum discussion	25
Unit 4	Normal Labour and nursing management: □ Essential factors of labour □ Stages and onset First stage: Physiology of normal labour • Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour • Nursing management Second stage • Physiology , intrapartum monitoring • Nursing management. • Resuscitation , immediate newborn care and initiate breast	ecture cum discussion	25

	feeding (Guidelines of National neonatology forum of India) Third stage • Physiology and nursing management Fourth stage – Observation, critical analysis and Nursing management. • Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention Role of nurse midwifery practitioner • Alternative/complementary therapies		
Unit 5	Normal puerperium and nursing management □ Physiology of puerperium □ Physiology of lactation, lactation management, exclusive breast feeding ,Baby friendly hospital initiative(BFHI) □ Assessment of postnatal women . □ Minor discomforts and complications of puerperium □ Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain □ Evidence based studies Role of nurse midwifery practitioner • Alternative/complementary therapies	ecture cum discussion	20
Unit 6	Normal Newborn □ Physiology and characteristics of normal newborn □ Physical and Behavioural assessment of newborn □ Needs of newborn □ Essential newborn care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU □ Observation and care of newborn □ Parenting process	ecture cum discussion	20
Unit 7	Pharmacodynamics in obstetrics □ Drugs used in pregnancy, labour, post partum and newborn □ Calculation of drug dose and administration □ Effects of drugs used □ Anaesthesia and analgesia in obstetrics □ Roles and responsibilities of midwifery nurse practitioner □ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW	ecture cum discussion	10
Unit 8	Family welfare services □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems □ Recent advancement in contraceptive technology □ Role of nurses in family welfare programmes in all settings □ Role of independent nurse midwifery practitioner □ Family life education □ Evidence based studies □ Information, Education and Communication(IEC) □ Management information and evaluation system(MIES) □ Teaching and supervision of health team members	ecture cum discussion	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit 1	led care unit modal	PBL	BL6-Create	15
unit 5	Describe the physiology of puerperium <input type="checkbox"/> Describe the management of women during <input type="checkbox"/> post- natal period Assessment and management of women during post natal period: Normal puerperium <input type="checkbox"/> Physiology, Duration &management <input type="checkbox"/> Postnatal assessment <input type="checkbox"/> Promoting physical andemotional well-being <input type="checkbox"/> Post natal diet and exercise <input type="checkbox"/> Minor disorders of puerperium <input type="checkbox"/> Lactation management <input type="checkbox"/> Immunization <input type="checkbox"/> Family dynamics after child- birth: Family welfare services; methods, counseling, Follow-up Records and reports	PBL	BL2-Understand	5
unit 7	Describe the Identification and management of <input type="checkbox"/> women with highrisk pregnancy High-risk pregnancy - assessment & management <input type="checkbox"/> Screening and assessment: Ultrasonics, cardiotomography, NST, CST, non-invasive , invasive & Newer modalities of diagnosis <input type="checkbox"/> Levels of care; primary, secondaryand tertiary levels <input type="checkbox"/> Disorders of pregnancy <input type="checkbox"/> Hyper-emesis gravidarum <input type="checkbox"/> Bleeding in early pregnancy: abortion, ectopicPregnancy, vesicular mole <input type="checkbox"/> Ante- partum hemorrhage <input type="checkbox"/> Pregnancy induced hypertension <input type="checkbox"/> Gestational Diabetes Mellitus <input type="checkbox"/> Hydramnios <input type="checkbox"/> Rh incompatibility <input type="checkbox"/> Mental disorders <input type="checkbox"/> Multiple pregnancy <input type="checkbox"/> Abnormalities of placenta andcord <input type="checkbox"/> Intra- uterine growth- retardation <input type="checkbox"/> Gynaecological diseases complicating pregnancy: Uterine abnormality and displacement <input type="checkbox"/> Medical and surgical conditions complicating pregnancy <input type="checkbox"/> Lecture discussion <input type="checkbox"/> Demonstrate using videofilms,scan reports, partograph etc <input type="checkbox"/> Case discussion/presentation <input type="checkbox"/> Health talk <input type="checkbox"/> Practice Session <input type="checkbox"/> Supervised Clinical practice <input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessmentof skills with check list <input type="checkbox"/> Assessment of patient management problems ITM UNIVERSITY, GWALIOR <input type="checkbox"/> Infections, RTI (STD), UTI,HIV, TORCH, <input type="checkbox"/> Adolescent pregnancy, Elderly primi and grand multipara <input type="checkbox"/> Nursing management of mothers with high- risk pregnancy <input type="checkbox"/> Maintenance of Records andReport	PBL	BL6-Create	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100		75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	1. Buckley Kathleen and Kulb Nancy W, " high Risk Maternity Nursing Manual" Edn, Williams & Wilkin, 1993, Philadelphia.
Articles	Midwifery research in reproductive health investigates a range of issues such as menstruation, pregnancy, childbirth, menopause and related challenges.
References Books	Dawn C.S, " Textbook of Obstetrics and Neonatology", Dawn Books, Calcutta. GoodnerBrenda, " Concepts of Obsterics Nursing", I edn, Skidmore, Roth Publishing, INC ,1994, Texas
MOOC Courses	https://www.indiannursingcouncil.org/uploads/pdf/167645674026842941863ecb32465cc8.pdf https://www.indiannursingcouncil.org/uploads/pdf/167645674026842941863ecb32465cc8.pdf Nurse Practitioner Midwifery (NPM) Educator Program
Videos	https://www.youtube.com/watch?v=NphviVNeCwA

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	3
CO2	3	1	2	3	1	2	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	3	1	2	3	1	2	3	1	1	2
CO4	2	2	1	1	1	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Paediatric)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.	Co-Requisite/s	1. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing I year.			
Course Outcomes & Bloom's Level	CO1- recall internationally accepted rights of the child, National policy and National programmes related to child health and welfare. (BL1-Remember) CO2- observe and interpret changing trends in hospital care. (BL2-Understand) CO3- apply principles of growth and developmental milestones from birth to adolescence. (BL3-Apply) CO4- identify and illustrate different defects and systematic diseases of child health. (BL4-Analyze) CO5- evaluate the effectiveness of the nursing interventions by reviewing the expected outcomes to determine if they were met by the time frames indicated. (BL5-Evaluate)					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Historical development of Pediatrics and Pediatric Nursing in India; □ Current status of child health in India; □ Trends in Pediatrics and Pediatric Nursing, □ Ethical and cultural issues in pediatric care □ Rights of children □ National health policy for children, special laws and ordinances relating to children. □ National goals, □ Five year plans, □ National health programs related to child health.	Lecture Cum Discussion	10 hrs
Unit II	Assessment of pediatric clients □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment	Lecture Cum Discussion	10 hrs
Unit III	Hospitalized child □ Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family □ Stressors and reactions related to developmental stages, play activities for ill hospitalized child. □ Nursing care of hospitalized child and family -principles and practices	Lecture cum Discussuion	10 hrs
Unit IV	Pre-natal Pediatrics □ Embryological and fetal development, Prenatal factors influencing growth and development of fetus, □ Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling, □ Importance of prenatal care and role of pediatric nurse.	Seminar / Presentations	15 hrs
Unit V	Growth and Development of children □ Principles of growth and development, □ Concepts and theories of growth and development, □ Developmental tasks and special needs from infancy to adolescence, developmental milestones, □ Assessment of growth and development of pediatric clients, □ Factors affecting growth and development.	Lecture cum Discussions	15 hrs
Unit VI	Behavioral Pediatrics and Pediatric Nursing □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure to thrive, child abuse, the battered child, □ Common behavioral problems and their management, □ Child guidance clinic.	Lecture cum Discussions	15 hrs
Unit VII	Preventive Pediatrics and Pediatric Nursing □ Concept, aims and scope of preventive pediatrics, □ Maternal health and its influence on child health antenatal aspects of preventive pediatrics, □ Immunization, expanded program on immunization/ universal immunization program and cold chain, □ Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative	Seminar / Presentations	15 hrs

	and exclusive breast feeding, □ Health education, nutritional education for children □ Nutritional programs □ National and international organizations related to child health, Role of pediatric nurse in the hospital and community.		
Unit VIII	Neonatal Nursing □ New born baby- profile and characteristics of the new born, □ Assessment of the new born, □ Nursing care of the new born at birth, care of the new born and family, □ High risk newborn- pre term and term neonate and growth retarded babies, □ Identification and classification of neonates with infections, HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. □ High risk new born- Identification, classification and nursing management □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU	Lecture cum Discussion	30 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	Assessment of pediatric clients □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment	Field work	BL3-Apply	60 hrs
Unit VII	Immunization, expanded program on immunization/ universal immunization program	Field work	BL3-Apply	60 hrs
Unit VIII	Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU	Field work	BL3-Apply	60 hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Marlow, Dorothy R.. (1977). Textbook of Pediatric Nursing . Philadelphia: W.B. Saunders Company.
Articles	https://www.ncbi.nlm.nih.gov/books/NBK335/
References Books	Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Nursing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.)
MOOC Courses	https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support
Videos	4 Wix Studio features you gotta know For web pros wix.com Create now Sponsored · 1:17 wix.com 4 0:01 / 1:18 Growth and Development of Infants, Toddlers, Preschoolers and School Aged Children(https://www.youtube.com/watch?v=JEAR8PIDXXc)

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	3	1	2	2	3	2	1	2	3	1	2	3	2
CO2	2	2	3	1	1	1	2	1	2	2	3	2	1	3	1
CO3	1	2	2	2	1	3	1	2	3	3	1	2	2	3	1
CO4	1	2	2	1	3	3	1	3	3	2	3	2	2	2	3
CO5	2	1	2	1	2	1	3	1	1	2	2	3	2	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Psychiatric)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing			Co-Requisite/s		Should understand the general psychology and psychiatry problems in nursing
Course Outcomes & Bloom's Level	CO1- Students will able to identify the trends and issues in the field of psychiatry and • psychiatric nursing(BL1-Remember) CO2- Student will understand of dynamics of personality development and human • behaviour.(BL2-Understand) CO3- Students will demonstrate thetherapeutic communications skills and role of psychiatric nurse practitioner in all interactions(BL3-Apply) CO4- Students can analyze & Integrate psycho pharmacological agents, their effects and nurses role(BL4-Analyze) CO5- Students will assess, and demonstratenursing process approach in caring for patients with mental disorders(BL5-Evaluate) CO6- Students can Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing(BL6-Create)					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓		SDG (Goals)		SDG4(Quality education) SDG7(Affordable and clean energy)	

Part B

Modules	Contents	Pedagogy	Hours
Unit- I	Introduction 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 □ Standards of Psychiatric nursing □ Challenges and Scope of psychiatric nursing □ Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded	lecture cum discussion	15 hrs.
Unit -II	Concepts of Psychobiology The Nervous System: • An Anatomical Review • The Brain and limbic system • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing	lecture cum discussion	10 hrs.
Unit- III	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	lecture cum discussion	10 hrs.
Unit- IV	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 the Environment. □ Stress management	lecture cum discussion	5 hrs.
Unit- V	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 its phases ; Conditions essential to development of a therapeutic relationship □ Therapeutic impasse and its management	Lecture Cum Discussion ,Demonstration	10 hrs.
Unit- VI	Assertive Training Assertive Communication □ Basic Human Rights □ Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) □ Behavioral	Lecture Cum Discussion □□Demonstration	10 hrs,

	Components of Assertive Behavior □ Techniques that Promote Assertive Behavior □ Thought-Stopping Techniques Method Role of The Nurse		
Unit- VII	Promoting Self-Esteem Components of Self-Concept □ The Development of Self-Esteem □ The Manifestations of Low-Self-Esteem □ Boundaries Role of The Nurse	Lecture Cum Discussion	10 hrs.
Unit- VIII	The nursing process in psychiatric/mental health nursing Mental health assessment- History taking, mental status examination □ Physical and neurological examination □ Psychometric assessment □ Investigations, Diagnosis and Differential diagnosis □ Interpretation of investigations □ Nurse's role □ Nursing case management • Critical pathways of care □ Documentation • Problem-oriented recording • Focus charting • The PIE method	Lecture Cum Discussion ,Demonstration	10 hrs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
IV	Stress and its management	Case Study	BL2-Understand	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	100	75	38	25	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	0	100	50	100	50

Part E

Books	Stuart, G.W. and Laraia, M.T, Principles and Practice of Psychiatric Nursing, 8th edition edition, India : elesvier, 2008.
Articles	https://onlinelibrary.wiley.com/journal/13652850 Mental health patients' preferences regarding restrictive interventions: An integrative review
References Books	Morgan, C.t, Introduction to Psychology, 7th Edition Kapoor Bimla, Textbook of psychiatry Nursing 13thEdition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://www.indiannursingcouncil.org/uploads/pdf/170531167814220981465a4fdbebbe01.pdf Mental Health Training for Nurses
Videos	https://www.youtube.com/watch?v=dp0Xu3Tp6kU Psychiatry Lecture Series

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	-	-	-	-	-	-	-	-
CO2	3	1	2	3	1	2	1	-	-	-	-	-	-	-	-
CO3	2	2	2	2	2	3	1	-	-	-	-	-	-	-	-
CO4	2	2	1	1	1	2	2	-	-	-	-	-	-	-	-
CO5	2	1	3	1	1	2	2	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Advance Nursing
Course Code	MNSG102[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	7	17
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	<p>1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. 5.Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.</p>			Co-Requisite/s		Should understand the basics of all the nursing procedures, Nursing theories and Identify the health problems
Course Outcomes & Bloom's Level	<p>CO1- To remember the code of ethics, concepts and various theories, trends of advance Nursing practice.(BL1-Remember)</p> <p>CO2- To understand the holistic care, competent nursing care, extended role of nursing and its relation to evidence based patient care and elaborate the role of the Nurse in the Hospital settings.(BL2-Understand)</p> <p>CO3- To understand the importance of nursing process, health care system and its applications on the patient in the hospital settings.(BL3-Apply)</p> <p>CO4- To provide evidence based practice, advance pre and post operative care and to enable students to analyze on the patient in the hospital settings.(BL4-Analyze)</p> <p>CO5- To evaluate the applications of nursing process and theories such as case study and research based clinical practices.(BL5-Evaluate)</p> <p>CO6- To apply the understanding of advance nursing procedures to evaluation in quality patient care in various hospital settings.(BL6-Create)</p>					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Nursing as a Profession □ 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.	Lecture Demonstration Group discussion Role Plays	10
Unit II	Health care delivery □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non□governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine	Lecture Demonstration Debate Case Presentation	5
Unit III	Genetics □ Review of cellular division, mutation and law of inheritance, human genome project ,The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing.	Audio/Video clips, group discussion, lecture with ppt, classroom presentations	10
Unit IV	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	Lecture Demonstration Exposure to field visit	10
Unit V	Bio-Psycho social pathology □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage]and shock, altered body temperature, unconsciousness, sleep pattern and its	AudLecture Demonstration Debate Case Presentationio/Video clips, group discussion, lecture with ppt, quiz	20

	disturbances, pain, sensory deprivation. □ Treatment aspects: pharmacological and pre- post operative care aspects, □ Cardio pulmonary resuscitation. □ End of life Care □ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. □ Role of nurse- Evidence based nursing practice; Best practices □ Innovations in nursing		
Unit VI	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, etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. □ Evidence based practice model.	Lecture Demonstration Case Presentation Panel discussion Demonstration Field Visit	10
Unit VII	Philosophy and Theories of Nursing □ Values, Conceptual models, approach. 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 etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. Evidence based practice model	Lecture Demonstration Panel discussion Exposure to field Visit	10
Unit VIII	Nursing process approach □ Health Assessment- illness status of patients/clients (Individuals, 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.	Lecture Demonstration Case Presentation Panel discussion	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Role Play	PBL	BL2-Understand	3
Unit II	Debate	PBL	BL3-Apply	4
Unit III	Group Discussion	PBL	BL4-Analyze	3
Unit IV	Field Visit	PBL	BL5-Evaluate	5
Unit V	Quiz	PBL	BL3-Apply	3
Unit VI	Debate	PBL	BL2-Understand	2
Unit VII	Field Visit	PBL	BL3-Apply	5
Unit VIII	Panel Discussion	PBL		4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
75		75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	1 Stanley, J. M. 1. (2011). Advanced practice nursing: emphasizing common roles. 3rd ed. Philadelphia, F.A. Davis. 2 Potter & Perry Nursing Foundation 6th Edition
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4660397/ https://journals.lww.com/advancesinnursingscience/pages/default.aspx
References Books	LoBiondo-Wood, G., & Haber, J. (Eds.). (2013). Nursing research in Canada: Methods, critical appraisal, and utilization (3rd Cdn. ed.) (C. Cameron & M. D. Singh, Cdn. Adapt.). Elsevier Canada. Astle, B. J., Duggleby, W., Potter, P. A., Stockert, P. A., Perry, A. G., & Hall, A. M. (Eds.). (2024). Canadian fundamentals of nursing (7th ed.). Elsevier.
MOOC Courses	https://advclinical.org/ advance clinical training
Videos	https://www.youtube.com/watch?v=bcXztQiiN10 https://www.youtube.com/watch?v=JIAXQTAHzzw2

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	3
CO2	3	1	2	3	1	1	2	3	3	1	3	1	2	2	2
CO3	2	2	2	2	2	3	1	2	3	1	2	3	1	1	2
CO4	2	2	1	1	1	1	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Research and Statistics
Course Code	MNSG103[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	4	14
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.	Co-Requisite/s	Have the basics of nursing research in B.sc nursing Have conducted a project in B.sc Nursing.			
Course Outcomes & Bloom's Level	<p>CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research.(BL1-Remember)</p> <p>CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research.(BL2-Understand)</p> <p>CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research.(BL3-Apply)</p> <p>CO4- identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research.(BL4-Analyze)</p> <p>CO5- compare, explain, interpret & evaluate the various methods of data collection and tools.(BL5-Evaluate)</p> <p>CO6- explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research.(BL6-Create)</p>					
Course Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	Introduction: □ Methods of acquiring knowledge – problem solving and scientific method. □ 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 □ Concept of evidence based practice □ Ethics in research □ Overview of Research process	lecture cum discussion	10
unit 2	Review of Literature □ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.	lecture cum discussion	5
unit 3	Research Approaches and designs □ Type: Quantitative and Qualitative □ Historical, survey and experimental –Characteristics, types advantages and disadvantages □ Qualitative: Phenomenology, grounded theory, ethnography	group discussion	12
unit 4	Research problem: □ Identification of research problem □ Formulation of problem statement and research objectives □ Definition of terms □ Assumptions and delimitations □ Identification of variables □ Hypothesis – definition, formulation and types.	lecture cum discussion	10
unit 5	Developing theoretical/conceptual framework. □ Theories: Nature, characteristics, Purpose and uses □ Using, testing and developing conceptual framework, models and theories.	lecture cum discussion	5
unit 6	Sampling □ Population and sample □ Factors influencing sampling □ Sampling techniques □ Sample size □ Probability and sampling error □ Problems of sampling	lecture cum discussion	6
unit 7	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	discussion	20
unit 8	Implementing research plan □ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data	seminar	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
15	Field visits	Field work	BL2-Understand	

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Neeraja K.P, Text Book of Nursing Education, Jaypee Brothers, new Delhi.
Articles	Japan has been accepting foreign nurse candidates since 2008 under Economic Partnership Agreements (EPAs). As globalisation progresses, nurses from diverse backgrounds are expected to play an active role in th... Authors:Kazuko Tanaka and Koichi Yoshimura Citation:BMC Nursing 2024 23:228 Content type:Research Published on: 3 April 2024
References Books	Polit, D.F. & Beck, C.T. (2017). Nursing research: Generating and assessing evidence for nursing practice. Wolters Kluwer. In-Text Reference: (Polit & Beck, 2017)
MOOC Courses	https://globalresearchnurses.tghn.org/elearning/ Global Research Nurses
Videos	https://www.youtube.com/watch?v=NOz0TLIGJJK

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	1	3	2	2	3	1	3	1	3	2	3	3
CO2	2	3	1	3	1	2	3	1	3	1	3	1	2	2	2
CO3	2	3	1	2	3	2	3	1	2	1	2	3	1	1	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Clinical Speciality-I (Practical)
Course Code	MNSG104[P]

Part A

Year	1st	Credits	L	T	P	C
			0	0	22	22
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.			Co-Requisite/s		should be able to understand the basic of community in B.Sc nursing
Course Outcomes & Bloom's Level	CO1- appreciate the history and development in the field of Community Health and Community Health Nursing. (BL1-Remember) CO2- describe the role and responsibilities of community health nurse in various national health and family welfare programmes. (BL2-Understand) CO3- apply epidemiological concepts and principles in community health nursing practice apply recent technologies and care modalities while delivering community health nursing care. (BL3-Apply) CO4- analyze comprehensive and focused assessments (physical, psychosocial, socioeconomic, political, developmental, spiritual) of diverse communities, groups, and populations. (BL4-Analyze) CO5- evaluate one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors in a multicultural environment (BL5-Evaluate) CO6- use decision making skills, including the nursing process and problem-solving processes, using developmentally and culturally appropriate approaches. (BL6-Create)					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit II	Teaching – Learning Process □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, 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)	MICRO TEACHING, SEMINAR	30

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	Sub-centre, PHC, CHC	Field work	BL3-Apply	360 Hrs
Unit II	District family welfare bureau	Field work	BL3-Apply	30 Hrs
unit III	Urban centers	Field work	BL3-Apply	180 Hrs
Unit IV	Field visits	Field work	BL3-Apply	90 Hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	KK Gulani principals and practices community health nursing. PV textbook of community health nursing. K park textbook of community health nursing. BT Basavanthappa textbook of community health nursing.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8392611/ https://ajph.aphapublications.org/doi/10.2105/AJPH.2022.306873
References Books	Nies, Mary A., and Melanie McEwen, editors. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed., Saunders 2018. Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). Saunde
MOOC Courses	https://elearning.nidm.gov.in Disaster Management training
Videos	https://in.video.search.yahoo.com/search/video;_ylt=AwrPo.epjBNma_IWEHW7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA p=community+health+nursing+filed+visit+vedio&fr2=piv-w Community health Nursing - Introduction

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	1	2	2	2	3	1	3	2	3	3
CO2	2	1	1	1	2	2	2	1	3	1	2	2	2	3	3
CO3	1	3	1	1	2	2	1	3	3	1	2	1	1	2	2
CO4	2	2	2	2	2	1	2	2	2	2	1	3	1	2	2
CO5	2	1	1	1	1	2	2	1	2	2	2	2	2	3	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Medical_Surgical_Nursing)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[P]

Part A

Year	1st	Credits	L	T	P	C
			0	0	22	22
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	<p>1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.</p>			Co-Requisite/s		Should understand the general medical and surgical procedures, identify the health problems, implement the nursing care,
Course Outcomes & Bloom's Level	<p>CO1- able to Integrate knowledge from nursing and other scientific and Hu(BL1-Remember) CO2- understand the participate with the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population.(BL2-Understand) CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development.(BL3-Apply) CO4- analyze & integrate technology and information systems to provide safe, effective care to adult populations with any disease condition(BL4-Analyze) CO5- evaluate verbal, non-verbal communication strategies used to communicate with patients and their families(BL5-Evaluate)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG13(Climate action)			

Part B

Modules	Contents	Pedagogy	Hours
1	General Medical Ward	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment	120 hrs.
2	General Surgical Ward	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment	120 hrs.
3	ICUs	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment	120 hrs.
4	Oncology	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment Nutritional Assessment <input type="checkbox"/> Health Education related to disease conditions	60 hrs.
5	Ortho	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment	60 hrs.
6	Cardio	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment	60 hrs.
7	Emergency Department	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment Nutritional Assessment <input type="checkbox"/> Health Education related to disease conditions	60 hrs.
8	Neuro	Clinical presentations <input type="checkbox"/> History taking <input type="checkbox"/> Health Assessment Nutritional Assessment <input type="checkbox"/> Health Education related to disease conditions	60 hrs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	Experiments	Experiments	BL2-Understand	5 hrs.

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	100				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	0	100	50	100	50

Part E

Books	Brunner & Suddarth's Textbook Of Medical Surgical Nursing, (South Asian Edition)- 2
Articles	Registered nurses' perceptions of their roles in medical-surgical units: A qualitative study
References Books	Medical-Surgical Nursing 2nd Edition, Kochuthresiamma Thomas
MOOC Courses	https://www.indiannursingcouncil.org/e-learning
Videos	https://www.youtube.com/watch?v=VWamhZ8vTL4 Cardiovascular System 1, Heart, Structure and Function

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	1	1	2	1	1	1	1	1	1	1	2	1
CO2	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
CO4	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1
CO5	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Psychiatric)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing			Co-Requisite/s		Should understand the general psychology and psychiatry problems in nursing
Course Outcomes & Bloom's Level	<p>CO1- Students will able to identify the trends and issues in the field of psychiatry and • psychiatric nursing(BL1-Remember)</p> <p>CO2- Student will understand of dynamics of personality development and human • behaviour.(BL2-Understand)</p> <p>CO3- Students will demonstrate thetherapeutic communications skills and role of psychiatric nurse practitioner in all interactions(BL3-Apply)</p> <p>CO4- Students can analyze & Integrate psycho pharmacological agents, their effects and nurses role(BL4-Analyze)</p> <p>CO5- Students will assess, and demonstratenursing process approach in caring for patients with mental disorders(BL5-Evaluate)</p> <p>CO6- Students can Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing(BL6-Create)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education) SDG7(Affordable and clean energy)			

Part B

Modules	Contents	Pedagogy	Hours
Unit- I	Introduction 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 □ Standards of Psychiatric nursing □ Challenges and Scope of psychiatric nursing □ Multi-disciplinary team and role of nurse Role of psychiatric nurse- extended and expanded	lecture cum discussion	15 hrs.
Unit -II	Concepts of Psychobiology The Nervous System: • An Anatomical Review • The Brain and limbic system • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing	lecture cum discussion	10 hrs.
Unit- III	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	lecture cum discussion	10 hrs.
Unit- IV	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 the Environment. □ Stress management	lecture cum discussion	5 hrs.
Unit- V	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 its phases ; Conditions essential to development of a therapeutic relationship □ Therapeutic impasse and its management	Lecture Cum Discussion ,Demonstration	10 hrs.
Unit- VI	Assertive Training Assertive Communication □ Basic Human Rights □ Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) □ Behavioral	Lecture Cum Discussion □□Demonstration	10 hrs,

	Components of Assertive Behavior □ Techniques that Promote Assertive Behavior □ Thought-Stopping Techniques Method Role of The Nurse		
Unit- VII	Promoting Self-Esteem Components of Self-Concept □ The Development of Self-Esteem □ The Manifestations of Low-Self-Esteem □ Boundaries Role of The Nurse	Lecture Cum Discussion	10 hrs.
Unit- VIII	The nursing process in psychiatric/mental health nursing Mental health assessment- History taking, mental status examination □ Physical and neurological examination □ Psychometric assessment □ Investigations, Diagnosis and Differential diagnosis □ Interpretation of investigations □ Nurse's role □ Nursing case management • Critical pathways of care □ Documentation • Problem-oriented recording • Focus charting • The PIE method	Lecture Cum Discussion ,Demonstration	10 hrs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
IV	Stress and its management	Case Study	BL2-Understand	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	100	75	38	25	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	0	100	50	100	50

Part E

Books	Stuart, G.W. and Laraia, M.T, Principles and Practice of Psychiatric Nursing, 8th edition edition, India : elesvier, 2008.
Articles	https://onlinelibrary.wiley.com/journal/13652850 Mental health patients' preferences regarding restrictive interventions: An integrative review
References Books	Morgan, C.t, Introduction to Psychology, 7th Edition Kapoor Bimla, Textbook of psychiatry Nursing 13thEdition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://www.indiannursingcouncil.org/uploads/pdf/170531167814220981465a4fdbebbe01.pdf Mental Health Training for Nurses
Videos	https://www.youtube.com/watch?v=dp0Xu3Tp6kU Psychiatry Lecture Series

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	-	-	-	-	-	-	-	-
CO2	3	1	2	3	1	2	1	-	-	-	-	-	-	-	-
CO3	2	2	2	2	2	3	1	-	-	-	-	-	-	-	-
CO4	2	2	1	1	1	2	2	-	-	-	-	-	-	-	-
CO5	2	1	3	1	1	2	2	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Obstetrical_Nursing)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[P]

Part A

Year	1st	Credits	L	T	P	C
			0	0	22	22
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.			Co-Requisite/s		Should be able to conduct and assist the stages of labor health programs related to mother and child Care, identify the basic health issues in mother and child care, implement.
Course Outcomes & Bloom's Level	CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing.(BL1-Remember) CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting.(BL2-Understand) CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care(BL3-Apply) CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community.(BL4-Analyze) CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics.(BL5-Evaluate) CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as independent Midwifery Nurse Practitioner.(BL6-Create)					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
unit-1	Introduction: □ Historical development of Medical- Surgical Nursing in India. □ Current status of health and disease burden in India. □ Current concept of health. □ Trends & issues in Medical – Surgical Nursing. □ Ethical & cultural issues in Medical – Surgical Nursing. □ Rights of patients. □ National health policy, special laws & ordinances relating to older people. □ National goals. □ Five year plans. □ National health programs related to adult health.	lecture cum discussion	5 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit 1	Anetenatal Wards & OPDs	Field work	BL2-Understand	120
unit 2	Labour Room	Field work	BL2-Understand	150
unit 3	Postnatal Ward	Field work	BL3-Apply	60
unit 4	Family Planning Clinics	Field work		60
unit 5	PHC/Rural maternity settings	Field work		120
unit 6	Gynae	Field work		60
unit 7	Maternity OT	Field work		60
unit 8	NICU	Field work		30

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	Dutta (DC) Textbook of Obstetrics 13th Edition.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4061621/
References Books	Lowdermilk Maternity Nursing, Mosby 7th Edition. New Delhi : Jaypee Brothers
MOOC Courses	https://www.maternity.dk/safedeliveryprogramme/training-methods/ Training Methods
Videos	A career in midwifery - YouTube www.youtube.com › watch

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	3
CO2	3	1	2	3	1	2	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	3	1	2	3	1	2	3	1	1	2
CO4	2	2	1	1	1	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Paediatric)

Title of the Course	Clinical Specialty-I
Course Code	MNSG104[P]

Part A

Year	1st	Credits	L	T	P	C
			0	0	22	22
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	<p>1.The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council. 2.The minimum education requirements shall be the passing of : B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks. 3.The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council. 4.Minimum one year of work experience after Basic B.Sc. Nursing. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.</p>			Co-Requisite/s		<p>1. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the B.sc Nursing I year.</p>
Course Outcomes & Bloom's Level	<p>CO1- Minimum one year of work experience prior or after Post Basic B.Sc. Nursing. (BL1-Remember) CO2- observe and interpret changing trends in hospital care. (BL2-Understand) CO3- apply principles of growth and developmental milestones from birth to adolescence. (BL3-Apply) CO4- identify and illustrate different defects and systematic diseases of child health. (BL4-Analyze) CO5- evaluate the effectiveness of the nursing interventions by reviewing the expected outcomes to determine if they were met by the time frames indicated. (BL5-Evaluate)</p>					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)		SDG4(Quality education) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG17(Partnerships for the goals)		

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings - Expanded and extended	Lecture cum Discussion	5 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Pediatric Medicine Ward	Field work	BL3-Apply	120 hrs
II	Pediatric Surgery Ward	Field work	BL3-Apply	120 hrs
III	Labor Room/Maternity Ward	Field work	BL3-Apply	60 hrs
IV	Pediatric OPD	Field work	BL3-Apply	60 hrs
V	NICU	Field work	BL3-Apply	120 hrs
VI	Creche	Field work	BL3-Apply	30 hrs
VII	Child Guidance Clinic	Field work	BL3-Apply	30 hrs
VIII	Community	Field work	BL3-Apply	120 hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	Pediatric Nursing Procedures 2nd Edition 2014 By Raman Kalia Pediatric Nursing Procedure, A Padmaja
Articles	https://network.bepress.com/medicine-and-health-sciences/nursing/pediatric-nursing/ Pediatric Nursing Commons.
References Books	A Comprehensive Procedure Manual Of Pediatric Nursing, Jyoti Shokeen, Khushbu Saharan
MOOC Courses	https://cpr.heart.org/en/cpr-courses-and-kits/healthcare-professional/acls Advanced Cardiovascular Life Support (ACLS)
Videos	https://www.youtube.com/watch?v=at3bmx__Egg Preparing Your Child for Medical Procedures

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	1	3	1	2	2	3	2	1	3	3	1	2	3	2
CO2	2	2	3	1	1	1	2	1	2	3	2	2	1	3	1
CO3	1	2	2	2	1	3	1	2	3	1	2	2	2	3	1
CO4	1	1	2	1	1	3	1	3	2	3	1	1	2	2	3
CO5	2	1	2	1	3	1	3	1	1	2	2	2	2	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Human Values
Course Code	MNSG105

Part A

Year	1st	Credits	L	T	P	C
			1	0	0	1
Course Type	Theory only					
Course Category	Open Elective					
Pre-Requisite/s	Students should understand the basics of Human Values	Co-Requisite/s	Students will be able to implement the core values of human behaviour			
Course Outcomes & Bloom's Level	CO1- Understand the concept and importance of human values(BL1-Remember) CO2- Analyze the impact of human values in family, society and profession.(BL4-Analyze) CO3- Apply human values in education and clinical practice.(BL3-Apply)					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✓ Environment ✗	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Introduction to human values - Definition and nature of human values □ Types of human values - Different categorization □ Instrumental and extrinsic values □ Personal and professional values □ Examples of human values - cooperation, honesty, caring, compassion, love, respect, sharing, loyalty, appreciation, integrity, discipline, justice, solidarity, civility, nonviolence	Lecture cum Discussion	4
Unit II	Importance of human values □ Need and importance of human values □ Functions of values □ Reflection on individual values □ Human values, ethical values and moral values - differences and similarities	Reflective exercises and report □ Sharing in groups	4
Unit III	Role of human values in family and society □ Family values □ Social standards □ Influence of family and society	Lecture cum discussion	2
Unit IV	Role of education and human values □ Teachers as role model □ Development of accountability, appreciation and helping nature □ Discipline as a human value □ Value education strategies	Lecture cum discussion □ Case scenario and discussion	4
Unit V	Professional Values □ Professional values - examples □ Professional values and Value development in nursing □ Core values at workplace, application in clinical settings and implications	Case scenario and discussion □ Application in clinical practice - Reflection	4
Unit V	Values and cross cultural influence □ Cultural values □ Universal application □ Universal declaration of human values and human rights	Lecture cum discussion □ Case scenario and discussion	2

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	Reflective exercises and report	Experiments	BL3-Apply	2
Unit V	Case scenario and discussion	Field work	BL2-Understand	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
40	20	30	15	10	5
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Human Values, A. N. Tripathi, New Age International, 2006 , 114-200.
Articles	Human Values and its impact on society. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3868738
References Books	The Human Values, M. L. Dewan ,Concept Publishing Company Pvt. Ltd. (1 January 1998
MOOC Courses	https://nptel.ac.in/courses/109104068 Exploring Human Values.
Videos	https://www.youtube.com/watch?v=tVWxCA-kOm0 Concept of Human Values

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	1	2	1	2	1	-	-	-	-	-	-	-	-
CO2	2	1	1	2	2	2	2	-	-	-	-	-	-	-	-
CO3	2	2	2	1	1	2	2	1	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Personality Development
Course Code	MNSG 106

Part A

Year	1st	Credits	L	T	P	C
			1	0	0	1
Course Type	Theory only					
Course Category	Open Elective					
Pre-Requisite/s	students will be able to understand the basics of Personality development,	Co-Requisite/s	Student who prefers to opt for the elective's			
Course Outcomes & Bloom's Level	CO1- Describe how personality develops(BL2-Understand) CO2- Define various stages of personality development(BL2-Understand) CO3- Describe basic personality traits and personality types(BL2-Understand) CO4- Analyze how personality affects career choices(BL4-Analyze) CO5- Describe methods for changing personality(BL2-Understand) CO6- Enumerate personality disorders(BL4-Analyze) CO7- Demonstrate skills in identifying personality disorders(BL3-Apply)					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)				

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction to personality development □ Definitions □ Components of personality □ Importance of personality in achieving goals and success in life □ Factors influencing personality development o Biological factors o Environmental factors □ Nature vs Nurture concept in personality development	□ Lecture and Discussion method □ Guest lecture	2
Unit II	Stages and theories of personality development □ Development of personality from infancy to late adulthood □ Theories of personality development o Psychoanalytic theory o Psychosocial theory o Trait and type theories of personality o Humanistic approaches to personality o Learning theories of personality	Lecture and Discussion method	5
Unit III	Assessment of personality □ Types of personalities □ Personality changes due to illness □ Personality assessment	Lecture and Discussion method	3
Unit IV	Personality and career success □ Role of personality and career success □ Methods of changing personality traits o Personal growth and selfefficacy □ Personality characteristics required for a nurse □ Nursing implications of personality	□ Lecture and Discussion method	5
Unit V	Personality disorders □ Definition □ Types □ Signs and symptoms □ Medical management □ Nursing management □ Psycho-social therapies	Lecture and Discussion method	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	Visit to clinical psychology department	Industrial Visit	BL2-Understand	2

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
50	25	30	15	20	10
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

Part E

Books	Personality Development Handbooks, D. P. Sabharwal ,Fingerprint Publishing (25 January 2021); 170- 180
Articles	https://estudentedavedanta.net/Personality-Development.pdf
References Books	Communication Skills Training: A Practical Guide to Improving Your Social Intelligence, Presentation and Social Speaking, Ian Tuhovsky, Rupa Publications India (5 October 2019), Page No 216.
MOOC Courses	https://michiganross.umich.edu/programs/executive-education/positive-leader-deep-change-and-organizational-transformation?event=7954 The Positive Leader.
Videos	https://www.youtube.com/watch?v=Nx9HicVPSSk Personality Development and Change

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	1	2	-	2	-	1	-	-	-	-	-	-	-	-
CO2	1	2	1	2	-	2	-	-	-	-	-	-	-	-	-
CO3	2	1	1	1	1	1	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Research and Statistics
Course Code	MNSG103[T]

Part A

Year	1st	Credits	L	T	P	C
			10	0	4	14
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.	Co-Requisite/s	Have the basics of nursing research in B.sc nursing Have conducted a project in B.sc Nursing.			
Course Outcomes & Bloom's Level	<p>CO1- know, recognize, recall, state the concepts, terms, approaches, and methods of data collection in nursing research. (BL1-Remember)</p> <p>CO2- comprehend, distinguish, Understand and explain appropriate design and sampling technique in nursing research. (BL2-Understand)</p> <p>CO3- discover, apply, use and relate the nursing research problems and carrying out the nursing research. (BL3-Apply)</p> <p>CO4- identify, select, outline, compare, differentiate & analyze, research data, interpreting and utilizing the findings from health related research. (BL4-Analyze)</p> <p>CO5- compare, explain, interpret & evaluate the various methods of data collection and tools. (BL5-Evaluate)</p> <p>CO6- explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL6-Create)</p>					
Course Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	Introduction: □ Methods of acquiring knowledge – problem solving and scientific method. □ 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 □ Concept of evidence based practice □ Ethics in research □ Overview of Research process	lecture cum discussion	10
unit 2	Review of Literature □ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.	lecture cum discussion	5
unit 3	Research Approaches and designs □ Type: Quantitative and Qualitative □ Historical, survey and experimental –Characteristics, types advantages and disadvantages □ Qualitative: Phenomenology, grounded theory, ethnography	group discussion	12
unit 4	Research problem: □ Identification of research problem □ Formulation of problem statement and research objectives □ Definition of terms □ Assumptions and delimitations □ Identification of variables □ Hypothesis – definition, formulation and types.	lecture cum discussion	10
unit 5	Developing theoretical/conceptual framework. □ Theories: Nature, characteristics, Purpose and uses □ Using, testing and developing conceptual framework, models and theories.	lecture cum discussion	5
unit 6	Sampling □ Population and sample □ Factors influencing sampling □ Sampling techniques □ Sample size □ Probability and sampling error □ Problems of sampling	lecture cum discussion	6
unit 7	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	discussion	20
unit 8	Implementing research plan □ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data	seminar	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
15	Field visits	Field work	BL2-Understand	

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Neeraja K.P, Text Book of Nursing Education, Jaypee Brothers, new Delhi.
Articles	Japan has been accepting foreign nurse candidates since 2008 under Economic Partnership Agreements (EPAs). As globalisation progresses, nurses from diverse backgrounds are expected to play an active role in th... Authors:Kazuko Tanaka and Koichi Yoshimura Citation:BMC Nursing 2024 23:228 Content type:Research Published on: 3 April 2024
References Books	Polit, D.F. & Beck, C.T. (2017). Nursing research: Generating and assessing evidence for nursing practice. Wolters Kluwer. In-Text Reference: (Polit & Beck, 2017)
MOOC Courses	https://globalresearchnurses.tghn.org/elearning/ Global Research Nurses
Videos	https://www.youtube.com/watch?v=NOz0TLIGJJK

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	3	1	3	2	2	3	1	3	1	3	2	3	3
CO2	2	3	1	3	1	2	3	1	3	1	3	1	2	2	2
CO3	2	3	1	2	3	2	3	1	2	1	2	3	1	1	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Paediatric)

Title of the Course	Clinical Specialty-II(Paediatric)
Course Code	MNSG 203[T]

Part A

Year	2nd	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1. Should be qualified with I Year M.sc Nursing in all the subjects	Co-Requisite/s	1. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing I year.			
Course Outcomes & Bloom's Level	<p>CO1- able to identify the role of pediatric nurse in various settings -Expanded and extended.(BL1-Remember)</p> <p>CO2- will interpret & relate disorders & Common Communicable diseases.(BL2-Understand)</p> <p>CO3- demonstrate advanced skills/competence in nursing management of children with medical and surgical problems, manage emergencies in children.(BL3-Apply)</p> <p>CO4- able to categorize the nursing process in the care of ill infants to pre adolescents in hospital and community.(BL3-Apply)</p> <p>CO5- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze)</p> <p>CO6- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze)</p>					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✓ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG3(Good health and well-being) SDG4(Quality education) SDG8(Decent work and economic growth) SDG11(Sustainable cities and economies) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings - Expanded and extended	Lecture cum Discussion	5 hrs
Unit II	Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders □ Child with respiratory disorders: - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis □ Child with gastro-intestinal disorders: - Diarrheal diseases, gastro-esophageal reflux. - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. - Malabsorption syndrome, Malnutrition □ Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation □ Child with cardio-vascular disorders: - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cynotic and acynotic □ Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia □ Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome □ Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors □ Child with blood disorders: Anemias, thalasseмии, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation □ Child with skin disorders □ Common Eye and ENT disorders □ Common Communicable diseases	Seminar / Presentations	35 hrs
Unit III	Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders □ Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia □	Seminar / Presentations	35 hrs

	<p>Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus □ Anomalies of the genitourinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder □ Anomalies of the skeletal system □ Eye and ENT disorders □ Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma - Head injury, abdominal injury, poisoning, foreign body obstruction, burns - & Bites □ Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma □ Management of stomas, catheters and tubes □ Management of wounds and drainages</p>		
Unit IV	<p>Intensive care for pediatric clients □ Resuscitation, stabilization & monitoring of pediatric patients □ Anatomical & physiological basis of critical illness in infancy and childhood □ Care of child requiring long-term ventilation □ Nutritional needs of critically ill child □ Legal and ethical issues in pediatric intensive care □ Intensive care procedures, equipment and techniques □ Documentation</p>	Lecture cum Discussion	10 hrs
Unit V	<p>High Risk Newborn □ Concept, goals, assessment, principles. □ Nursing management of □ Post-mature infant, and baby of diabetic and substance use mothers. □ Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum □ Icterus neonatorum. □ Birth injuries. □ Hypoxic ischaemic encephelopathy □ Congenital anomalies. □ Neonatal seizures. □ Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. □ Neonatal heart diseases. □ Neonatal hemolytic diseases □ Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS □ Advanced neonatal procedures. □ Calculation of fluid requirements. Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU</p>	Lecture cum Discussion	20 hrs

Unit VI	Developmental disturbances and implications for nursing □ Adjustment reaction to school, □ Learning disabilities □ Habit disorders, speech disorders, □ Conduct disorders, □ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.	Lecture cum Discussion	10 hrs
Unit VII	Challenged child and implications for nursing □ Physically challenged, causes, features, early detection & management □ Cerebral palsied child, □ Mentally challenged child. □ Training & rehabilitation of challenged children	Lecture cum Discussion	10 hrs
Unit VIII	Crisis and nursing intervention □ The hospitalized child, □ Terminal illness & death during childhood □ Nursing intervention-counseling	Seminar / Presentation	5 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders	Field work	BL4-Analyze	120 hrs
Unit VII	Challenged child and implications for nursing	PBL	BL3-Apply	5 hrs
Unit VIII	Nursing intervention-counseling	PBL	BL3-Apply	10 hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Dorothy R. Marlow ; Edition, 2 ; Publisher, Saunders, 1965 ; Original from, the University of Michigan.
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5155058/
References Books	Hockenberry, Marilyn J., and David Wilson. Wong's Essentials of Pediatric Nursing. 8th ed. St. Louis, MO: Mosby/Elsevier, 2009. MLA (9th ed.)
MOOC Courses	https://www.indiannursingcouncil.org/e-learning Integrated Sexual and Reproductive health (ISRH) E-Learning for Maternal and Newborn Health Care : Introduction
Videos	https://www.youtube.com/watch?v=UZYJ61yEM7A

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	3	1	3	1	3	1	3	1	2	1
CO2	2	3	2	2	3	3	2	3	3	3	3	3	3	2	2
CO3	2	3	3	2	2	2	2	2	1	2	3	1	2	2	2
CO4	2	2	2	3	3	2	3	2	2	3	2	3	3	3	3
CO5	1	2	2	2	2	2	3	3	2	2	2	2	2	3	3
CO6	2	2	2	2	2	1	1	2	1	3	1	3	2	1	3

Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Clinical Speciality-II (Practical)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in M.Sc Nursing 1st Year	Co-Requisite/s	Should have the basics of understanding the community procedures, identify the health issues, standing orders, implement health programs.			
Course Outcomes & Bloom's Level	<p>CO1- appreciate the history and development in the field of Community Health and Community Health Nursing.(BL1-Remember)</p> <p>CO2- describe the role and responsibilities of community health nurse in various national health and family welfare programmes.(BL2-Understand)</p> <p>CO3- apply epidemiological concepts and principles in community health nursing practice apply recent technologies and care modalities while delivering community health nursing care.(BL3-Apply)</p> <p>CO4- analyze comprehensive and focused assessments (physical, psychosocial, socioeconomic, political, developmental, spiritual) of diverse communities, groups, and populations(BL4-Analyze)</p> <p>CO5- evaluate one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors in a multicultural environment(BL4-Analyze)</p> <p>CO6- use decision making skills, including the nursing process and problem-solving processes, using developmentally and culturally appropriate approaches.(BL6-Create)</p>					
Course Elements	Skill Development X Entrepreneurship X Employability X Professional X Ethics X Gender ✓ Human Values X Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	Introduction: □ Methods of acquiring knowledge – problem solving and scientific method. □ 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 □ Concept of evidence based practice □ Ethics in research □ Overview of Research process	lecture cum discussion	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
1	Urban and Rural community	Field work	BL3-Apply	510 Hrs
2	School Health	Field work	BL3-Apply	90 hrs
3	International health	Field work	BL3-Apply	60 hrs
4	Administration(SC/PHC/CHC)	Field work	BL3-Apply	60 hrs
5	Occupational health	Field work	BL3-Apply	60 hrs
6	Community Mental Health	Field work	BL3-Apply	60 hrs
8	Home for aged and Hospice	Field work	BL3-Apply	60 hrs
8	Rehabilitation	Field work	BL3-Apply	60 hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	50	25	50	25

Part E

Books	Stanhope M, Lancaste J. Community Health Nursing: promoting health of aggregates, families and individuals. 4th ed. St. Louis: Mosby; 1927
Articles	https://www.nursinginpractice.com/category/community-nursing/ https://www.researchgate.net/publication/373433614_New_trends_in_community_health_nursing https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7473706/
References Books	Nies, M. A., & McEwen, M. (Eds.). (2018). Community/public health nursing: Promoting the health of populations (7th ed.). Saunders. A., and Melanie McEwen, eds. Community/Public Health Nursing: Promoting the Health of Populations. 7th ed. Philadelphia: Saunders. Kushner, K. E. (2014). Community health nursing practice. In P. A. Potter, A. G. Perry, P. A. Stockert, & A. M. Hall (Eds.), Canadian funde of nursing (5th Cdn. ed.) (pp. 42-53) (J. C. Ross-Kerr, M. J. Wood, B. J. Astle, & W. Duggleby, Cdn. Adapt.). Elsevier Canada.
MOOC Courses	https://testpaperlive.com/course-detail/NjQ= CHO Online Course
Videos	https://in.video.search.yahoo.com/search/video;_ylt=Awr1RVipkhNmmFwXSXi7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA p=community+health+nursing+vedio&fr2=piv-web&t https://in.video.search.yahoo.com/search/video;_ylt=Awr1RVipkhNmmFwXSXi7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA p=community+health+nursing+vedio&fr2=piv-web https://in.video.search.yahoo.com/search/video;_ylt=Awr1RVipkhNmmFwXSXi7HAX.;_ylu=Y29sbwNzZzMEcG9zAzEEdnRpZAMEc2VjA p=community+health+nursing+vedio&fr2=piv-web&type=E210IN826G0&fr=mcafee#id=18&vid=8cc9f848f1ff91f42240c49a80a6bf91&act

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	1	2	2	2	3	1	3	2	3	3
CO2	2	1	1	1	2	2	2	1	3	1	2	2	2	2	3
CO3	1	3	1	1	2	2	1	3	3	1	2	1	1	1	2
CO4	2	2	2	2	3	1	2	2	2	2	1	3	1	1	2
CO5	2	1	1	1	2	2	2	1	2	2	2	2	2	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Clinical Speciality-II (Theory)
Course Code	MNSG 203[T]

Part A

Year	2nd	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in all the subjects in M.sc Nursing 1st Year	Co-Requisite/s	Should have the basics of understanding the community procedures, identify the health issues, standing orders, implement health programs.			
Course Outcomes & Bloom's Level	<p>CO1- appreciate the history and development in the field of Community Health and Community Health Nursing. (BL1-Remember)</p> <p>CO2- describe the role and responsibilities of community health nurse in various national health and family welfare programmes. (BL2-Understand)</p> <p>CO3- apply epidemiological concepts and principles in community health nursing practice apply recent technologies and care modalities while delivering community health nursing care. (BL3-Apply)</p> <p>CO4- analyze comprehensive and focused assessments (physical, psychosocial, socioeconomic, political, developmental, spiritual) of diverse communities, groups, and populations. (BL4-Analyze)</p> <p>CO5- evaluate one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors in a multicultural environment (BL5-Evaluate)</p> <p>CO6- use decision making skills, including the nursing process and problem-solving processes, using developmentally and culturally appropriate approaches. (BL6-Create)</p>					
Course Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values X Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	<ul style="list-style-type: none"> □ Epidemiology □ Introduction • Concept, scope, definition, trends, History and development of modern Epidemiology • Contribution of epidemiology • Implications □ Epidemiological methods □ Measurement of health and disease: □ Health policies □ Epidemiological approaches • Study of disease causatives • Health promotion • Levels of prevention □ Epidemiology of • Communicable diseases • Non-communicable diseases □ Emerging and re-emerging diseases Epidemics □ National Integrated disease Surveillance Programme □ Health information system □ Epidemiology study and reports □ Role of Community health nurse 	lecture cum discussion	20 hrs
Unit II	<p>National Health and Family Welfare Programmes □ Objectives, Organisation/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse: • National Vector Borne Disease Control Programm (NVBDCP) • National Filaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness • National Iodine Deficiency disorders Control Progeramme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non-communicable disease programmes • NRHM - Health Schemes: * ESI * CGHS * Health Insurance</p>	lecture cum discussion	40 Hrs
Unit III	<p>School Health □ Introduction: definition, concepts, objectives,. □ Health assessment, Screening, identification, referral and follow up, □ Safe environment □ Services, programmes and plans- first aid, treatment of minor ailments □ Inter-sectoral coordination □ Adolescent health □ Disaster, disaster preparedness, and management □ Guidance and counseling □ School health records - maintenance and its importance □ Roles and responsibilities of community health nurse</p>	lecture cum discussion	15 hrs
UNIT IV	<p>International health □ Global burden of disease □ Global health rules to halt disease spread □ Global health priorities and programes □ International quarantine □ Health tourism □ International cooperation and assistance □ International travel and trade □ Health and food legislation, laws, adulteration of food □ Disaster management □ Migration □ International health agencies – World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. AusAID etc □ International health issues and problems □ International</p>	lecture cum discussion	15 Hrs

	nursing practice standards □ International health vis-a vis national health □ International health days and their significance		
UNIT V	Education and administration □ Quality assurance □ Standards, Protocols, Policies, Procedures □ Infection control; Standard safety measures □ Nursing audit □ Design of Sub-Centre/Primary Health Centre/Community health center □ Staffing; Supervision and monitoring-Performance appraisal □ Budgeting □ Material management □ Role and responsibilities of different categories of personnel in community health □ Referral chain-community outreach services □ Transportation □ Public relations □ Planning in-service educational programme and teaching	lecture cum discussion	15 Hes
Unit VI	Unit-VI □ Geriatric □ Concept, trends, problems and issues □ Aging process, and changes □ Theories of ageing □ Health problems and needs □ Psycho-physiological stressors and disorders □ Myths and facts of aging □ Health assessment □ Home for aged-various agencies □ Rehabilitation of elderly □ Care of elderly □ Elderly abuse □ Training and supervision of care givers □ Government welfare measures Programmes for elderly Role of NGOs □ Roles and responsibilities of Geriatric nurse in the community	lecture cum discussion	10 hrs
Unit VII	Unit-VII Rehabilitation □ Introduction: Concepts, principles, trends, issues, □ Rehabilitation team □ Models, Methods □ Community based rehabilitation □ Ethical issues □ Rehabilitation Council of India □ Disability and rehabilitation- Use of various prosthetic devices □ Psychosocial rehabilitation □ Rehabilitation of chronic diseases □ Restorative rehabilitation □ Vocational rehabilitation □ Role of voluntary organizations □ Guidance and counseling □ Welfare measures □ Role and responsibilities of community health nurse.	lecture cum discussion	10 hrs
Unit VIII	Unit-VIII Community mental health □ Magnitude, trends and issues □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ Case Management- Collaborative care □ Crisis intervention □ Welfare agencies □ Population at Risk □ The community as Client • Primary Prevention medicine □ • Secondary prevention • Tertiary Prevention □ Community based rehabilitation □ Human rights of mentally ill □ Substance use □ Mentally challenged groups □ Role of community health nurse • Report and presentation on investigating an epidemic of communicable disease	lecture cum discussion	10 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit II	National Health and Family Welfare Programmes □ Objectives, Organisation/manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse: • National Vector Borne Disease Control Programm (NVBDCP) • National Filaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness • National Iodine Deficiency disorders Control Programme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non-communicable disease programmes • NRHM - Health Schemes: * ESI * CGHS * Health Insurance	Field work	BL3-Apply	40hrs
unit IV	International health □ Global burden of disease □ Global health rules to halt disease spread □ Global health priorities and programmes □ International quarantine □ Health tourism □ International cooperation and assistance □ International travel and trade □ Health and food legislation, laws, adulteration of food □ Disaster management □ Migration □ International health agencies – World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. AusAID etc □ International health issues and problems □ International nursing practice standards □ International health vis-a vis national health □ International health days and their significance	Field work	BL3-Apply	15hrs
Unit VII	Community mental health □ Magnitude, trends and issues □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ Case Management- Collaborative care □ Crisis intervention □ Welfare agencies □ Population at Risk □ The community as Client □ Primary Prevention □ Secondary prevention □ Tertiary Prevention □ Community based rehabilitation □ Human rights of mentally ill □ Substance use □ Mentally challenged groups □ Role of community health nurse	Experiments	BL6-Create	10hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	100	100	50	100	50
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). Brunner & Suddarth's textbook of medical-surgical nursing. 15th edition. Philadelphia, Wolters Kluwer Health. Manish Kumar Varshney, Essential orthopedics principles and practice, Jaypee, 1st edition, 2016. Manish Kumar Varshney, Essential orthopedics principles and practice, Jaypee, 1st edition, 2016 Text Books KK Gulani principals and practices community health nursing. PV textbook of community health nursing. K park textbook of community health nursing. BT Basavanthappa textbook of community health nursing.
Articles	https://www.researchgate.net/topic/Community-Health-Nursing/publications https://www.tandfonline.com/journals/hchn20
References Books	Nies, Mary A., and Melanie McEwen. Community/Public Health Nursing. 7th ed., Saunders, 2018. Nies, M. A., & McEwen, M. (2018). Community/public health nursing (7th ed.). Saunders. Clark, M. J. (2014). Population and community health nursing (6th ed.). Pearson.
MOOC Courses	https://www.indiannursingcouncil.org/e-learning Learning management system - E-learning course for faculty, clinical nurses, midwives and students.
Videos	https://www.youtube.com/watch?v=H28bUs8O9bg

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	2	2	2	3	1	2	2	2	3	1	3	2	3	3
CO2	2	1	1	1	2	2	2	1	3	1	2	2	2	2	3
CO3	1	3	1	1	2	2	1	3	3	1	2	1	1	1	2
CO4	2	2	2	2	3	1	2	2	2	2	1	3	1	1	2
CO5	2	1	1	1	2	2	2	1	2	2	2	2	2	2	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Medical_Surgical_Nursing)

Title of the Course	Clinical Specialty-II(Medical Surgical Nursing)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Lab only					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in M.Sc Nursing 1st Year	Co-Requisite/s	Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the clinical area.			
Course Outcomes & Bloom's Level	<p>CO1- Appreciate trends and issues related to cardio vascular and thoracic Nursing.(BL1-Remember)</p> <p>CO2- Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions(BL2-Understand)</p> <p>CO3- Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions(BL3-Apply)</p> <p>CO4- Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions(BL4-Analyze)</p> <p>CO5- Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients(BL5-Evaluate)</p>					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✓ Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit-1	Cardio thoracic -Medical surgical	Care Study – 1 □ Health education □ Clinical presentation/ Care	240
unit-2	OTs (Cardiac and thoracic)	Care study – 1 □ Health teaching	120
unit-3	Casualty	Cardiac assessment – 1 □ Drug presentation – 1	60
unit-4	Diagnostic labs including cath lab	Provide care to 2-3 assigned patients *Nursing care plan– 1 *Maintain drugbook	60
unit-5	ICCU	Care Note – 1	120
unit-6	ICU	Care Note – 1	120
unit-7	CCU	Assist as circulatory nurse – 4 □ Positioning & draping – 5 □ Assist as scrub nurse in major surgeries – 4 □ Assist as scrub nurse in minor	120
unit-8	Paediatric Intensive	case study	60

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit-1	care note	Field work	BL3-Apply	6
unit-4	diagnostic note	Experiments	BL4-Analyze	6

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	Brunner&Suddarth's Textbook of Medical-Surgical Nursing 13th Edition.
Articles	Relationship Status and Quality Are Associated With Perceived Benefits of Caregiving for People With Heart Failure
References Books	Black and Mattassarini Jacobs, Medical Surgical Nursing :Philadelphia. W.,B.Saunders,5thEdition.
MOOC Courses	https://www.coursera.org/courses?query=medical Essential Medical Skills
Videos	Jhunlie Escala 36.7T+ views · 6 months ago

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	2	1	1	3	1	2	1	2	2	1	1	2	2
CO2	2	1	1	3	2	1	1	2	2	2	1	2	2	1	2
CO3	1	1	2	2	2	2	2	2	1	1	1	1	2	2	1
CO4	2	1	1	3	2	2	2	1	2	1	2	2	2	2	1
CO5	3	1	1	2	2	1	1	2	2	2	1	2	1	1	2
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Medical_Surgical_Nursing)

Title of the Course	Clinical Specialty-II(Medical Surgical Nursing)
Course Code	MNSG 203[T]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	10	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in M.Sc Nursing 1st Year all the subjects	Co-Requisite/s	Should understand the basic of all the nursing procedure, identify the problems and be able to apply in the clinical area.			
Course Outcomes & Bloom's Level	<p>CO1- able to Integrate knowledge from nursing and other scientific and Humanistic disciplines as it relates to medical/surgical nursing. (BL1-Remember)</p> <p>CO2- understand the participate with the interdisciplinary health care team and assume accountability for providing safe and effective care to the adult population. (BL2-Understand)</p> <p>CO3- able to demonstrate accountability (professionalism) through identification of self-learning needs and continued professional development. (BL6-Create)</p> <p>CO4- analyze & integrate technology and information systems to provide safe, effective care to adult populations with any disease condition. (BL4-Analyze)</p> <p>CO5- evaluate verbal, non-verbal communication strategies used to communicate with patients and their families. (BL5-Evaluate)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✓ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit-1	Introduction □ Historical development, trends and issues in the field of cardiology. □ Cardio vascular and thoracic conditions – major health problem. □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in cardio vascular and thoracic nursing(to be incorporated in all the units)	lecture cum discussion	5
Unit-2	Epidemiology □ Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc □ Health promotion, disease prevention, Life style modification □ National health programs related to cardio vascular and thoracic conditions □ Alternate system of medicine □ Complementary therapies	lecture cum discussion	5
Unit-3	Review of anatomy and physiology of cardio vascular and respiratory system □ Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. □ Coronary circulation □ Hemodynamics and electro physiology of heart. □ Bio-chemistry of blood in relation to cardio pulmonary function	lecture cum discussion	5
Unit-4	Assessment and Diagnostic Measures: □ History taking □ Physical assessment □ Heart rate variability: Mechanisms , measurements, pattern, factors, impact of interventions on HRV □ Diagnostic tests □ Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices, output measurements (Arterial and swan Ganz monitoring). Blood gases and its significance, oxygen supply and demand □ Radiologic examination of the chest: interpretation, chest film findings □ Electro cardiography(ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination - ECG changes in: intraventricular conduction abnormalities Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance, □ Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques □ Nuclear and other imaging studies of the heart: Magnetic Resonance Imaging. □ Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care □ Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period □ Cardiac catheterization: indications, contraindications, patient preparation, procedure, interpretation of	lecture cum discussion	20

	<p>data</p> <ul style="list-style-type: none"> □ Pulmonary function test: Bronchoscopy and graphies □ Interpretation of diagnostic measures □ Nurse's role in diagnostic tests □ Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. □ Interpretation and role of nurse 		
Unit-5	<p>Cardiac disorders and nursing management:</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: □ Hypertension □ Coronary Artery Disease. □ Angina of various types. □ Cardiomegaly □ Myocardial Infarction, Congestive cardiac failure □ Heart Failure, Pulmonary Edema, Shock. □ Rheumatic heart disease and other Valvular Diseases □ Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis. □ Cardiomyopathy, dilated, restrictive, hypertrophic. □ Arrhythmias, heart block Associated illnesses 	lecture cum discussion	25
Unit-6	<p>Altered pulmonary conditions</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: □ Bronchitis □ Bronchial asthma □ Bronchiectasis □ Pneumonias □ Lung abscess, lung tumour □ Pulmonary tuberculosis, fibrosis, pneumoconiosis etc □ Pleuritis, effusion □ Pneumo, haemo and pyothorax □ Interstitial Lung Disease □ Cystic fibrosis □ Acute and Chronic obstructive pulmonary disease (conditions leading to) □ Cor pulmonale □ Acute respiratory failure □ Adult respiratory distress syndrome □ Pulmonary embolism □ Pulmonary Hypertension 	lecture cum discussion	10
Unit-7	<p>Vascular disorders and nursing management</p> <ul style="list-style-type: none"> □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: □ Disorders of arteries □ Disorders of the aorta □ Aortic Aneurysms, □ Aortic dissection □ Raynaud's phenomenon □ Peripheral arterial disease of the lower extremities □ Venous thrombosis □ Varicose veins □ Chronic venous insufficiency and venous leg ulcers □ Pulmonary embolism 	lecture cum discussion	10
Unit-8	<p>Cardio thoracic emergency interventions</p> <ul style="list-style-type: none"> □ CPR- BLS and ALS □ Use of ventilator, defibrillator , pacemaker □ Post resuscitation care. □ Care of the critically ill patients □ Psychosocial and spiritual aspects of care □ Stress management; ICU psychosis □ Role of nurse 	lecture cum discussion	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit-3	case study	PBL	BL3-Apply	3

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	13
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Brunner & Suddarth's, Textbook of Medical-Surgical Nursing, 13th Edition
Articles	Effect of Self-efficacy-Based Training on Treatment Adherence of Patients with Heart Failure
References Books	Jay peep brothers, Krishnadas K V. Textbook of Medicine, 8th Edition Black and Mattassarini Jacobs, Medical Surgical Nursing: Philadelphia. W.B. Saunders, 5th Edition Woods Sivarajan, Frolikher, Cardiac Nursing: Philadelphia, Lippincott, 3rd Edition
MOOC Courses	https://www.lecturio.com/nursing/topics/medical-surgical/
Videos	Pre-operative assessments and preparation.

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	1	1	1	-	3	2	2	1	2	2	2	2	1	1
CO2	2	1	1	2	2	2	2	2	2	2	3	3	2	1	1
CO3	2	1	2	1	2	2	3	1	2	3	3	2	2	1	2
CO4	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1
CO5	2	1	2	2	2	2	1	2	1	1	1	1	2	1	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Management
Course Code	MNSG 201[T]

Part A

Year	2nd	Credits	L	T	P	C
			10	0	5	15
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	1. Should be qualified with I Year M.sc Nursing in all the subjects	Co-Requisite/s	1. Should have the general community learning techniques used in the M.sc Nursing I year. 2. Able to identify the areas to implement in the research area.			
Course Outcomes & Bloom's Level	CO1- comprehend classifications, categories, methodology, procedures, principles, and theories in the ward management. (BL1-Remember) CO2- understand the importance of nursing process, health care system and its applications on the patient in the hospital settings. (BL2-Understand) CO3- apply the understanding of advance nursing procedures to evaluation in quality patient care in various hospital settings. (BL3-Apply) CO4- provide evidence based practice, advance pre and post operative care and to enable students to analyze on the patient in the hospital settings. (BL4-Analyze) CO5- evaluate the applications of nursing process and theories such as case study and research based clinical practices. (BL5-Evaluate)					
Course Elements	Skill Development ✕ Entrepreneurship ✕ Employability ✕ Professional Ethics ✕ Gender ✕ Human Values ✕ Environment ✕	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis healthcare delivery system: National, State and Local □ Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans	Lecture Demonstration Group discussion Role Plays	10
Unit II	Management □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management Nursing management □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models Application to nursing service and education	Lecture Demonstration Debate Case Presentaion	10
Unit III	Planning □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, Audio/Video clips, group discussion, lecture with ppt, classroom presentations □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing Application to nursing service and education	Audio/Video clips, group discussion, lecture with ppt, classroom presentations	15
UNIT IV	Organisation □ Concept, principles, objectives, Types and theories, Minimum Lecture Demonstration Exposure to field visit Planning □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PER T), Gantt chart, Management by objectives(MB requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizationalClimate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)	Lecture Demonstration Exposure to field visit	15
UNIT V	Directing □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality,Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professionalassociations, role of nurse manager Occupational health and safety Application to nursing service and education	Audio/Video clips, group discussion, lecture with ppt, quiz	15
Unit VI	Directing □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality,Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professionalassociations, role of nurse manager Occupational health and safety Application to nursing service and education Inventory control □ Condemnation Application to nursing service and education	Lecture Demonstration Field Visit	15
Unit VII	Material management □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies for nursing care: unit andhospital	Lecture Demonstration Field Visit	10
Unit VIII	Controlling □ Quality assurance – Continuous Quality Improvement □ Standards □ Models Nursing audit	Lecture Demonstration Panel discussion	15

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis healthcare delivery system: National, State and Local □ Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans	Role Play	BL6-Create	10
Unit II	Management Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic	Field work	BL3-Apply	10
Unit III	Organisation Concept, principles, objectives, Types and theories, Minimum Lecture Demonstration Exposure to field visit Planning □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MB requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizationalClimate, □ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)	Field work	BL4-Analyze	15
Unit IV	Directing Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality,Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager Occupational health and safety Application to nursing service and education	Field work	BL3-Apply	15
Unit V	Material management □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies nursing care: unit and hospital inventory control □ Condemnation Application to nursing service and education	Field work	BL4-Analyze	15

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100		75	38	25	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	1. Shabnam Masih. Essentials of Nursing Management. 2nd edition. Lotus Publishers 157-160
Articles	https://journals.lww.com/nursingmanagement/pages/viewallmostpopulararticles.aspx https://www.ncbi.nlm.nih.gov/pmc/articles/PMC990
References Books	Cherry, B., & Jacob, S. R. (2019). Contemporary nursing: Issues, trends, & management (8th ed.). Elsevier. Smith, J. A. (2021). Strategic effective nursing leadership. In S. L. Jenkins (Ed.), Leadership in healthcare (2nd ed., pp. 87-102). Springer.
MOOC Courses	Executive Post Graduate Program in Healthcare Management https://www.upgrad.com/executive-pgp-healthcare-management/?utm_source=GOOGLE&utm_medium=NBSEARCH&utm_campaign=IND_ACQ_WEB_GOOGLE_NBSEARCH_MV_GIM_HCM_HIT_RC
Videos	Leadership in Nursing - Youtube

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO2	1	2	2	1	3	1	1	2	3	2	3	1	3	2	3
CO3	1	2	2	1	2	3	1	2	3	2	3	1	2	2	3
CO4	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO5	2	1	1	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Community_Health_Nursing)

Title of the Course	Nursing Research (Dissertation & Viva)
Course Code	MNSG 202 (P)

Part A

Year	2nd	Credits	L	T	P	C
			0	0	10	10
Course Type	Project					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in all the subjects in M.Sc Nursing Ist	Co-Requisite/s	Have the basics of nursing research in B.sc nursing Have conducted a project in B.sc Nursing.			
Course Outcomes & Bloom's Level	CO1- Explain, generate, reconstruct Design a plan and create/prepare the research project by evidence based practice by utilization of nursing research. (BL6-Create)					
Course Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender X Human Values X Environment X	SDG (Goals)	SDG4(Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis healthcare delivery system: National, State and Local □ Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans	Lecture Demonstration Group discussion Role Plays	10

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Unit I	principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis healthcare delivery system: National, State and Local □ Organization and functions of nursing services and education at National, State , District and institutions: Hospital and Community Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans	Role Play	BL6-Create	10

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	100				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	0	100	50	100	50

Part E

Books	Polit, D. F., & Beck, C. T. (2008). Nursing Research: Generating and Assessing Evidence for Nursing Practice (8th ed.)
Articles	https://www.indeed.com/career-advice/career-development/nursing-research-topics . Interesting Nursing Research Topics To Choose
References Books	The Evidence Based Practice Manual for Nurses, Jean V. Craig MSc PhD RSCN RGN, Rosalynd L. Smyth
MOOC Courses	https://www.indiannursingcouncil.org/e-learning E-Learning for Maternal and Newborn Health Care. Integrated Sexual and Reproductive health (ISRH) E-Learning for Maternal and Newborn Health Care : Introduction
Videos	https://www.youtube.com/watch?v=W0vNS1VafXA How To Write A Methodology Chapter For A Dissertation Or Thesis.

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	3	1	3	2	2	3	1	3	1	3	2	3	3
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Obstetrical_Nursing)

Title of the Course	Clinical Specialty-II(Obstetrical & Gyn. Nursing)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Qualified in M.Sc Nursing 1st year all the subjects	Co-Requisite/s	Should be able to conduct and assist the stages of labor health programs related to mother and child Care, identify the basic health issues in mother and child care, implement.			
Course Outcomes & Bloom's Level	<p>CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (.)</p> <p>CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (.)</p> <p>CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care. (.)</p> <p>CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (.)</p> <p>CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics. (.)</p> <p>CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as in dependent Midwifery Nurse Practitioner. (.)</p>					
Course Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values X Environment ✓	SDG (Goals)				

Part B

Modules	Contents	Pedagogy	Hours
unit 1	<p>Recognize the trends and issues in midwifery and obstetrical Nursing</p> <p>Introduction to midwifery and obstetrical Nursing</p> <ul style="list-style-type: none"> □ Introduction to concepts of midwifery and obstetrical Nursing □ Trends in midwifery and obstetrical nursing □ Historical perspectives & current trends □ Legal and ethical aspects in midwifery □ Preconception care and preparing for parenthood □ Role of nurse in midwifery and obstetrical care □ National policies and legislations in relation to maternal health and welfare □ Maternal morbidity, mortality and fertility rates □ Perinatal morbidity and mortality rates 	lecture cum discussion	3
unit 2	<p>Describe the anatomy and female reproductive system</p> <p>Review of anatomy and physiology of female reproductive system and fetal development</p> <ul style="list-style-type: none"> □ Female pelvis — general description of the bones, joints, ligaments, planes of the pelvis □ diameters of the true pelvis, important landmarks, and variations in pelvis shape. □ Female organs of reproduction - external genitalia, internal genital organs and their anatomical relations, musculature — blood-supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum □ Physiology of menstrual cycle □ Human sexuality □ Fetal development □ Conception □ Review of fertilization, implantation (embedding of the ovum), Development of the embryo and placenta at term — functions, abnormalities, the fetal sac, Amniotic fluid, The umbilical cord □ Fetal circulation, Fetal skull: bones, sutures and measurements. Review of Genetics 	lecture cum discussion	8
unit 3	<p>Describe the diagnosis and management of women during antenatal period</p> <p>Assessment and management of pregnancy (ante-natal):</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> □ Physiological changes during pregnancy. □ Reproductive system □ Cardiovascular system □ Respiratory system □ Urinary system □ Gastrointestinal system □ Metabolic changes □ Skeletal changes □ Skin changes □ Endocrine system □ Psychological changes □ Discomforts of pregnancy □ Diagnosis of pregnancy □ Signs □ Differential diagnosis □ Confirmatory tests □ Ante-natal care □ Objectives □ Assessment: History and physical examination □ Antenatal Examination □ Modalities of diagnostics: invasive, noninvasive, ultrasonic, cardio tomography, NST, CST. □ Signs of previous child-birth □ Lecture discussion □ Demonstration □ Case discussion □ presentation □ Health talk □ Practise session □ Counseling session □ Supervised Clinical practice □ Short answers □ Objective type □ Assessment of skills with check list □ Assessment of patient 	lecture cum discussion	8

	<p>management problems ITMUNIVERSITY,GWALIOR <input type="checkbox"/></p> <p>Relationshipoffetusto uterusand pelvis: Lie, Attitude, Presentation, Position pervaginal examination <input type="checkbox"/> Pervaginalexamination <input type="checkbox"/></p> <p>Assessmentoffetalwell being <input type="checkbox"/> Screening and assessment forhighrisk: Risk approach <input type="checkbox"/></p> <p>Educationforchild-birth <input type="checkbox"/> Preparation for safe-confinement <input type="checkbox"/> Psycho-social and culturalaspects of pregnancy <input type="checkbox"/></p> <p>Adjustmenttopregnancy <input type="checkbox"/> Unwedmother <input type="checkbox"/> Singleparent <input type="checkbox"/> Teenagepregnancy <input type="checkbox"/></p> <p>SexualViolence <input type="checkbox"/> Substanceuse <input type="checkbox"/> Adoption</p>		
unit 4	<p>Describe the physiology and stages of labour <input type="checkbox"/> Describethe managemen t of women during intra-natal period Assessment and managementofintra-natal period <input type="checkbox"/></p> <p>Physiologyoflabour <input type="checkbox"/> Onset of labour: causes, Signs and symptoms ,Per vaginalexamination <input type="checkbox"/> Stages oflabour <input type="checkbox"/></p> <p>First stage :physiology, signs and symptoms, Duration,assessmentand observationofwomenin labour:partogram,Pain reliefandcomfortin <input type="checkbox"/></p> <p>Lecture discussion <input type="checkbox"/> Demonstration <input type="checkbox"/></p> <p>Casediscussion <input type="checkbox"/> Casepresentation <input type="checkbox"/></p> <p>Simulated practice <input type="checkbox"/> Supervise dClinical <input type="checkbox"/> practice <input type="checkbox"/> Essaytype <input type="checkbox"/> Short answers <input type="checkbox"/></p> <p>Objective type <input type="checkbox"/> Assessmentof skills with checklist <input type="checkbox"/> Assessmentof Patient <input type="checkbox"/></p> <p>Management problems ITMUNIVERSITY,GWALIOR labour <input type="checkbox"/></p> <p>Second stage : physiology, signs and symptoms, mechanism of labour, duration, preparation of labour room, conduction of delivery : principlesand techniques, episiotomy Third stage : physiology, signs and symptoms, Duration, methods of placental delivery, active management of third stage oflabour. <input type="checkbox"/> Examinationplacenta <input type="checkbox"/></p> <p>Examinationofperineum <input type="checkbox"/></p> <p>Immediatenewborncare :receiving the newborn, Care of umbilical cord, Immediate assessment, including screening for congenital anomalies , Identification, Bonding, Initiate feeding, Screening and transportation of the neonate <input type="checkbox"/> Neonatal resuscitation; initial steps and subsequentresuscitation. <input type="checkbox"/> Active management of labour: Induction of labour <input type="checkbox"/></p> <p>Pain relief and comfort in labour</p>	lecture cum discussion	12
unit 5	<p>Describe the physiology of puerperium <input type="checkbox"/></p> <p>Describethe managemen t of women during <input type="checkbox"/> post-natal period Assessment and management of women duringpostnatalperiod: Normal puerperium <input type="checkbox"/></p> <p>Physiology, Duration &management <input type="checkbox"/></p> <p>Postnatalassessment <input type="checkbox"/> Promoting physical andemotionalwell-being <input type="checkbox"/></p> <p>Postnataldietandexercise <input type="checkbox"/></p> <p>Minordisordersof puerperium <input type="checkbox"/></p> <p>Lactationmanagement <input type="checkbox"/> Immunization <input type="checkbox"/></p> <p>Family dynamics after child- birth: Family welfare services; methods, counseling, Follow-up Recordsand reports</p>	lecture cum discussion	5

unit 6	<p>Describe the Assessment and management of <input type="checkbox"/> normal neonate Assessment and management of normal neonates <input type="checkbox"/> Normal Neonate <input type="checkbox"/> Physiological adaptation <input type="checkbox"/> Initial & Daily assessment Essential newborn care; Thermal control <input type="checkbox"/> Breast feeding, prevention of infections, Immunization <input type="checkbox"/> Minor disorders of newborn and its management <input type="checkbox"/> Levels of Neonatal care (level I, II, & III) At primary, secondary and tertiary levels</p> <p>Maintenance of Reports and Records</p>	lecture cum discussion	6
unit 7	<p>Describe the Identification and management of <input type="checkbox"/> women with high risk pregnancy High-risk pregnancy- assessment & management <input type="checkbox"/> Screening and assessment: Ultrasonics, cardiotomography, NST, CST, non-invasive, invasive & Newer modalities of diagnosis <input type="checkbox"/> Levels of care; primary, secondary and tertiary levels <input type="checkbox"/> Disorders of pregnancy <input type="checkbox"/> Hyper-emesis gravidarum <input type="checkbox"/> Bleeding in early pregnancy: abortion, ectopic pregnancy, vesicular mole <input type="checkbox"/> Ante-partum hemorrhage <input type="checkbox"/> Pregnancy induced hypertension <input type="checkbox"/> Gestational Diabetes Mellitus <input type="checkbox"/> Hydramnios <input type="checkbox"/> Rh incompatibility <input type="checkbox"/> Mental disorders <input type="checkbox"/> Multiple pregnancy <input type="checkbox"/> Abnormalities of placenta and cord <input type="checkbox"/> Intra-uterine growth- retardation <input type="checkbox"/> Gynaecological diseases complicating pregnancy: Uterine abnormality and displacement <input type="checkbox"/> Medical and surgical conditions complicating pregnancy <input type="checkbox"/> Lecture discussion <input type="checkbox"/> Demonstrate using videofilms, scan reports, partograph etc <input type="checkbox"/> Case discussion/presentation <input type="checkbox"/> Health talk <input type="checkbox"/> Practice Session <input type="checkbox"/> Supervised Clinical practice <input type="checkbox"/> Essay type <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of skills with check list <input type="checkbox"/> Assessment of patient management problems</p> <p>ITM UNIVERSITY, GWALIOR <input type="checkbox"/> Infections, RTI (STD), UTI, HIV, TORCH, <input type="checkbox"/> Adolescent pregnancy, Elderly primi and grand multipara <input type="checkbox"/> Nursing management of mothers with high- risk pregnancy <input type="checkbox"/> Maintenance of Records and Report</p>	lecture cum discussion	10
unit 8	<p>Describe management of <input type="checkbox"/> abnormal labour And obstetrical emergencies Abnormal Labour- assessment and management <input type="checkbox"/> Disorders in labour <input type="checkbox"/> CPD and contracted pelvis <input type="checkbox"/> Malpositions and malpresentations <input type="checkbox"/> Premature labour <input type="checkbox"/> Disorders of uterine actions - precipitate labour, prolonged labour <input type="checkbox"/> Complications of third stage: injuries to birth canal <input type="checkbox"/> Obstetrical emergencies and their management <input type="checkbox"/> Presentation and prolapse of cord, <input type="checkbox"/> Vasa praevia <input type="checkbox"/> Amniotic fluid embolism <input type="checkbox"/> Rupture of uterus <input type="checkbox"/> Shoulder dystocia <input type="checkbox"/> Obstetrical shock <input type="checkbox"/> Obstetrical procedures and operations <input type="checkbox"/> Induction of labour <input type="checkbox"/> Forceps <input type="checkbox"/> Vacuum <input type="checkbox"/> Lecture discussion <input type="checkbox"/> Demonstrate using video films, scan reports, partograph etc <input type="checkbox"/></p>	lecture cum discussion	10

<p>Case discussion/presentation <input type="checkbox"/> Healthtalk <input type="checkbox"/> PracticeSession <input type="checkbox"/> Supervised Clinicalpractice <input type="checkbox"/> Essaytype <input type="checkbox"/> Short answers <input type="checkbox"/> Objective type <input type="checkbox"/> Assessmentof skills with checklist <input type="checkbox"/> Assessmentof patient management problems ITMUNIVERSITY,GWALIOR <input type="checkbox"/> Version <input type="checkbox"/> Manualremovalof placenta <input type="checkbox"/> CesareanSection <input type="checkbox"/> Destructiveoperations <input type="checkbox"/> Nursingmanagementof womenundergoingObstetrical operations andprocedures.</p>		
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Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit 5	embryological development modal	PBL	BL6-Create	20
Module	IMNCI	Simulation	BL3-Apply	25

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200		100	50	100	50
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	1. Dutta(DC) Textbook of Obstetrics 13thEdition. 2.Myles Textbook for Midwives, International Edition, Jayne E. Marshall & Maureen D. Raynor, 17th edition,
Articles	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4061621/
References Books	1 Fraser(DM). MylesTextbookofMidwives, Churchill Livingstone. 14th Edition.
MOOC Courses	https://www.indiannursingcouncil.org/e-learning
Videos	A career in midwifery - YouTube www.youtube.com › watch

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	3
CO2	3	1	2	3	1	2	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	3	1	2	3	1	2	3	1	1	2
CO4	2	2	1	1	1	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Obstetrical_Nursing)

Title of the Course	Clinical Specialty-II(Obstetrical & Gyn. Nursing)
Course Code	MNSG 203[T]

Part A

Year	2nd	Credits	L	T	P	C
			10	0	0	10
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	Should be qualified in M.Sc Nursing 1st Year in all the subjects	Co-Requisite/s	Should be able to conduct and assist the stages of labor health programs related to mother and child Care, identify the basic health issues in mother and child care, implement.			
Course Outcomes & Bloom's Level	<p>CO1- recognize, state the concept and principles of Midwifery and Obstetric Nursing. (BL1-Remember)</p> <p>CO2- comprehend, distinguish and explain knowledge and skills in implementing nursing care to normal and high-risk pregnant women in hospital and community setting. (BL2-Understand)</p> <p>CO3- apply, demonstrate the skills in assessing normal and high-risk obstetrics and providing basic emergency obstetric and neonatal care (BL3-Apply)</p> <p>CO4- identify, analyze the health needs and impart maternal, neonatal, family planning and other reproductive health services in the hospital and community. (BL4-Analyze)</p> <p>CO5- describe, explain and evaluate professional competency in handling normal and high-risk conditions of women in pregnancy and use of various equipment's in Obstetrics. (BL5-Evaluate)</p> <p>CO6- explain the evidence-based nursing practice in the field of Obstetrical Nursing and function as an independent Midwifery Nurse Practitioner. (BL6-Create)</p>					
Course Elements	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values X Environment ✓	SDG (Goals)	SDG1 (No poverty) SDG4 (Quality education)			

Part B

Modules	Contents	Pedagogy	Hours
unit 1	<p>Management of problems of women during pregnancy</p> <ul style="list-style-type: none"> □ Risk approach of obstetrical nursing care , concept&goals. □ Screening of high-risk pregnancy, newer modalities of diagnosis. □ Nursing Management of Pregnancies at risk-due to obstetrical complication □ Pernicious Vomiting. □ Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases. □ Hemorrhage during late pregnancy, ante partum hemorrhage, Placenta praevia, abruptio placenta. □ Hypertensive disorders in pregnancy, pre-eclampsia, eclampsia, Hemolysis Elevated liver enzyme Low Platelet count (HELLP) □ Iso-immune diseases. Rh and ABO incompatibility □ Hematological problems in pregnancy. □ Hydramnios-oligohydramnios □ Prolonged pregnancy- post term, post maturity. □ Multiple pregnancies. □ Intra uterine infection& pain during pregnancy. □ Intra Uterine Growth Retardation(IUGR), Premature Rupture of Membrane(PROM), intra uterine death 	lecture cum discussion	25
unit 2	<p>Pregnancies at risk-due to pre-existing health problems</p> <ul style="list-style-type: none"> □ Metabolic conditions. □ Anemia and nutritional deficiencies □ Hepatitis □ Cardio-vascular disease. □ Thyroid diseases. □ Epilepsy. □ Essential hypertension □ Chronic renal failure. □ Tropical diseases. □ Psychiatric disorders □ Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis □ Other risk factors: Age-Adolescents, elderly; unwed mothers, sexual abuse, substance use □ Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst 	virtual lab& demonstration	15
unit 3	<p>Abnormal labour, pre-term labour & obstetrical emergencies</p> <ul style="list-style-type: none"> □ Etiology, pathophysiology and nursing management of □ Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. □ Abnormal lie, presentation, position compound presentation. □ Contracted pelvis-CPD; dystocia. □ Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. □ Augmentation of labour. Medical and surgical induction. □ Version □ Manual removal of placenta. □ Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations □ Genital tract injuries-Third degree perineal tear, VVF, RVF □ Complications of third stage of labour: <ul style="list-style-type: none"> □ Post partum Hemorrhage. □ Retained placenta. 		15

unit 4	post partum complications □ Nursing management of □ Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism □ Sub involution of uterus, Breast conditions, Thrombophlebitis □ Psychological complications, post partum blues, depression, psychosis	field work	10
unit 5	High Risk Newborn □ Concept, goals, assessment, principles. □ Nursing management of □ Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. □ Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum □ Icterus neonatorum. □ Birth injuries. □ Hypoxic ischaemic encephelopathy □ Congenital anomalies. □ Neonatal seizures. □ Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. □ Neonatal heart diseases. □ Neonatal hemolytic diseases □ Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS □ Advanced neonatal procedures. □ Calculation of fluid requirements. □ Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn □ Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU	Lecture discussion □ Demonstration □ Casediscussion □ Casepresentation □ Simulated practice □ Supervised Clinical practice	25
unit 6	HIV/AIDS □ HIV positive mother and her baby □ Epidemiology □ Screening □ Parent to child transmission(PTCT) □ Prophylaxis for mother and baby □ Standard safety measures □ Counseling □ Breast feeding issues □ National policies and guidelines □ Issues: Legal,ethical, Psychosocial and rehabilitation Role of nurse	demonstration ,virtual lab	15
Unit 7	Gynecological problems and nursing management □ Gynecological assessment □ Gynecological procedures □ Etiology, pathophysiology, diagnosis and nursing management of □ Menstrual irregularities □ Diseases of genital tract □ Genital tract infections □ Uterine displacement □ Genital prolapse □ Genital injuries □ Uterine malformation □ Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal. □ Sexual abuse, rape, trauma , assault	Lecture Cum Discussion Method	25
Unit 8	Administration and management of obstetrical and gynaecological unit □ Design & layout □ Staffing, □ Equipment, supplies, □ Infection control; Standard safety measures □ Quality Assurance:-Obstetric auditing – records /reports, Norms, policies and protocols □ Practice standards for obstetrical and gynaecological unit	Lecture Cum Discussion Method	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
unit 1	Antenatal OPD including Infertility clinics/Reproductive medicine, Family welfare and post partum clinic / PTCT	Field work	BL2-Understand	180
unit 2	Antenatal and Postnatal ward	Field work	BL2-Understand	180
unit 3	Labour room	Field work	BL3-Apply	120
unit 4	Neonatal Intensive Care Unit	Field work	BL3-Apply	90
unit 5	Obstetric/Gynae Operation Theatre	Field work	BL4-Analyze	90
unit 6	Gynae Ward	Field work	BL5-Evaluate	120
unit 7	CHC, PHC, SC	Field work	BL6-Create	180
unit 1	Describe the anatomy and female reproductive system Review of anatomy and physiology of female reproductive system and fetal development □ Female pelvis — general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, and variations in pelvis shape. □ Female organs of reproduction - external genitalia, internal genital organs and their anatomical relations, musculature — blood- supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum □ Physiology of menstrual cycle □ Human sexuality □ Fetal development □ Conception □ Review of fertilization, implantation (embedding of the ovum), Development of the embryo and placenta at term — functions, abnormalities, the fetal sac, Amniotic fluid, The umbilical cord □ Fetal circulation, Fetal skull: bones, sutures and measurements. Review of Genetics	Field work	BL3-Apply	8

Part D (Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	Wongs essential of paediatric nursing 8th edition by marilyn J. hocken berry, david Wilson Child health nursing 2 nd edition by Padmaja, jaypee publisher pvt lid.
Articles	https://www.slideshare.net/priyankagohil10/introduction-to-midwifery-234623705
References Books	Bobak Maternity&ChildHealthNursing Care for the childbearing family 2ndEdition,Philadelphia:J.B. Lippincott, 1990.
MOOC Courses	https://www.indiannursingcouncil.org/e-learning E-Learning for Maternal and Newborn Health Care.
Videos	https://www.youtube.com/user/Midwivesmagazine/videos

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	2	3	1	3	2	3	3
CO2	3	1	2	3	1	2	1	2	3	1	3	1	2	2	2
CO3	2	2	2	2	2	3	1	2	3	1	2	3	1	1	2
CO4	2	2	1	1	1	2	2	2	2	2	2	2	2	3	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Paediatric)

Title of the Course	Clinical Specialty-II(Paediatric)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Embedded theory and field work					
Course Category	Discipline Core					
Pre-Requisite/s	1. Should be qualified with I Year M.sc Nursing in all the subjects	Co-Requisite/s	1. Should have understanding of milestones in pediatric nursing nursing medical and surgical procedures used in the M.sc Nursing I year.			
Course Outcomes & Bloom's Level	<p>CO1- able to identify the role of pediatric nurse in various settings -Expanded and extended.(BL1-Remember)</p> <p>CO2- will interpret & relate disorders & Common Communicable diseases.(BL2-Understand)</p> <p>CO3- will demonstrate advanced skills/competence in nursing management of children with medical and surgical problems, manage emergencies in children.(BL3-Apply)</p> <p>CO4- able to categorize the nursing process in the care of ill infants to pre adolescents in hospital and community.(BL3-Apply)</p> <p>CO5- able to assess treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders(BL4-Analyze)</p> <p>CO6- able to prepare a design for layout and describe standards for management of pediatric units/hospitals.(BL4-Analyze)</p>					
Course Elements	Skill Development ✓ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✗	SDG (Goals)	SDG1(No poverty) SDG3(Good health and well-being) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG7(Affordable and clean energy) SDG8(Decent work and economic growth) SDG10(Reduced inequalities) SDG11(Sustainable cities and economies) SDG12(Responsible consumption and production) SDG13(Climate action) SDG15(Life on land) SDG17(Partnerships for the goals)			

Part B

Modules	Contents	Pedagogy	Hours
Unit I	Introduction □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings - Expanded and extended	Lecture cum Discussion	5 hrs

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
I	Pediatric medicine ICU	Field work	BL3-Apply	120 hrs
II	Pediatric surgical ICU	Field work	BL3-Apply	120 hrs
III	NICU	Field work	BL3-Apply	120 hrs
IV	Pediatric OT	Field work	BL3-Apply	60 hrs
V	Pediatric medicine ward	Field work	BL3-Apply	180 hrs
VI	Pediatric surgery ward	Field work	BL3-Apply	180 hrs
VII	Emergency/Casualty	Field work	BL3-Apply	120 hrs
VIII	Field visits*	Field work	BL3-Apply	60 hrs

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	50				
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	0	50	25	50	25

Part E

Books	1 Susan Carman and Theresa Kyle, Essentials of Pediatric Nursing 2 nd Edition 2 Textbook by Anupama Susmitha and Susamma Varghese
Articles	https://publications.aap.org/pediatrics
References Books	1. Parul Dutta, Pediatric Nursing 6th edition, 204, 205
MOOC Courses	https://www.indiannursingcouncil.org/e-learning E-Learning for Maternal and Newborn Health Care.
Videos	https://www.youtube.com/watch?v=7jBMTcG-ALQ Milestones in pediatric nursing

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	2	1	3	3	3	1	3	1	3	1	2	1
CO2	2	3	2	2	3	3	3	3	3	3	3	3	3	2	2
CO3	2	3	3	2	2	2	2	2	1	2	3	1	2	2	2
CO4	2	2	2	3	3	2	2	2	2	3	2	3	3	3	3
CO5	1	2	2	2	2	2	3	3	2	2	2	2	2	3	3
CO6	2	2	2	2	2	1	2	2	1	3	1	3	2	1	3



Syllabus-2023-2024

(SONS)(MSc_Nursing-Psychiatric)

Title of the Course	Clinical Specialty-II(Psychiatric)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Embedded theory and lab					
Course Category	Discipline Core					
Pre-Requisite/s	Should have been qualified in M.Sc nursing 1st Year in all the subjects	Co-Requisite/s	Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions.			
Course Outcomes & Bloom's Level	<p>CO1- Students will able to identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS. (BL1-Remember)</p> <p>CO2- Student will understand of dynamics legal and ethical issues pertaining to psychiatric nursing. (BL2-Understand)</p> <p>CO3- Students will demonstrate advanced skills/competence in nursing management of patients with mental disorders (BL3-Apply)</p> <p>CO4- Students can analyze & Integrate recent technology and various treatment modalities in the management of patients with mental disorders (BL4-Analyze)</p> <p>CO5- Students will assess, and demonstrate skills in carrying out crisis intervention. (BL5-Evaluate)</p> <p>CO6- Identify areas of research in the field of psychiatric nursing. (BL6-Create)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education) SDG5(Gender equality)			

Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	Principles and practice of Psychiatric nursing □ Review	Lecture cum discussion	2
UNIT 2	Crisis Intervention □ Crisis, Definition □ Phases In The Development of A Crisis □ Types of Crisis; Dispositional , Anticipated Life Transitions Traumatic Stress, Maturational/ Development , Reflecting Psychopathology □ Psychiatric Emergencies and their management □ Grief and grief reaction □ Crisis Intervention; Phases □ Post traumatic stress disorder (PTSD) □ Role of the Nurse	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	10
UNIT 3	Anger/ Aggression Management □ Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse	LECTURE CUM DISCUSSION	4
UNIT4	The Suicidal Client □ Epidemiological Factors □ Risk Factors □ Predisposing Factors: Theories of Suicide-Psychological, Sociological ,Biological □ Nursing Management	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	5
UNIT5	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Lecture cum Discussion □ Demonstration □ Group work □ Practice session □ Clinical practice	5
UNIT6	Delirium, Dementia, and Amnesic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management	Lecture cum discussion □ Case discussion	10
UNIT7	Delirium, Dementia, and Amnesic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management □ The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For Substance-Related Disorders and Nursing Management	Lecture cum discussion □ Clinical/ field practice □ Field visits to mental health service agencies	5
UNIT 8	Schizophrenia and Other Psychotic Disorders (Check ICD10) □ Nature of the Disorder □ Predisposing Factors □ Schizophrenia -Types □ Disorganized Schizophrenia □ Catatonic Schizophrenia □ Paranoid Schizophrenia □ Undifferentiated Schizophrenia □ Residual Schizophrenia □ Other Psychotic disorders □ Schizo affective Disorder □ Brief Psychotic Disorder □ Schizophreniform Disorder □ Psychotic Disorder Due to a General Medical Condition □ Substance-Induced Psychotic Disorder □ Treatment and Nursing Management	Lecture and Discussion □ Case discussion □ Case presentation □ Clinical practice	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
UNIT V	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Case Study	BL4-Analyze	5
XXI	Community Mental Health Nursing □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ The Role of the Nurse □ Case Management □ The community as Client □ Primary Prevention □ Populations at Risk □ Secondary prevention □ Tertiary Prevention □ Community based rehabilitation	Field work	BL4-Analyze	7

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	100	100	50	100	50

Part E

Books	Stuart, G.W. and Laraia, M.T Principles and Practice of Psychiatric Nursing. 8 th edition, India : elesvier, 2008.
Articles	Mental health patients' preferences regarding restrictive interventions: An integrative review
References Books	Morgan, C.T Introduction to Psychology, 7th Edition Kapoor Bimla, Textbook of psychiatry Nursing 13thEdition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://in.snhu.edu/lp/ly-002-b/master-of-science-psychology-nwa?utm_source=search&utm_campaign=SNHU-Masters-MS.C.Psycholog MSC.Psychology-India-NS-Online-KW-NoWA-LP&creative=695982633760&device=c&placement=&utm_medium=Google&utm_term=online%20masters%20in%20psychology&adgr M2uBvD_ZIt2qL0RCoO0tiCiiUEoxcPQr7MVbSZhoCAEEQAvD_BwE
Videos	Aggression Management

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO2	1	2	3	1	3	1	1	2	3	2	3	1	3	2	3
CO3	1	2	3	1	2	3	1	2	3	2	3	1	2	2	3
CO4	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	1	2	1	2	2	2	1	2	2	2	1	1	1	2	2



Syllabus-2023-2024

(SONS)(MSc_Nursing-Psychiatric)

Title of the Course	Clinical Specialty-II(Psychiatric)
Course Code	MNSG 203[T]

Part A

Year	2nd	Credits	L	T	P	C
			10	0	0	10
Course Type	Theory only					
Course Category	Discipline Core					
Pre-Requisite/s	Should have been qualified in M.Sc nursing 1st Year in all the subjects	Co-Requisite/s	.Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions			
Course Outcomes & Bloom's Level	<p>CO1- Students will able to identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS. (BL1-Remember)</p> <p>CO2- Student will understand of dynamics legal and ethical issues pertaining to psychiatric nursing. (BL2-Understand)</p> <p>CO3- Students will demonstrate advanced skills/competence in nursing management of patients with mental disorders (BL3-Apply)</p> <p>CO4- Students can analyze & Integrate recent technology and various treatment modalities in the management of patients with mental disorders (BL4-Analyze)</p> <p>CO5- Students will assess, and demonstrate skills in carrying out crisis intervention. (BL5-Evaluate)</p> <p>CO6- Identify areas of research in the field of psychiatric nursing. (BL6-Create)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education) SDG7(Affordable and clean energy)			

Part B

Modules	Contents	Pedagogy	Hours
unit-I	Principles and practice of Psychiatric nursing -Review	lecture cum discussion	2 hrs.
unit-II	Crisis Intervention Crisis, Definition □ Phases In The Development of A Crisis □ Types of Crisis; Dispositional , Anticipated Life Transitions Traumatic Stress, Maturation/ Development , Reflecting Psychopathology □ Psychiatric Emergencies and their management □ Grief and grief reaction □ Crisis Intervention; Phases □ Post traumatic stress disorder (PTSD) □ Role of the Nurse	lecture cum discusion	10 hrs.
unit-III	Anger/ Aggression Management Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse	lecture cum discussion	4 hrs.
unit-IV	The Suicidal Client Epidemiological Factors □ Risk Factors • Predisposing Factors: Theories of Suicide- Psychological, Sociological ,Biological □ Nursing Management	lecture cum discussion	5 hrs.
unit-V	Disorders of Infancy, Childhood, and Adolescence Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	field visit	5 hrs.
unit-VI	Delirium, Dementia, and Amnesic Disorders Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management	lecture cum discussion	5 hrs
unit-VII	Substance-Related Disorders Substance-Use Disorders □ Substance-Induced Disorders □ Classes Of Psychoactive Substances □ Predisposing Factors The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For Substance-Related Disorders and Nursing Management	seminar	10 hrs.
unit-VIII	Schizophrenia and Other Psychotic Disorders (Check ICD10) Nature of the Disorder □ Predisposing Factors □ Schizophrenia -Types • Disorganized Schizophrenia • Catatonic Schizophrenia • Paranoid Schizophrenia • Undifferentiated Schizophrenia • Residual Schizophrenia □ Other Psychotic disorders • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophreniform Disorder • Psychotic Disorder Due to a General Medical Condition • Substance-Induced Psychotic Disorder □ Treatment and Nursing Management	lecture cum discussion	10hrs.

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
XI	Anxiety Disorders Model	PBL		5 hrs.

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	50	75	38	25	12
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Books	Psychiatric Mental Health Nursing" by Sheila L. Essentials of Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice" by Mary C. Townsend Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice" by Karyn I. Morgan, Mary C. Townsend, and Nancy K
Articles	Article Title: "The Impact of Stigma on Mental Health: A Review
References Books	Psychiatric Nursing: Assessment, Care Plans, and Medications Morgan, C.T Introduction to Psychology, 7th Edition Kapoor Bimla, Textbook of psychiatry Nursing 13 th Edition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://in.snhu.edu/lp/ly-002-b/master-of-science-psychology-nwa?utm_source=search&utm_campaign=SNHU-Masters-MSc.PsychologLP&creative=695982633760&device=c&placement=&utm_medium=Google&utm_term=online%20masters%20in%20psychology&adgroexOC2uEQAvD_BwE
Videos	https://www.youtube.com/watch?v=0P6gQw2XMVE

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	3	1	3	1	2	3	2	3	1	3	1	2	3	2
CO2	3	1	2	3	1	2	1	3	1	2	3	1	3	1	3
CO3	2	2	2	2	2	3	1	2	2	3	1	2	3	1	2
CO4	2	3	1	3	1	2	3	2	2	2	2	2	2	3	2
CO5	3	1	2	3	1	2	1	3	2	2	3	1	3	1	3
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



Syllabus-2023-2024

(SONS)(MSc_Nursing-Psychiatric)

Title of the Course	Clinical Specialty-II(Psychiatric)
Course Code	MNSG 203[P]

Part A

Year	2nd	Credits	L	T	P	C
			0	0	32	32
Course Type	Embedded theory and lab					
Course Category	Discipline Core					
Pre-Requisite/s	Should have been qualified in M.Sc nursing 1st Year in all the subjects	Co-Requisite/s	Should be able to understand the basic of identifying the mental disorders, therapies and implement the clinical procedure, understand the psychology and psychiatry conditions.			
Course Outcomes & Bloom's Level	<p>CO1- Students will able to identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS. (BL1-Remember)</p> <p>CO2- Student will understand of dynamics legal and ethical issues pertaining to psychiatric nursing. (BL2-Understand)</p> <p>CO3- Students will demonstrate advanced skills/competence in nursing management of patients with mental disorders (BL3-Apply)</p> <p>CO4- Students can analyze & Integrate recent technology and various treatment modalities in the management of patients with mental disorders (BL4-Analyze)</p> <p>CO5- Students will assess, and demonstrate skills in carrying out crisis intervention. (BL5-Evaluate)</p> <p>CO6- Identify areas of research in the field of psychiatric nursing. (BL6-Create)</p>					
Course Elements	Skill Development ✗ Entrepreneurship ✗ Employability ✗ Professional Ethics ✗ Gender ✗ Human Values ✗ Environment ✓	SDG (Goals)	SDG4(Quality education) SDG5(Gender equality)			

Part B

Modules	Contents	Pedagogy	Hours
UNIT 1	Principles and practice of Psychiatric nursing □ Review	Lecture cum discussion	2
UNIT 2	Crisis Intervention □ Crisis, Definition □ Phases In The Development of A Crisis □ Types of Crisis; Dispositional , Anticipated Life Transitions Traumatic Stress, Maturational/ Development , Reflecting Psychopathology □ Psychiatric Emergencies and their management □ Grief and grief reaction □ Crisis Intervention; Phases □ Post traumatic stress disorder (PTSD) □ Role of the Nurse	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	10
UNIT 3	Anger/ Aggression Management □ Anger and Aggression, Types, Predisposing Factors □ Management □ Role of The Nurse	LECTURE CUM DISCUSSION	4
UNIT4	The Suicidal Client □ Epidemiological Factors □ Risk Factors □ Predisposing Factors: Theories of Suicide-Psychological, Sociological ,Biological □ Nursing Management	Lecture cum discussion □ Case discussion □ Case presentation □ Clinical practice	5
UNIT5	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Lecture cum Discussion □ Demonstration □ Group work □ Practice session □ Clinical practice	5
UNIT6	Delirium, Dementia, and Amnestic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management	Lecture cum discussion □ Case discussion	10
UNIT7	Delirium, Dementia, and Amnestic Disorders □ Delirium □ Dementia □ Amnesia □ Psychopharmacological Intervention and Nursing Management □ The Dynamics Of Substance-Related Disorders □ The Impaired Nurse □ Codependency □ Treatment Modalities For Substance-Related Disorders and Nursing Management	Lecture cum discussion □ Clinical/ field practice □ Field visits to mental health service agencies	5
UNIT 8	Schizophrenia and Other Psychotic Disorders (Check ICD10) □ Nature of the Disorder □ Predisposing Factors □ Schizophrenia -Types □ Disorganized Schizophrenia □ Catatonic Schizophrenia □ Paranoid Schizophrenia □ Undifferentiated Schizophrenia □ Residual Schizophrenia □ Other Psychotic disorders □ Schizo affective Disorder □ Brief Psychotic Disorder □ Schizophreniform Disorder □ Psychotic Disorder Due to a General Medical Condition □ Substance-Induced Psychotic Disorder □ Treatment and Nursing Management	Lecture and Discussion □ Case discussion □ Case presentation □ Clinical practice	5

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
UNIT V	Disorders of Infancy, Childhood, and Adolescence □ Mentally Challenged □ Autistic Disorders □ Attention-Deficit/Hyperactivity Disorder □ Conduct Disorders, behavioural disorders □ Oppositional Defiant Disorder □ Tourette's Disorders □ Separation Anxiety Disorder □ Psychopharmacological Intervention and Nursing Management	Case Study	BL4-Analyze	5
XXI	Community Mental Health Nursing □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ The Role of the Nurse □ Case Management □ The community as Client □ Primary Prevention □ Populations at Risk □ Secondary prevention □ Tertiary Prevention □ Community based rehabilitation	Field work	BL4-Analyze	7

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
200	100	100	50	100	50

Part E

Books	Stuart, G.W. and Laraia, M.T Principles and Practice of Psychiatric Nursing. 8 th edition, India : elesvier, 2008.
Articles	Mental health patients' preferences regarding restrictive interventions: An integrative review
References Books	Morgan, C.T Introduction to Psychology, 7th Edition Kapoor Bimla, Textbook of psychiatry Nursing 13thEdition Shives Basic Concepts in Mental Health Nursing, 2nd Edition, Philadelphia : J.B. lippincott, 1990.
MOOC Courses	https://in.snhu.edu/lp/ly-002-b/master-of-science-psychology-nwa?utm_source=search&utm_campaign=SNHU-Masters-MS.C.Psycholog MSC.Psychology-India-NS-Online-KW-NoWA-LP&creative=695982633760&device=c&placement=&utm_medium=Google&utm_term=online%20masters%20in%20psychology&adgr M2uBvD_Zlt2qL0RCoO0tiCiiUEoxcPQr7MVbSZhoCAEEQAvD_BwE
Videos	Aggression Management

Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO2	1	2	3	1	3	1	1	2	3	2	3	1	3	2	3
CO3	1	2	3	1	2	3	1	2	3	2	3	1	2	2	3
CO4	3	2	2	3	1	3	3	2	2	2	2	3	1	2	2
CO5	2	1	3	1	1	2	2	1	2	2	1	2	2	1	3
CO6	1	2	1	2	2	2	1	2	2	2	1	1	1	2	2