



# SRI DEVARAJ URS ACADEMY OF HIGHER EDUCATION AND RESEARCH

(A Deemed to be University declared under Section 3 of UGC Act 1956)

Comprising Sri Devaraj Urs Medical College

[Constituent unit of Sri Devaraj Urs Educational Trust for Backward Classes (Regd.)]

TAMAKA, KOLAR-563 103, KARNATAKA, INDIA

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No. SDUAHER/KLR/ADMN/ ೨೧೮೬ /2024-25

30.09.2024

## REVISED NOTIFICATION

Ref:1 INC Notification No: 1-6/LT/2024-INC, dated: 20-09-2024  
2 Approval of the Hon'able Vice Chancellor, dated:30-09-2024

In continuation of this office notification dated 29-07-2024, the Calendar of events for Admission of M.Sc (N) Program for the academic year 2024-25 is hereby notified as follows:

SL.NO	DESCRIPTION OF EVENTS	SCHEDULE
<b>PART-I</b>		
01	Last date of admission	30 <sup>th</sup> October 2024
02	Commencement of academic session	18 <sup>th</sup> September 2024
03	Online submission of list of students to the Registrar SDUAHER	5 <sup>th</sup> November 2024
04	Getting admission registered certified by the Registrar SDUAHER	15 <sup>th</sup> November 2024 Before 3.30pm
05	Last date for admission approval statement	30 November 2024
06	Submission of I A marks	17 <sup>th</sup> July 2025
07	Examination	2 <sup>nd</sup> week of August 2025
08	Declaration of results	On or before 4 <sup>st</sup> week of August 2025
<b>SUBMISSION OF SYNOPSIS AND DESSERTATION</b>		
09	Last date for submission of synopsis to SDUAHER	20 <sup>th</sup> January 2025
10	Last date for submission of Dissertation to SDUAHER	20 <sup>th</sup> June 2026
11	Last date for submission of Dissertation to SDUAHER with fine	30 <sup>th</sup> June 2026

Registrar

Registrar  
Sri Devaraj Urs Academy of Higher  
Education and Research  
Tamaka, Kolar - 563 103.

### Copy to:

1. P.A to Vice Chancellor, SDUAHER
2. The Finance Officer, SDUAHER
3. The Controller of Examinations, SDUAHER
4. The Principal, Sri Devaraj Urs College of Nursing, Tamaka, Kolar
5. Office Copy

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(With effect from 2024-2025 batches)

## **M.Sc. Nursing Course Regulations and Curriculum for Psychiatric Nursing**



**SRI DEVARAJ URS ACADEMY OF HIGHER  
EDUCATION AND RESEARCH**

**Constituent Unit, Sri Devaraj Urs College of Nursing**

**A Deemed To Be University**

Declared under section 3 of UGC Act 1956

MHRD GOI NO.F, 9-36/2006-U.3 (A), Dt.25<sup>th</sup> may 2007

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## **CONTENT**

<b>S. No.</b>	<b>Content</b>
1	Philosophy
2	Aim
3	Objectives
4	Other Staff (Maximum Requirement)
5	Eligibility Criteria/Admission Requirements
6	Regulations for Examination
7	Guidelines for Dissertation
8	Duration
9	Scheme of Examination
	<b>First Year</b>
10	Nursing Education
11	Advance Nursing Practice
12	<b><i>Clinical Specialty – I</i></b>
	- Mental Health (Psychiatric) Nursing
13	Nursing Research & Statistics
	<b>Second Year</b>
14	Nursing Management
15	<b><i>Clinical Specialty –II</i></b>
	- Psychiatric (Mental Health) Nursing
16	Annexure – I (Staffing Pattern Relaxed till 2012)



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## **NOTIFICATION**

**Sub:** Approved of M.Sc (N) curriculum under the faculty of nursing

**Ref:** 1) INC notification file No: 1-6/LT/2023-INC, Dated: 26-12-2023

2) Proceedings of 46<sup>th</sup> Academic council meeting, Dated: 26-02-2024

3) Proceedings of 77<sup>th</sup> Board of Management meeting, Dated: 28-03-2024

4)No.SDUAHER/KLR/ADMN/238/2024-25, Dated: 18-04-2024

Sri Devaraj Urs Academy of Higher Education and Research, Kolar was established in the year 2007 under section 3 of the UGC Act, 1956. Sri Devaraj Urs College of Nursing becomes a constituent unit of SDUAHER from 1<sup>st</sup> July 2024. The academic council and board of management of SDUAHER approved M.Sc Nursing curriculum from the academic year 2024-25 in conformity with Indian Nursing Council regulations and curriculum for M.Sc (N) programme, Regulations 2006.

(Dr. Muninaraayana C)  
Registrar

## **Philosophy**

National Health Policy(NHP) 2002 emphasizes the need to prepare nurses to function in super-speciality areas who are required in tertiary care institutions, entrusting some limited public health functions to nurses after providing adequate training, and increase the ratio of degree holding vis a vis diploma holding nurses.

It is observed that there is an acute shortage of nursing faculty in under graduate and post graduate nursing programme in India

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India. .

Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into nursing practice, education, administration and development of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to life long learning which fosters improvement of quality care.

## **Aim**

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

## **Objectives**

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

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.

6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

### **Other Staff (Minimum requirements)**

(To be reviewed and revised and rationalized keeping in mind the mechanization and contract service)

- Ministerial
  - a) Administrative Officer 1
  - c) Office Superintendent 1
  - d) PA to Principal 1
  - e) Accountant/Cashier 1
  
- Upper Division Clerk 2
  
- Lower Division Clerk 2
  
- Store Keeper 1
  - a) Maintenance of stores 1
  - b) Classroom attendants 2
  - c) Sanitary staff As per the physical space
  - d) Security Staff As per the requirement
  
- Peons/Office attendants 4
  
- Library
  - a) Librarian 2
  - b) Library Attendants As per the requirement
  
- Hostel
  - a) Wardens 2
  - b) Cooks, Bearers, Sanitary Staff As per the requirement
  - c) Ayas /Peons As per the requirement
  - d) Security Staff As per the requirement
  - e) Gardeners & Dhobi Depends on structural facilities (desirable)

## **Eligibility Criteria/Admission Requirements:**

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.
6. Candidate shall be medically fit.
7. 5% relaxation of marks for SC/ST candidates may be given.

## **Entrance/Selection test**

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

## **Regulations for examination:**

### **Eligibility for appearing for the examination:**

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

### **Classification of results:**

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered

If the candidate fails in either practicals or theory paper he/she has to re - appear for both the papers (theory and practical)

Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination

### **Practicals**

- 4 hours of practical examination per student.
- Maximum number of 10 students per day per speciality.
- The examination should be held in clinical area only for clinical specialities
- One internal and external should jointly conduct practical examination
- Examiner – Nursing faculty teaching respective speciality area in M.Sc nursing programme with minimum 3 years experience after M.Sc nursing.

### **Dissertation**

Evaluation of the dissertation should be done by the examiner prior to viva

Duration: Viva-voce -minimum 30 minutes per student

### **Guidelines for Dissertation**

Tentative Schedule for dissertation

<b>S. No.</b>	<b>Activities</b>	<b>Scheduled Time</b>
1.	Submission of the research proposal	End of 9 <sup>th</sup> month of 1 <sup>st</sup> year
2.	Submission of dissertation – Final	End of 9 <sup>th</sup> month of II <sup>nd</sup> Year

Note: - Administrative approval and ethical clearance should be obtained

A. Research Guides

a) *Qualification of Guide*

Main guide : Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in teaching in the Post Graduate Programme in Nursing.

Co-Guide : A Co-Guide is a nursing faculty/expert in the field of study (may be from outside the college but should be within the city.)

b) *Guide – Students Ratio*

Maximum of 1:4 (including as co-guide)

c) *Research Committee*

There should be a research committee in each college comprising of minimum 5 members chaired by the Principal, College of Nursing.

## Duration

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

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

### Course of Instruction

	Theory (hrs)	Practical (hrs)
<b>1st year</b>		
Nursing education	150	150
Advance nursing practice	150	200
Nursing Research and statistics	150	100
*Clinical speciality –I	150	650

<b>Total</b>	<b>600</b>	<b>1100</b>
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## II nd Year

Nursing Management	150	150
Nursing Research(Dissertation)		300
*Clinical Speciality-II	150	950
<b>Total</b>	<b>300</b>	<b>1400</b>

Educational visit 2 weeks

**\*Clinical Speciality** – Medical Surgical Nursing (Cardio Vascular & Thoracic Nursing, Critical care Nursing, Oncology Nursing, Neurosciences Nursing, Nephro-Urology Nursing, Orthopedic Nursing, Gastro Enterology Nursing,)Obstetric & Gynaecological Nursing, Child Health (Paediatric) Nursing, Mental Health(Psychiatric) Nursing, Community Health Nursing, Psychiatric (Mental Health) Nursing etc.

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

## Scheme of Examination

	Theory			Practical		
	Hours	Internal	External	Hours	Internal	External
1st year						
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and statistics	3	25**	75*			
Clinical speciality -I	3	25	75		100	100
<b>Total</b>		<b>100</b>	<b>300</b>		<b>150</b>	<b>150</b>
II nd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
<b>Total</b>		<b>50</b>	<b>150</b>		<b>200</b>	<b>200</b>

\* Nursing research=50 and statistics=25

\*\*Nursing research=15 and statistics=10

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.

7. The maximum period to complete the course successfully should not exceed 4 (four) years
8. A candidate failing in more than two subjects will not be promoted to the II<sup>nd</sup> year.
9. No candidate shall be admitted to the subsequent II<sup>nd</sup> year examination unless the candidate has passed the I<sup>st</sup> year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

### **Admission Strength**

Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

### **Health Services**

There should be provisions for the following health services for the students.

- (a) An annual medical examination.
- (b) Vaccination against Tetanus, hepatitis B or any other communicable disease as considered necessary.
- (c) Free medical care during illness and / provision of health insurance should be made.
- (d) A complete health record should be kept in respect of each individual students. The question of continuing the training of a student, with long term chronic illness, will be decided by the individual college.

# CURRICULUM

## NURSING EDUCATION

Placement : 1<sup>st</sup> Year

Hours of Instruction  
Theory 150 Hours  
Practical 150 Hours Total  
: 300 Hours

### Course Description

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

### Objectives

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

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

14. Explain the concept, principles, steps, tools and techniques of evaluation
15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

### Course Content

Units	Hours		Course Content
	Theory	Practical	
<b>I</b>	<b>10</b>		<p><b>Introduction :</b></p> <ul style="list-style-type: none"> <li>□ Education :Definition, aims, concepts, philosophies &amp; their education implications,</li> <li>□ Impact of Social, economical, political &amp; technological changes on education: <ul style="list-style-type: none"> <li>• Professional education</li> <li>• Current trends and issues in education</li> <li>• Educational reforms and National Educational policy, various educational commissions-reports</li> <li>• Trends in development of nursing education in India</li> </ul> </li> </ul>
<b>II</b>	<b>20</b>	<b>30</b>	<p><b>Teaching – Learning Process</b></p> <ul style="list-style-type: none"> <li>□ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>□ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives</li> <li>□ Competency based education(CBE) and outcome based education(OBE)</li> <li>□ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats.</li> <li>□ 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)</li> </ul>

Units	Hours		Course Content
	Theory	Practical	
<b>III</b>	<b>10</b>	<b>10</b>	<b>Instructional media and methods</b> <ul style="list-style-type: none"> <li>□ Key concepts in the selection and use of media in education</li> <li>□ Developing learning resource material using different media</li> <li>□ Instructional aids – types, uses, selection, preparation, utilization.</li> <li>□ Teacher’s role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc</li> </ul>
<b>IV</b>	<b>10</b>		<b>Measurement and evaluation:</b> <ul style="list-style-type: none"> <li>□ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement.</li> <li>□ Principles of assessment, formative and summative assessment- internal assessment external examination, advantages and disadvantages.</li> <li>□ Criterion and norm referenced evaluation,</li> </ul>
<b>V</b>	<b>12</b>	<b>10</b>	<b>Standardized and non-standardized tests :</b> <ul style="list-style-type: none"> <li>□ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- <ul style="list-style-type: none"> <li>• Essay, short answer questions and multiple choice questions.</li> <li>• Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination)</li> <li>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique</li> </ul> </li> <li>□ Question bank-preparation, validation, moderation by panel, utilization</li> <li>□ Developing a system for maintaining confidentiality</li> </ul>
<b>VI</b>	<b>8</b>	<b>5</b>	<b>Administration, Scoring and Reporting</b> <ul style="list-style-type: none"> <li>□ Administering a test; scoring, grading versus marks</li> <li>□ Objective tests, scoring essay test, methods of scoring, Item analysis.</li> </ul>
<b>VII</b>	<b>12</b>	<b>6</b>	<b>Standardized Tools</b> <ul style="list-style-type: none"> <li>□ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.</li> </ul>

Units	Hours		Course Content
	Theory	Practical	
<b>VIII</b>	<b>5</b>	<b>6</b>	<b>Nursing Educational programs</b> <ul style="list-style-type: none"> <li>□ Perspectives of nursing education: Global and national.</li> <li>□ Patterns of nursing education and training 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.</li> </ul>
<b>IX</b>	<b>12</b>	<b>25</b>	<b>Continuing Education in Nursing</b> <ul style="list-style-type: none"> <li>□ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources.</li> <li>□ Program planning, implementation and evaluation of continuing education programs.</li> <li>□ Research in continuing education.</li> <li>□ Distance education in nursing.</li> </ul>
<b>X</b>	<b>10</b>	<b>10</b>	<b>Curriculum Development</b> <ul style="list-style-type: none"> <li>□ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li> <li>□ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li> <li>□ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>□ Equivalency of courses: Transcripts, credit system.</li> </ul>
<b>XI</b>	<b>8</b>	<b>4</b>	<b>Teacher preparation</b> <ul style="list-style-type: none"> <li>□ Teacher – roles &amp; responsibilities, functions, characteristics, competencies, qualities,</li> <li>□ Preparation of professional teacher</li> <li>□ Organizing professional aspects of teacher preparation programs</li> <li>□ Evaluation: self and peer</li> <li>□ Critical analysis of various programs of teacher education in India.</li> </ul>

Units	Hours		Course Content
	Theory	Practical	
<b>XII</b>	<b>10</b>	<b>5</b>	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>□ Concept, principles, need, difference between guidance and counseling , trends and issues.</li> <li>□ Guidance and counseling services : diagnostic and remedial.</li> <li>□ Coordination and organization of services.</li> <li>□ Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling.</li> <li>□ Professional preparation and training for counseling.</li> </ul>
<b>XIII</b>	<b>15</b>	<b>10</b>	<b>Administration of Nursing Curriculum</b> <ul style="list-style-type: none"> <li>□ Role of curriculum coordinator – planning, implementation and evaluation.</li> <li>□ Evaluation of educational programs in nursing-course and program.</li> <li>□ Factors influencing faculty staff relationship and techniques of working together.</li> <li>□ Concept of faculty supervisor (dual) position.</li> <li>□ Curriculum research in nursing.</li> <li>□ Different models of collaboration between education and service</li> </ul>
<b>XIV</b>	<b>10</b>		<b>Management of nursing educational institutions</b> <ul style="list-style-type: none"> <li>□ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,</li> </ul>
<b>XV</b>	<b>5</b>	<b>5</b>	<ul style="list-style-type: none"> <li>□ Development and maintenance of standards and accreditation in nursing education programs.</li> <li>□ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li> <li>□ Role of Professional associations and unions.</li> </ul>

**Activities :**

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.

- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### **Methods of Teaching**

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

### **Methods of evaluation**

- Tests
- Presentation
- Project work
- Written assignments

### **Internal Assessment**

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	-----
	100
	-----

### **Practical – Internal assessment**

Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25

### **Practical – external assessment**

Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

# ADVANCE NURSING PRACTICE

Placement: 1<sup>ST</sup> Year

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

## Course Description

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

## Objectives:

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

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

## Course Content

Unit	Hours	Content
<b>I</b>	<b>10</b>	<b>Nursing as a Profession</b> <ul style="list-style-type: none"> <li>□ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global</li> <li>□ Code of ethics(INC), code of professional conduct(INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations,</li> <li>□ Role of regulatory bodies</li> <li>□ Professional organizations and unions-self defense, individual and collective bargaining</li> <li>□ Educational preparations, continuing education, career opportunities, professional advancement &amp; role and scope of nursing education.</li> <li>□ Role of research, leadership and management.</li> <li>□ Quality assurance in nursing (INC).</li> <li>□ Futuristic nursing.</li> </ul>
<b>II</b>	<b>5</b>	<b>Health care delivery</b> <ul style="list-style-type: none"> <li>□ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession.</li> <li>□ Health care delivery system- national, state, district and local level.</li> <li>□ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals.</li> <li>□ Patterns of nursing care delivery in India.</li> <li>□ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non-governmental agencies.</li> <li>□ Information, education and communication (IEC).</li> <li>□ Tele-medicine.</li> </ul>
<b>III</b>	<b>10</b>	<b>Genetics</b> <ul style="list-style-type: none"> <li>□ Review of cellular division, mutation and law of inheritance, human genome project ,The Genomic era.</li> <li>□ Basic concepts of Genes, Chromosomes &amp; DNA.</li> <li>□ Approaches to common genetic disorders.</li> <li>□ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis &amp; screening, Ethical, legal &amp; psychosocial issues in genetic testing.</li> <li>□ Genetic counseling.</li> <li>□ Practical application of genetics in nursing.</li> </ul>
<b>IV</b>	<b>10</b>	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>□ Scope, epidemiological approach and methods,</li> <li>□ Morbidity, mortality,</li> <li>□ Concepts of causation of diseases and their screening,</li> <li>□ Application of epidemiology in health care delivery, Health surveillance and health informatics</li> <li>□ Role of nurse</li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
<b>V</b>	<b>20</b>	<p><b>Bio-Psycho social pathology</b></p> <ul style="list-style-type: none"> <li>□ Pathophysiology and Psychodynamics of disease causation</li> <li>□ Life processes, homeostatic mechanism, biological and psychosocial dynamics in causation of disease, life style</li> <li>□ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage Jand shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation.</li> <li>□ Treatment aspects: pharmacological and pre- post operative care aspects,</li> <li>□ Cardio pulmonary resuscitation.</li> <li>□ End of life Care</li> <li>□ Infection prevention (including HIV) and standard safety measures, bio-medical waste management.</li> <li>□ Role of nurse- Evidence based nursing practice; Best practices</li> <li>□ Innovations in nursing</li> </ul>
<b>VI</b>	<b>20</b>	<p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li>□ Values, Conceptual models, approaches.</li> <li>□ 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 parsee, etc and their applications,</li> <li>□ Health belief models, communication and management, etc</li> <li>□ Concept of Self health.</li> <li>□ Evidence based practice model.</li> </ul>
<b>VIII</b>	<b>10</b>	<p><b>Nursing process approach</b></p> <ul style="list-style-type: none"> <li>□ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health- illness problems, health behaviors, signs and symptoms of clients.</li> <li>□ Methods of collection, analysis and utilization of data relevant to nursing process.</li> <li>□ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.</li> </ul>
<b>IX</b>	<b>30</b>	<p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li>□ Human behavior, Life processes &amp; growth and development, personality development, defense mechanisms,</li> <li>□ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior,</li> <li>□ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young &amp; middle adult, and Older adult)</li> <li>□ Sexuality and sexual health.</li> <li>□ Stress and adaptation, crisis and its intervention,</li> <li>□ Coping with loss, death and grieving,</li> <li>□ Principles and techniques of Counseling.</li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
<b>X</b>	<b>10</b>	<b>Nursing practice</b> <ul style="list-style-type: none"> <li>□ Framework, scope and trends.</li> <li>□ Alternative modalities of care, alternative systems of health and complimentary therapies.</li> <li>□ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li>□ Health promotion and primary health care.</li> <li>□ Independent practice issues,- Independent nurse-midwifery practitioner.</li> <li>□ Collaboration issues and models-within and outside nursing.</li> <li>□ Models of Prevention,</li> <li>□ Family nursing, Home nursing,</li> <li>□ Gender sensitive issues and women empowerment.</li> <li>□ Disaster nursing.</li> <li>□ Geriatric considerations in nursing.</li> <li>□ Evidence based nursing practice- Best practices</li> <li>□ Trans-cultural nursing.</li> </ul>
<b>XI</b>	<b>25</b>	<b>Computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>□ Use of computers in teaching, learning, research and nursing practice.</li> <li>□ Windows, MS office: Word, Excel, Power Point,</li> <li>□ Internet, literature search,</li> <li>□ Statistical packages,</li> <li>□ Hospital management information system: softwares.</li> </ul>

### **Practical**

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks
- Emergency/ICU - 2 weeks

### **Activities**

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

## Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

## Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

## Advance nursing Procedures

Definition, Indication and nursing implications;

- CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oxymetry

## Internal Assessment

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	-----
	100
	-----

# CLINICAL SPECIALITY – I

## MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement : 1<sup>st</sup> Year

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

### Course Description

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

### Objectives

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

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

## Course Content

Units	Hours	Content
<b>I</b>	<b>15</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Mental Health and Mental Illness</li> <li>□ Historical perspectives</li> <li>□ Trends, issues and magnitude</li> <li>□ Contemporary practices</li> <li>□ Mental health laws/Acts</li> <li>□ National mental health program -National mental health authority, state mental health authority</li> <li>□ Human rights of mentally ill</li> <li>□ Mental Health/ Mental Illness Continuum</li> <li>□ Classification of mental illnesses-ICD, DSM</li> <li>□ Standards of Psychiatric nursing</li> <li>□ Challenges and Scope of psychiatric nursing</li> <li>□ Multi-disciplinary team and role of nurse</li> </ul> <p>Role of psychiatric nurse- extended and expanded</p>
<b>II</b>	<b>10</b>	<p><b>Concepts of Psychobiology</b></p> <ul style="list-style-type: none"> <li>□ The Nervous System: <ul style="list-style-type: none"> <li>• An Anatomical Review</li> <li>• The Brain and limbic system</li> <li>• Nerve Tissue</li> <li>• Autonomic Nervous system</li> <li>• Neurotransmitters</li> </ul> </li> <li>□ Neuroendocrinology <ul style="list-style-type: none"> <li>• Pituitary, Thyroid Gland</li> <li>• Circadian Rhythms</li> </ul> </li> <li>□ Genetics</li> <li>□ Neuro psychiatric disorders</li> <li>□ Psychoimmunology <ul style="list-style-type: none"> <li>• Normal Immune response</li> <li>• Implications for psychiatric Illness</li> </ul> </li> <li>□ Implications for Nursing</li> </ul>
<b>III</b>	<b>10</b>	<p><b>Theories of Personality Development and relevance to nursing practice</b></p> <ul style="list-style-type: none"> <li>□ Psychoanalytic Theory- Freud's</li> <li>□ Interpersonal Theory-Sullivan's</li> <li>□ Theory of Psychosocial Development-Erikson's</li> <li>□ Theory of object relations</li> <li>□ Cognitive Development Theory</li> <li>□ Theory of Moral Development</li> <li>□ A Nursing Model-Hildegard E.Peplau</li> </ul>
<b>IV</b>	<b>5</b>	<p><b>Stress and its management</b></p> <ul style="list-style-type: none"> <li>□ An introduction to the concepts of stress</li> <li>□ Psychological Adaptation to stress</li> <li>□ Stress as a Biological Response.</li> <li>□ Stress as an Environmental Event.</li> </ul>

Units	Hours	Content
		<ul style="list-style-type: none"> <li>□ Stress as Transaction between the Individual and the Environment.</li> <li>□ Stress management.</li> </ul>
<b>V</b>	<b>10</b>	<p><b>Therapeutic communication and interpersonal relationship</b></p> <ul style="list-style-type: none"> <li>□ Review communication process, factors affecting communication</li> <li>□ Communication with individuals and in groups</li> <li>□ Techniques of therapeutic communication-touch therapy</li> <li>□ Barrier of communication with specific reference to psychopathology</li> <li>□ Therapeutic attitudes</li> <li>□ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self Gaining self-awareness</li> <li>□ Therapeutic nurse-patient relationship its phases ; Conditions essential to development of a therapeutic relationship</li> <li>□ Therapeutic impasse and its management</li> </ul>
<b>VI</b>	<b>10</b>	<p><b>Assertive Training</b></p> <ul style="list-style-type: none"> <li>□ Assertive Communication</li> <li>□ Basic Human Rights</li> <li>□ Response Patterns <ul style="list-style-type: none"> <li>• (Nonassertive Behavior</li> <li>• Assertive Behavior</li> <li>• Aggressive Behavior</li> <li>• Passive-Aggressive Behavior)</li> </ul> </li> <li>□ Behavioral Components of Assertive Behavior</li> <li>□ Techniques that Promote Assertive Behavior</li> <li>□ Thought-Stopping Techniques Method</li> </ul> <p>Role of The Nurse</p>
<b>VII</b>	<b>10</b>	<p><b>Promoting Self-Esteem</b></p> <ul style="list-style-type: none"> <li>□ Components of Self-Concept</li> <li>□ The Development of Self-Esteem</li> <li>□ The Manifestations of Low-Self-Esteem</li> <li>□ Boundaries</li> </ul> <p>Role of The Nurse</p>
	<b>5</b>	<p><b>Women and Mental Health</b></p> <ul style="list-style-type: none"> <li>] Normal reaction to conception, pregnancy and puerperium</li> <li>] Problems related to conception, pregnancy and puerperium and its management. <ul style="list-style-type: none"> <li>• Counselling – Premarital, marital and genetic</li> </ul> </li> </ul>

<b>Units</b>	<b>Hours</b>	<b>Content</b>
<b>VIII</b>	<b>10</b>	<b>The nursing process in psychiatric/mental health nursing</b> <ul style="list-style-type: none"> <li>□ Mental health assessment- History taking, mental status examination</li> <li>□ Physical and neurological examination</li> <li>□ Psychometric assessment</li> <li>□ Investigations, Diagnosis and Differential diagnosis</li> <li>□ Interpretation of investigations</li> <li>□ Nurse's role</li> <li>□ Nursing case management <ul style="list-style-type: none"> <li>□ Critical pathways of care</li> </ul> </li> <li>□ Documentation <ul style="list-style-type: none"> <li>□ Problem-oriented recording Focus</li> <li>□ charting</li> <li>□ The PIE method</li> </ul> </li> </ul>
<b>IX</b>	<b>35</b>	<b>Psycho social and physical therapies</b> <ul style="list-style-type: none"> <li>□ Individual therapy</li> <li>□ Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy</li> <li>□ Group Therapy</li> <li>□ Family Therapy</li> <li>□ Milieu Therapy</li> <li>□ The Therapeutic Community</li> <li>□ Occupational therapy</li> <li>□ Recreational therapy</li> <li>□ Play therapy</li> <li>□ Music therapy</li> <li>□ Light therapy</li> <li>□ Color therapy</li> <li>□ Aroma therapy</li> </ul>
<b>XI</b>	<b>5</b>	<b>Electroconvulsive Therapy</b> <ul style="list-style-type: none"> <li>□ Historical Perspectives</li> <li>□ Indications</li> <li>□ Contraindications</li> <li>□ Mechanisms of Action</li> <li>□ Side Effects</li> <li>□ Risks Associated with Electroconvulsive Therapy</li> <li>□ The Role of The Nurse in Electroconvulsive Therapy</li> </ul>
<b>X</b>	<b>10</b>	<b>Psychopharmacology</b> <ul style="list-style-type: none"> <li>□ Historical Perspectives</li> <li>□ Role of a Nurse in Psychopharmacological Therapy <ul style="list-style-type: none"> <li>• Antianxiety Agents</li> <li>• Antidepressants Agents</li> <li>• Mood stabilizers</li> <li>• Antipsychotics</li> <li>• Sedative-Hypnotics</li> <li>• Central Nervous System Stimulants</li> </ul> </li> <li>□ Future developments</li> </ul>

Units	Hours	Content
<b>XII</b>	<b>15</b>	<p><b>Alternative systems of medicine in mental health</b></p> <ul style="list-style-type: none"> <li>□ Types of Therapies <ul style="list-style-type: none"> <li>• Herbal Medicine</li> <li>• Unani</li> <li>• Siddha</li> <li>• Homeopathic</li> <li>• Acupressure and Acupuncture</li> <li>• Diet and Nutrition</li> <li>• Chiropractic Medicine</li> <li>• Therapeutic Touch and Massage</li> <li>• Yoga</li> <li>• Pet Therapy</li> </ul> </li> </ul>

## Practical

**Total = 660 Hours 1  
Week = 30 Hours**

<b>S.No.</b>	<b>Area of Posting</b>	<b>No. of Week</b>	<b>Total Hours</b>
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric ward	4	120 Hours
3	Psychiatric Emergency Unit	2	60 Hours
4	O.P.D	2	60 Hours
5	Family Psychiatric Unit	2	60 Hours
6	Community Mental Health Unit	4	120 Hours
7	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	4	120 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

### Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational therapy
- Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling
- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

# NURSING RESEARCH AND STATISTICS

Placement: 1<sup>st</sup> Year

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

## Part-A : Nursing Research

Practical 50 Hours  
Theory 100 Hours  
Total : 150 Hours

### **Course Description:**

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

### **General Objectives:**

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

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

## Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		<b>Introduction:</b> <ul style="list-style-type: none"> <li>□ Methods of acquiring knowledge – problem solving and scientific method.</li> <li>□ Research – Definition, characteristics, purposes, kinds of research</li> <li>□ Historical Evolution of research in nursing</li> <li>□ Basic research terms</li> <li>□ Scope of nursing research: areas, problems in nursing, health and social research</li> <li>□ Concept of evidence based practice</li> <li>□ Ethics in research</li> <li>□ Overview of Research process</li> </ul>
II	5	5	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>□ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</li> </ul>
III	12		<b>Research Approaches and designs</b> <ul style="list-style-type: none"> <li>□ Type: Quantitative and Qualitative</li> <li>□ Historical, survey and experimental –Characteristics, types advantages and disadvantages</li> <li>□ Qualitative: Phenomenology, grounded theory, ethnography</li> </ul>
IV	10	5	<b>Research problem:</b> <ul style="list-style-type: none"> <li>□ Identification of research problem</li> <li>□ Formulation of problem statement and research objectives</li> <li>□ Definition of terms</li> <li>□ Assumptions and delimitations</li> <li>□ Identification of variables</li> <li>□ Hypothesis – definition, formulation and types.</li> </ul>
V	5	5	<b>Developing theoretical/conceptual framework.</b> <ul style="list-style-type: none"> <li>□ Theories: Nature, characteristics, Purpose and uses</li> <li>□ Using, testing and developing conceptual framework, models and theories.</li> </ul>
VI	6		<b>Sampling</b> <ul style="list-style-type: none"> <li>□ Population and sample</li> <li>□ Factors influencing sampling</li> <li>□ Sampling techniques</li> <li>□ Sample size</li> <li>□ Probability and sampling error</li> <li>□ Problems of sampling</li> </ul>

Unit	Hours		Course Content
	Theory	Practical	
VII	20	10	<b>Tools and methods of Data collection:</b> <ul style="list-style-type: none"> <li>□ Concepts of data collection</li> <li>□ Data sources, methods/techniques quantitative and qualitative.</li> <li>□ Tools for data collection – types, characteristics and their development</li> <li>□ Validity and reliability of tools</li> <li>□ Procedure for data collection</li> </ul>
VIII	5		<b>Implementing research plan</b> <ul style="list-style-type: none"> <li>□ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data</li> </ul>
IX	10	10	<b>Analysis and interpretation of data</b> <ul style="list-style-type: none"> <li>□ Plan for data analysis: quantitative and qualitative</li> <li>□ Preparing data for computer analysis and presentation.</li> <li>□ Statistical analysis</li> <li>□ Interpretation of data</li> <li>□ Conclusion and generalizations</li> <li>□ Summary and discussion</li> </ul>
X	10		<b>Reporting and utilizing research findings:</b> <ul style="list-style-type: none"> <li>□ Communication of research results; oral and written</li> <li>□ Writing research report purposes, methods and style- vancouver, American Psychological Association(APA), Campbell etc</li> <li>□ Writing scientific articles for publication: purposes &amp; style</li> </ul>
XI	3	8	<b>Critical analysis of research reports and articles</b>
XII	4	7	<b>Developing and presenting a research proposal</b>

**Activities:**

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

## **Method of Teaching**

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

## **Methods of Evaluation**

- Quiz, Tests (Term)
- Assignments/Term paper
- Presentations
- Project work

## **Internal Assessment**

<b>Techniques</b>	<b>Weightage (15marks)</b>
Term Test(2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
<b>Total</b>	<b>100%</b>

## Part –B : Statistics

Hours of Instruction  
Theory 50 Hours  
Practical 50 Hours Total  
: 100 Hours

### Course Description

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

### General Objectives

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

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

Unit	Hours		Course Content
	Theory	Practical	
I	7	4	<b>Introduction:</b> <ul style="list-style-type: none"><li>□ Concepts, types, significance and scope of statistics, meaning of data,</li><li>□ sample, parameter</li><li>□ type and levels of data and their measurement</li><li>□ Organization and presentation of data – Tabulation of data;</li><li>□ Frequency distribution</li><li>□ Graphical and tabular presentations.</li></ul>
II	4	4	<b>Measures of central tendency:</b> <ul style="list-style-type: none"><li>□ Mean, Median, Mode</li></ul>
III	4	5	<b>Measures of variability;</b> <ul style="list-style-type: none"><li>□ Range, Percentiles, average deviation, quartile deviation, standard deviation</li></ul>
IV	3	2	<b>Normal Distribution:</b> <ul style="list-style-type: none"><li>□ Probability, characteristics and application of normal probability curve; sampling error.</li></ul>

Unit	Hours		Course Content
	Theory	Practical	
V	6	8	<b>Measures of relationship:</b> <ul style="list-style-type: none"> <li>□ Correlation – need and meaning</li> <li>□ Rank order correlation;</li> <li>□ Scatter diagram method</li> <li>□ Product moment correlation</li> <li>□ Simple linear regression analysis and prediction.</li> </ul>
VI	5	2	<b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>□ Experimental designs</li> <li>□ Comparison in pairs, randomized block design, Latin squares.</li> </ul>
VII	8	10	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <ul style="list-style-type: none"> <li>□ Non parametric test – Chi-square test, Sign, median test, Mann Whitney test.</li> <li>□ Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA</li> </ul>
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>□ Scaling – Z Score, Z Scaling</li> <li>□ Standard Score and T Score</li> <li>□ Reliability of test Scores: test-retest method, parallel forms, split half method.</li> </ul>
IX	4	2	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>□ Ratios, Rates, Trends</li> <li>□ Vital health statistics – Birth and death rates.</li> <li>□ Measures related to fertility, morbidity and mortality</li> </ul>
X	4	8	<b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>□ Use of statistical package.</li> </ul>

### Activities

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

### Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,

- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

### **Methods of Evaluation**

- Test, Classroom statistical exercises.

### **Internal Assessment**

#### *Techniques*

#### *Weightage 10 marks*

Test – (2 tests)

**100%**

# NURSING MANAGEMENT

Placement : II Year

Hours of Instruction  
Theory 150 Hours  
Practical 150 Hours  
Total : 300 Hours

## Course Description

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

## Objectives

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

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

## Course Content

Unit	Hours	Content
<b>I</b>	<b>10</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>□ Philosophy, purpose, elements, principles and scope of administration</li> <li>□ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local</li> <li>□ Organisation and functions of nursing services and education at National, State , District and institutions: Hospital and Community</li> <li>□ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans,</li> </ul>
<b>II</b>	<b>10</b>	<p><b>Management</b></p> <ul style="list-style-type: none"> <li>□ Functions of administration</li> <li>□ Planning and control</li> <li>□ Co-ordination and delegation</li> <li>□ Decision making – decentralization basic goals of decentralization.</li> <li>□ Concept of management</li> </ul> <p><b>Nursing management</b></p> <ul style="list-style-type: none"> <li>□ Concept, types, principles and techniques</li> <li>□ Vision and Mission Statements</li> <li>□ Philosophy, aims and objective</li> <li>□ Current trends and issues in Nursing Administration</li> <li>□ Theories and models</li> </ul> <p>Application to nursing service and education</p>
<b>III</b>	<b>15</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>□ Planning process: Concept, Principles, Institutional policies</li> <li>□ Mission, philosophy, objectives,</li> <li>□ Strategic planning</li> <li>□ Operational plans</li> <li>□ Management plans</li> <li>□ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO)</li> <li>□ Planning new venture</li> <li>□ Planning for change</li> <li>□ Innovations in nursing</li> </ul> <p>Application to nursing service and education</p>
<b>IV</b>	<b>15</b>	<p><b>Organisation</b></p> <ul style="list-style-type: none"> <li>□ Concept , principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate,</li> <li>□ Organising nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care,</li> <li>□ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)</li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>□ Disaster management: plan, resources, drill, etc</li> </ul> <p>Application to nursing service and education</p>
<b>V</b>	<b>15</b>	<p><b>Human Resource for health</b></p> <ul style="list-style-type: none"> <li>□ Staffing <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Norms: Staff inspection unit(SIU), Bajaj Committee, High power committee, Indian nursing council (INC)</li> <li>• Estimation of nursing staff requirement- activity analysis</li> <li>• Various research studies</li> </ul> </li> <li>□ Recruitment: credentialing, selection, placement, promotion</li> <li>□ Retention</li> <li>□ Personnel policies</li> <li>□ Termination</li> <li>□ Staff development programme</li> <li>□ Duties and responsibilities of various category of nursing personnel</li> </ul> <p>Applications to nursing service and education</p>
<b>VI</b>	<b>15</b>	<p><b>Directing</b></p> <ul style="list-style-type: none"> <li>□ Roles and functions</li> <li>□ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories</li> <li>□ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</li> <li>□ Delegation; common delegation errors</li> <li>□ Managing conflict: process, management, negotiation, consensus</li> <li>□ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</li> <li>□ Occupational health and safety Application</li> </ul> <p>to nursing service and education</p>
<b>VII</b>	<b>10</b>	<p><b>Material management</b></p> <ul style="list-style-type: none"> <li>□ Concepts, principles and procedures</li> <li>□ Planning and procurement procedures : Specifications</li> <li>□ ABC analysis,</li> <li>□ VED (very important and essential daily use) analysis</li> <li>□ Planning equipments and supplies for nursing care: unit and hospital</li> <li>□ Inventory control</li> <li>□ Condemnation</li> </ul> <p>Application to nursing service and education</p>
<b>VIII</b>	<b>15</b>	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>□ Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> <li>• Standards</li> <li>• Models</li> <li>• Nursing audit</li> </ul> </li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>□ Performance appraisal: Tools, confidential reports, formats, Management, interviews</li> <li>□ Supervision and management: concepts and principles</li> <li>□ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc</li> <li>□ Self evaluation or peer evaluation, patient satisfaction, utilization review</li> </ul> <p>Application to nursing service and education</p>
<b>IX</b>	<b>15</b>	<p><b>Fiscal planning</b></p> <ul style="list-style-type: none"> <li>□ Steps</li> <li>□ Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</li> <li>□ Budget estimate, revised estimate, performance budget</li> <li>□ Audit</li> <li>□ Cost effectiveness</li> <li>□ Cost accounting</li> <li>□ Critical pathways</li> <li>□ Health care reforms</li> <li>□ Health economics</li> <li>□ Health insurance</li> <li>□ Budgeting for various units and levels</li> </ul> <p>Application to nursing service and education</p>
<b>X</b>	<b>10</b>	<p><b>Nursing informatics</b></p> <ul style="list-style-type: none"> <li>□ Trends</li> <li>□ General purpose</li> <li>□ Use of computers in hospital and community</li> <li>□ Patient record system</li> <li>□ Nursing records and reports</li> <li>□ Management information and evaluation system (MIES)</li> <li>□ E- nursing, Telemedicine, telenursing</li> <li>□ Electronic medical records</li> </ul>
<b>XI</b>	<b>10</b>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>□ Concepts, Types, Theories</li> <li>□ Styles</li> <li>□ Manager behaviour</li> <li>□ Leader behaviour</li> <li>□ Effective leader: Characteristics, skills</li> <li>□ Group dynamics</li> <li>□ Power and politics</li> <li>□ lobbying</li> <li>□ Critical thinking and decision making</li> <li>□ Stress management</li> </ul> <p>Applications to nursing service and education</p>

Unit	Hours	Content
<b>XII</b>	<b>10</b>	<p><b>Legal and ethical issues</b></p> <p><b>Laws and ethics</b></p> <ul style="list-style-type: none"> <li>□ Ethical committee</li> <li>□ Code of ethics and professional conduct</li> <li>□ Legal system: Types of law, tort law, and liabilities</li> <li>□ Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character</li> <li>□ Patient care issues, management issues, employment issues</li> <li>□ Medico legal issues</li> <li>□ Nursing regulatory mechanisms: licensure, renewal, accreditation</li> <li>□ Patients rights, Consumer protection act(CPA)</li> <li>□ Rights of special groups: children, women, HIV, handicap, ageing</li> <li>□ Professional responsibility and accountability</li> <li>□ Infection control</li> <li>□ Standard safety measures</li> </ul>

## **PRACTICALS**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters,

curriculum vitae, presentations etc

16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report

## CLINICAL SPECIALITY - II

### PSYCHIATRIC (MENTAL HEALTH) NURSING

Placement: II Year

Hours of Instruction

Theory 150 hrs

Practical 950 hrs

Total : 1100 Hours

#### Course Description

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

#### Objectives

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

1. Apply the nursing process in the care of patients with mental disorders in hospital and community
2. Demonstrate advanced skills/competence in nursing management of patients with mental disorders
3. Identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS.
4. Identify and manage psychiatric emergencies.
5. Provide nursing care to critically ill patients with mental disorders
6. Utilize the recent technology and various treatment modalities in the management of patients with mental disorders
7. Demonstrate skills in carrying out crisis intervention.
8. Appreciate the legal and ethical issues pertaining to psychiatric nursing.
9. Identify areas of research in the field of psychiatric nursing.
10. Prepare a design for layout and describe standards for management of Psychiatric units/emergency units/hospitals
11. Teach psychiatric nursing to undergraduate students & in-service nurses.

## Course Content

Unit	Hours	Content
<b>I</b>	<b>2</b>	<b>Principles and practice of Psychiatric nursing</b> <input type="checkbox"/> Review
<b>II</b>	<b>10</b>	<b>Crisis Intervention</b> <input type="checkbox"/> Crisis, Definition <input type="checkbox"/> Phases In The Development of A Crisis <input type="checkbox"/> Types of Crisis; Dispositional , Anticipated Life Transitions Traumatic Stress, Maturation/ Development , Reflecting Psychopathology <input type="checkbox"/> Psychiatric Emergencies and their management <input type="checkbox"/> Grief and grief reaction <input type="checkbox"/> Crisis Intervention; Phases <input type="checkbox"/> Post traumatic stress disorder (PTSD) <input type="checkbox"/> Role of the Nurse
<b>III</b>	<b>4</b>	<b>Anger/ Aggression Management</b> <input type="checkbox"/> Anger and Aggression, Types, Predisposing Factors <input type="checkbox"/> Management <input type="checkbox"/> Role of The Nurse
<b>IV</b>	<b>5</b>	<b>The Suicidal Client</b> <input type="checkbox"/> Epidemiological Factors <input type="checkbox"/> Risk Factors <ul style="list-style-type: none"> <li>• <b>Predisposing Factors:</b> Theories of Suicide-Psychological, Sociological ,Biological</li> </ul> <input type="checkbox"/> Nursing Management
<b>V</b>	<b>5</b>	<b>Disorders of Infancy, Childhood, and Adolescence</b> <input type="checkbox"/> Mentally Challenged <input type="checkbox"/> Autistic Disorders <input type="checkbox"/> Attention-Deficit/Hyperactivity Disorder <input type="checkbox"/> Conduct Disorders, behavioural disorders <input type="checkbox"/> Oppositional Defiant Disorder <input type="checkbox"/> Tourette's Disorders <input type="checkbox"/> Separation Anxiety Disorder <input type="checkbox"/> Psychopharmacological Intervention and Nursing Management
<b>VI</b>	<b>5</b>	<b>Delirium, Dementia, and Amnestic Disorders</b> <input type="checkbox"/> Delirium <input type="checkbox"/> Dementia <input type="checkbox"/> Amnesia <input type="checkbox"/> Psychopharmacological Intervention and Nursing Management
<b>VII</b>	<b>10</b>	<b>Substance-Related Disorders</b> <input type="checkbox"/> Substance-Use Disorders <input type="checkbox"/> Substance-Induced Disorders <input type="checkbox"/> Classes Of Psychoactive Substances <input type="checkbox"/> Predisposing Factors

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
		<ul style="list-style-type: none"> <li>□ The Dynamics Of Substance-Related Disorders</li> <li>□ The Impaired Nurse</li> <li>□ Codependency</li> <li>□ Treatment Modalities For Substance-Related Disorders and Nursing Management</li> </ul>
<b>VIII</b>	<b>10</b>	<p><b>Schizophrenia and Other Psychotic Disorders (Check ICD10)</b></p> <ul style="list-style-type: none"> <li>□ Nature of the Disorder</li> <li>□ Predisposing Factors</li> <li>□ Schizophrenia -Types <ul style="list-style-type: none"> <li>• Disorganized Schizophrenia</li> <li>• Catatonic Schizophrenia</li> <li>• Paranoid Schizophrenia</li> <li>• Undifferentiated Schizophrenia</li> <li>• Residual Schizophrenia</li> </ul> </li> <li>□ Other Psychotic disorders <ul style="list-style-type: none"> <li>• Schizoaffective Disorder</li> <li>• Brief Psychotic Disorder</li> <li>• Schizophreniform Disorder</li> <li>• Psychotic Disorder Due to a General Medical Condition</li> <li>• Substance-Induced Psychotic Disorder</li> </ul> </li> <li>□ Treatment and Nursing Management</li> </ul>
<b>IX</b>	<b>8</b>	<p><b>Mood Disorders</b></p> <ul style="list-style-type: none"> <li>□ Historical Perspective</li> <li>□ Epidemiology</li> <li>□ The Grief Response</li> <li>□ Maladaptive Responses To Loss</li> <li>□ Types Of Mood Disorders</li> <li>□ Depressive disorders</li> <li>□ Bipolar disorders</li> <li>□ Treatment and Nursing Management</li> </ul>
<b>X</b>	<b>8</b>	<p><b>Anxiety Disorders</b></p> <ul style="list-style-type: none"> <li>□ Historical Aspects</li> <li>□ Epidemiological Statistics</li> <li>□ How Much is too Much?</li> <li>□ Types <ul style="list-style-type: none"> <li>• Panic Disorder</li> <li>• Generalized Anxiety Disorder</li> <li>• Phobias</li> <li>• Obsessive-Compulsive Disorder</li> <li>• Posttraumatic Stress Disorder</li> <li>• Anxiety Disorder Due to a General Medical Condition</li> <li>• Substance-Induced Anxiety Disorder</li> </ul> </li> <li>□ Treatment Modalities</li> <li>□ Psychopharmacology &amp; Nursing Management</li> </ul>
<b>XI</b>	<b>5</b>	<p><b>Somatoform And Sleep Disorders</b></p> <ul style="list-style-type: none"> <li>□ Somatoform Disorders</li> <li>□ Historical Aspects</li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
		<ul style="list-style-type: none"> <li>• Epidemiological Statistics</li> <li>• Pain Disorder</li> <li>• Hypochondriasis</li> <li>• Conversion Disorder</li> <li>• Body Dysmorphic Disorder</li> <li>□ Sleep Disorder</li> <li>□ Treatment Modalities and Nursing Management</li> </ul>
<b>XII</b>	<b>4</b>	<b>Dissociative Disorders and Management</b> <ul style="list-style-type: none"> <li>□ Historical Aspects</li> <li>□ Epidemiological Statistics</li> <li>□ Application of the Nursing Management</li> <li>□ Treatment Modalities and Nursing Management</li> </ul>
<b>XIII</b>	<b>4</b>	<b>Sexual And Gender Identity Disorders</b> <ul style="list-style-type: none"> <li>□ Development Of Human Sexuality</li> <li>□ Sexual Disorders</li> <li>□ Variation In Sexual Orientation</li> <li>□ Nursing Management</li> </ul>
<b>XIV</b>	<b>4</b>	<b>Eating Disorders</b> <ul style="list-style-type: none"> <li>□ Epidemiological Factors</li> <li>□ Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa obesity</li> <li>□ Psychopharmacology</li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XV</b>	<b>4</b>	<b>Adjustment and Impulse Control Disorders</b> <ul style="list-style-type: none"> <li>□ Historical and Epidemiological Factors <ul style="list-style-type: none"> <li>• Adjustment Disorders</li> <li>• Impulse Control Disorders</li> </ul> </li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XVI</b>	<b>4</b>	<b>Medical Conditions due to Psychological Factors</b> <ul style="list-style-type: none"> <li>□ Asthma</li> <li>□ Cancer</li> <li>□ Coronary Heart Disease</li> <li>□ Peptic Ulcer</li> <li>□ Essential Hypertension</li> <li>□ Migraine Headache</li> <li>□ Rheumatoid Arthritis</li> <li>□ Ulcerative Colitis</li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XVII</b>	<b>8</b>	<b>Personality Disorders</b> <ul style="list-style-type: none"> <li>□ Historical perspectives</li> <li>□ Types Of Personality Disorders <ul style="list-style-type: none"> <li>• Paranoid Personality Disorder</li> <li>• Schizoid Personality Disorder</li> <li>• Antisocial Personality Disorder</li> <li>• Borderline Personality Disorder</li> </ul> </li> </ul>

<b>Unit</b>	<b>Hours</b>	<b>Content</b>
		<ul style="list-style-type: none"> <li>• Histrionic Personality Disorder</li> <li>• Narcissitic Personality Disorder</li> <li>• Avoidance Personality Disorder</li> <li>• Dependent Personality Disorder</li> <li>• Obsessive-Compulsive Personality Disorder</li> <li>• Passive-Aggressive Personality Disorders</li> <li>□ Identification, diagnostic, symptoms</li> <li>□ Psychopharmacology</li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XVIII</b>	<b>8</b>	<b>The Aging Individual</b> <ul style="list-style-type: none"> <li>□ Epidemiological Statistics</li> <li>□ Biological Theories</li> <li>□ Biological Aspects of Aging</li> <li>□ Psychological Aspects of Aging</li> <li>□ Memory Functioning</li> <li>□ Socio-cultural aspects of aging</li> <li>□ Sexual aspects of aging</li> <li>□ Special Concerns of the Elderly Population</li> <li>□ Psychiatric problems among elderly population</li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XIX</b>	<b>5</b>	<b>The person living with HIV Disease</b> <ul style="list-style-type: none"> <li>□ Psychological problems of individual HIV/AIDS</li> <li>□ Counseling</li> <li>□ Treatment &amp; Nursing Management</li> </ul>
<b>XX</b>	<b>5</b>	<b>Problems Related to Abuse or Neglect</b> <ul style="list-style-type: none"> <li>□ Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged</li> <li>□ Predisposing Factors</li> <li>□ Treatment &amp; Nursing management- Counseling</li> </ul>
<b>XXI</b>	<b>7</b>	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li>□ National Mental Health Program- Community mental health program</li> <li>□ The Changing Focus of care</li> <li>□ The Public Health Model</li> <li>□ The Role of the Nurse</li> <li>□ Case Management</li> <li>□ The community as Client <ul style="list-style-type: none"> <li>• Primary Prevention</li> <li>• Populations at Risk</li> <li>• Secondary prevention</li> <li>• Tertiary Prevention</li> </ul> </li> <li>□ Community based rehabilitation</li> </ul>
<b>XXII</b>	<b>5</b>	<b>Ethical and Legal Issues in Psychiatric/Mental Health Nursing</b> <ul style="list-style-type: none"> <li>□ Ethical Considerations</li> <li>□ Legal Consideration</li> </ul>

Unit	Hours	Content
		<ul style="list-style-type: none"> <li>• Nurse Practice Acts</li> <li>• Types of Law</li> <li>• Classification within Statutory and Common Law</li> <li>• Legal Issues in Psychiatric/Mental Health Nursing</li> <li>• Nursing Liability</li> </ul>
<b>XXIII</b>	<b>5</b>	<p><b>Psychosocial rehabilitation</b></p> <ul style="list-style-type: none"> <li>□ Principles of rehabilitation</li> <li>□ Disability assessment</li> <li>□ Day care centers</li> <li>□ Half way homes</li> <li>□ Reintegration into the community</li> <li>□ Training and support to care givers</li> <li>□ Sheltered workshops</li> <li>□ Correctional homes</li> </ul>
<b>XXIV</b>	<b>5</b>	<p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>□ Liaison psychiatric nursing</li> <li>□ Terminal illnesses-Counseling</li> <li>□ Post partum psychosis-treatment, care and counseling</li> <li>□ Death dying- Counseling</li> <li>□ Treatment, care and counseling – <ul style="list-style-type: none"> <li>• Unwed mothers</li> <li>• HIV and AIDS</li> </ul> </li> </ul>
<b>XXV</b>	<b>5</b>	<p><b>Administration and management of psychiatric units including emergency units</b></p> <ul style="list-style-type: none"> <li>□ Design &amp; layout</li> <li>□ Staffing,</li> <li>□ Equipment, supplies,</li> <li>□ Norms, policies and protocols</li> <li>□ Quality assurance</li> <li>□ Practice standards for psychiatric nursing</li> <li>□ Documentation</li> </ul>
<b>XXVI</b>	<b>5</b>	<p><b>Education and training in psychiatric care</b></p> <ul style="list-style-type: none"> <li>□ Staff orientation, training and development,</li> <li>□ In-service education program,</li> <li>□ Clinical teaching programs.</li> </ul>

## Practical

**Total = 960 Hours 1  
Week = 30 Hours**

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric Ward	4	120 Hours
3	De-addiction Unit	4	120 Hours
4	Psychiatric Emergency Unit	4	120 Hours
5	O.P.D (Neuro and psychiatric)	3	90 Hours
6	Child Psychiatric Unit and child guidance clinic	2	60 Hours
7	Post natal ward	1	30 Hours
8	Family Psychiatric Unit	2	60 Hours
9	Field visits	2	60 Hours
10	Rehabilitation	2	60 Hours
11	Community Mental Health Unit	4	120 Hours
	<b>Total</b>	<b>32 Weeks</b>	<b>960 Hours</b>

### Essential Psychiatric nursing skills Procedures

#### Observed

1. Psychometric tests
2. Personality tests
3. Family therapy
4. Assisted
5. CT
6. MRI
7. Behavioral therapy.

#### Procedures Performed

1. Mental status examination
2. Participating in various therapies – Physical; ECT,
3. Administration of Oral, IM, IV psychotropic drugs
4. Interviewing skills
5. Counseling skills
6. Communication skills
7. Psychoeducation
8. Interpersonal relationship skills
9. Community Survey for identifying mental health problems
10. Rehabilitation therapy
11. Health education and life skills training.
12. Supportive psychotherapeutic skills
13. Group therapy
14. Milieu therapy
15. Social/Recreational therapy.
16. Occupational therapy.

**STAFFING PATTERN RELAXED TILL  
2012**

***Qualifications & Experience Of Teachers Of College Of Nursing***

<b>Sr. No.</b>	<b>Post, Qualification &amp; Experience</b>
<b>1</b>	<b>Professor-cum-Principal</b> - Masters Degree in Nursing - 10 years of experience and minimum of 5 years of teaching experience <i>Desirable :</i> Independent published work of high standard / doctorate degree / M.Phil.
<b>2</b>	<b>Professor-cum-Vice Principal</b> - Masters Degree in Nursing - 10 years of experience and minimum of 5 years of teaching experience <i>Desirable :</i> Independent published work of high standard / doctorate degree / M.Phil.
<b>3</b>	<b>Reader / Associate Professor</b> - Master Degree in Nursing. - 7 years of experience and minimum of 3 years teaching experience <i>Desirable :</i> Independent published work of high standard / doctorate degree / M.Phil.
<b>4</b>	<b>Assistant Professor /Lecturer</b> - Master Degree in Nursing. - 3 years experience

**Pay scales- as per UGC scales**