

**SYLLABUS M.SC NURSING  
PAEDIATRIC NURSING  
(Revised Regulations-2019)**

<b>M.Sc. Nursing Ist Year</b>						
<b>Course Code</b>	<b>Course Category</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>THEORY</b>						
19NE01	CC	Nursing education	3	0	3	7.5
19ANP02	CC	Advanced Nursing Practice	3	0	3	7.5
19NRS03	CC	Nursing Research & statistics	3	0	3	7.5
19PEN04	SP	Clinical Speciality I (Paediatric Nursing-I)	3	0	3	7.5
<b>PRACTICAL</b>						
19NE01	CC	Nursing education	0	0	3	7.5
19ANP02	CC	Advancenursingpractice	0	0	3	10
19NRS03	CC	Nursing Research andStatistics	0	0	3	5
19PEN04	SP	*Clinicalspecialty–I (Paediatric Nursing)	0	0	3	32.5

<b>M.Sc. Nursing IInd Year</b>						
<b>Course Title</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	
<b>THEORY</b>						
19NM05	CC	Nursing Management	3	0	3	7.5
19PEN06	SC	Clinical Specility II (Paediatric Nursing)	3	0	3	7.5
<b>PRACTICAL</b>						
19NM05	CC	Nursing Management	0	0	3	7.5
19NRS03	CC	Nursing Research- Dissertation	0	0	3	15
19PEN06	SC	*Clinicalspecialty–II (Paediatric Nursing)	0	0	3	47.5

## ELECTIVECOURSES

(StandardNational/InternationalModulescanbeused)

Course Code	Elective courses	L	T	P	C
<b>I Year</b>					
19ECPCN01	Paediatric clinical nutrition	3	0	3	2
19ECL02	Lactation	3	0	3	2
19ECCD03	Child development	3	0	3	2
19ECP04	Parenting	3	0	0	2
19ECCPP05	Child Psychopathology	3	0	3	2
<b>II Year</b>					
19ECIS01	Immunization skills	3	0	3	2
19ECAHP02	Adolescent Health Problems	3	0	3	2
19ECCP03	Child Psychiatry	3	0	3	2
19ECA04	Autism	3	0	3	2
19ECDD05	Developmental Disorders.	3	0	3	2
	(4 Courses Mandatory) – 2 Credits = 40 Hours				

## (19NE01) NURSING EDUCATION

### PLACEMENT-1YEAR

Hours of instruction	
Theory: 150hours	Credit:7.5
Practical : 150 hours	Credit: 7.5

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	
I	10		<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, economic, 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>
II	20	30	<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>
III	10	10	<p><b>Instructional media and methods</b></p> <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, multimedia, video-tele conferencing etc</li> </ul>

IV	10		<p><b>Measurement and evaluation:</b></p> <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>
V	12	10	<p><b>Standardized and non-standardized tests:</b></p> <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>
VI	8	5	<p><b>Administration, Scoring and Reporting</b></p> <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>
VII	12	6	<p><b>Standardized Tools</b></p> <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>
VIII	5	6	<p><b>Nursing Educational programs</b></p> <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</li> </ul>

			programs.
IX	12	25	<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>
X	10	10	<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>
XI	8	4	<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>
XII	10	5	<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, casework, 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>

#### **Course Outcomes (Cos)**

<b>CO1</b>	Remember is remembering, recognizing and recalling important concepts. It includes factual information with right and wrong answers.
<b>CO2</b>	Understand is the thought processes of interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining of interpreting, translating from one medium to another and describing in one's own words.
<b>CO3</b>	Apply the various aspects of curriculum development,
<b>CO4</b>	Analyze the standardized tools
<b>CO5</b>	Develop curriculum for various nursing programmes
<b>CO6</b>	Create the new teaching learning strategies

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

#### Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Microteaching-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 method etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- a continuing education workshops.
- 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 disability tests.)

#### Methods of Teaching

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

#### Methods of evaluation

- Tests
- Presentation
- Projectwork
- Written assignments

#### Internal Assessment

Techniques	Weightage
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
	-----
	100
	-----
<b>Practical – Internal assessment</b>	
Learning resource material	25
Practice Teaching	50
Conduct Workshop /Short Term Course	25
<b>Practical – external assessment</b>	
Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

## (19ANP02) ADVANCE NURSING PRACTICE

PLACEMENT-IYEAR

Hours of instruction

Theory:150hours

Credit:7.5

Practical:200hours

Credit:10

### 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.

Unit	Hours	Content
I	10	<p><b>Nursing as a Profession</b></p> <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>
II	5	<p><b>Health care delivery</b></p> <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>
III	10	<p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>❑ Review of cellular division, mutation and law of inheritance, human genome project, The 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>

IV	10	<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>
V	20	<b>Bio-Psycho social pathology</b> <ul style="list-style-type: none"> <li>❑ Pathophysiology and Psychodynamics of disease causation</li> <li>❑ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, lifestyle</li> <li>❑ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. <ul style="list-style-type: none"> <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> </li> </ul>
VI	20	<b>Philosophy and Theories of Nursing</b> <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's, 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>
VIII	10	<b>Nursing process approach</b> <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>

IX	30	<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>
X	10	<p><b>Nursing practice</b></p> <ul style="list-style-type: none"> <li>❑ Framework, scope and trends.</li> <li>❑ Alternative modalities of care, alternative systems of health and complementary therapies.</li> <li>❑ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li>❑ Health promotion and primary healthcare.</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. Geriatric considerations in nursing.</li> <li>❑ Evidence based nursing practice - Best practices</li> <li>❑ Trans-cultural nursing.</li> </ul>
XI	25	<p><b>Computer applications for patient care delivery system and nursing practice</b></p> <ul style="list-style-type: none"> <li>❑ Use of computers in teaching, learning, research and nursing practice.</li> <li>❑ Windows, MS Office: Word, Excel, PowerPoint,</li> <li>❑ Internet, literature research,</li> <li>❑ Statistical packages,</li> <li>❑ Hospital management information system: software's.</li> </ul>

### Course outcomes (Cos)

<b>CO1</b>	Appreciate and analyze the development of nursing as a profession
<b>CO2</b>	Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
<b>CO3</b>	Explain bio-psycho-social dynamics of health, life style and health care delivery system
<b>CO4</b>	Discuss concepts, principles, theories, models, approaches relevant to nursing and their application
<b>CO5</b>	Describe scope of nursing practice.
<b>CO6</b>	Provide holistic and competent nursing care following nursing process approach

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

## **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 oximetry.

## **Internal Assessment**

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
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	100
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## **(19NRS03)- NURSING RESEARCH AND STATISTICS**

**PLACEMENT-IYEAR**

**Theory:150hours  
Practical:100hours**

**Credit:7.5  
Credit:5**

### **PART – A- NURSING RESEARCH**

**Theory:100hours  
Practical:50hours**

**Credit:5  
Credit:2.5**

#### **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>❑ <b>Research – Definition, characteristics, purposes, kinds of research</b></li> <li>❑ <b>Historical Evolution of research in nursing</b></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>❑ <b>Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</b></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>❑ <b>Definition of terms</b></li> <li>❑ <b>Assumptions and delimitations</b></li> <li>❑ <b>Identification of variables</b></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>
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>❑ <b>Tools for data collection – types, characteristics and their development</b></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>❑ <b>Preparing data for computer analysis and presentation.</b></li> <li>❑ <b>Statistical analysis</b></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>

### Course Outcomes(Cos)

<b>CO1</b>	Remember the research process and significance of statistics
<b>CO2</b>	Understand the research problem and objectives and sampling methods
<b>CO3</b>	Apply or implement the nursing interventions to collect the data
<b>CO4</b>	Analyse and interpret the data using descriptive and inferential statistics
<b>CO5</b>	Develop and evaluate research proposal and prepare the data tabulation.
<b>CO6</b>	Create and conduct a group/individual research project and communicate the research findings.

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

### 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

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

## PART – B- STATISTICS

Theory :50 hours Credit:2.5

Practical :50 hours Credit:2.5

### 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</li></ul>

			deviation, standard deviation
IV	3	2	<b>Normal Distribution:</b> <input type="checkbox"/> Probability, characteristics and application of normal probability curve; sampling error.
V	6	8	<b>Measures of relationship:</b> <input type="checkbox"/> Correlation – need and meaning <input type="checkbox"/> Rank order correlation; <input type="checkbox"/> Scatter diagram method <input type="checkbox"/> Product moment correlation <input type="checkbox"/> Simple linear regression analysis and prediction.
VI	5	2	<b>Designs and meaning:</b> <input type="checkbox"/> Experimental designs <input type="checkbox"/> Comparison in pairs, randomized block design, Latin squares.
VII	8	10	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <input type="checkbox"/> Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. <input type="checkbox"/> Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <input type="checkbox"/> Scaling – Z Score, Z Scaling <input type="checkbox"/> Standard Score and T Score <input type="checkbox"/> Reliability of test Scores: test-retest method, parallel forms, split half method.
IX	4	2	<b>Application of statistics in health:</b> <input type="checkbox"/> Ratios, Rates, Trends <input type="checkbox"/> Vital health statistics – Birth and death rates. <input type="checkbox"/> Measures related to fertility, morbidity and mortality
X	4	8	<b>Use of Computers for data analysis</b> <input type="checkbox"/> Use of statistical package.

#### Activities

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

### Methods of Teaching:

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

### Methods of Evaluation

- Test, Classroom statistical exercises.

### Internal Assessment

#### *Techniques*

*Weightage 10 marks*

Test – (2 tests)

**100%**

## **(19PEN04) - CLINICAL SPECIALITY I PAEDIATRIC NURSING**

**PLACEMENT-IYEAR**

**Theory:150hours**

**Credit:7.5**

**Practical:650hours**

**Credit:32.5**

### Course Description

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

### Objectives

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

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

## Course Content

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

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

**Course Outcomes (Cos)- Clinical Speciality-I (PAEDIATRIC NURSING)**

<b>CO1</b>	Remember the understanding of the History and Modern concepts of Child Health and Child Care.
<b>CO2</b>	Understand the Normal growth and development of children at different age.
<b>CO3</b>	Apply nursing process in providing nursing care to neonates & children.
<b>CO4</b>	Analyse and Describe the etiological, pathophysiology, clinicalmanifestation and nursing Management of children with various disorders.
<b>CO5</b>	Evaluate and identify the child as a holistic individual
<b>CO6</b>	Create the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

#### Practical

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

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room/Maternity Ward	2	60 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	120 Hours
6	Creche	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	4	120 Hours
	<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

#### Student Activities

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

## ELECTIVE COURSE

### 19ECPCN01 CLINICAL NUTRITION

Introduction: This course examines the application of nutrition and dietetics knowledge in the field of child and family health and nutrition, with an emphasis on rural issues. The course aims to develop a holistic approach to optimizing the nutritional health of this group.

#### COURSE OBJECTIVE

1. Demonstrate a thorough knowledge of the theory of human nutrition and dietetics as it applies to paediatrics.
2. Apply knowledge of food, nutrition, dietetics and health to the nutritional management to child and adolescents.
- 3 Discuss the pediatrics feeding problem in hospital..

Unit	Learning Objective	Content	Hrs
I	Demonstrate the nutritional and growth assessment.	<b>ASSESSMENT</b> a) Nutritional and Growth Assessment b) Breastfeeding, infant formula preparation and introducing solids c) Common Nutrition-Related Problems	T (10) P (10)
II	Apply knowledge of food, nutrition, dietetics and health to the nutritional management to child and adolescents.	<b>NUTRITION MANAGEMENT</b> a) Nutrition Support b) Child and Adolescent Obesity c) Managing Paediatric	T (10)

		Nutrition and Dietetics in the Rural Context.	
III	Discuss the pediatrics feeding problem in hospital.	<b>HOSPITAL AND DIETS</b> a) Routine hospital diets b) problems in feeding children in Hospitals c) Communicating Nutrition messages to children, adolescents and families	T (10)

### Teaching- Learning Strategies

- (i) Lecture cum Discussion
- (ii) Seminar
- (iii) Lab – Nutritional and Growth Assessment , formula preparation
- (iv) Demonstration
- (v) Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	<b>ASSESSMENT</b>	<b>Short answer, nutritional and growth assessment, demonstration on formula preparation.</b>
2.	<b>NUTRITION MANAGEMENT</b>	<b>Short answers, Descriptive type, nutrition support</b>
3.	<b>HOSPITAL AND DIETS CHALLENGES</b>	<b>Descriptive type, Health Education, Return demonstration</b>

## 19ECL02 LACTATION

**Introduction:** This course is designed for developing an understanding and supporting the new mothers to initiate the breast feeding. A lactation nurse is a nurse that specializes in the clinical management of lactation and breastfeeding. Lactation nurse are specialists in training mothers how to breastfeed their babies. The lactation nurse provides the majority of breastfeeding education during the postpartum period but may begin their consultation and education during a woman's pregnancy. A lactation nurse provides breastfeeding support, assists with lactation care, and educates patients to overcome obstacles and concerns with breastfeeding.

### Course objective

- a) Explain the importance of assessment Assist families with initiation, establishment and continuation of breastfeeding.
- b) Describe the management related to breastfeeding
- c) Discuss the various breastfeeding challenges.

Unit	Learning Objective	Content	Hrs
I	Explain the importance of assessment	<b>ASSESSMENT</b> a)Structure of the Female Adult breast and infant oral anatomy b)Stages of Lactation c)Infant Reflexes and Sucking d)Growth monitoring	T (10) P (5)
II	Describe the management related to breastfeeding	<b>MANAGEMENT</b> a)Breastfeeding Support b)Positioning and attachment c)Expressing breast milk d)Storage and use of EBM (Expressed breast Milk) e)Skin to skin care f)Breastfeeding mother meals	T (10) P (5)

III	Discuss the various breastfeeding challenges.	<b>BREASTFEEDING CHALLENGES</b> a) Absence of Mother b) No EBM available c) Low breast milk supply d) EBM for Procedural Pain Management e) Maternal Considerations	T (10)

### Teaching- Learning Strategies

- a) Lecture cum Discussion
- b) Seminar
- c) Lab – Assessment, breastfeeding support and lactation techniques
- d) Demonstration
- e) Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	<b>ASSESSMENT</b>	<b>Short answer, Female Adult breast and infant oral assessment, Stages of Lactation, Infant Reflexes and Sucking assessment, Growth monitoring</b>
2.	<b>MANAGEMENT RELATED TO BREASTFEEDING</b>	<b>Short answers, Descriptive type, breast feeding support, poisoning and attachment, demonstration of Expressing breast milk.</b>
3.	<b>BREASTFEEDING CHALLENGES</b>	<b>Descriptive type, Health Education, Return demonstration</b>

## 19ECCD03- CHILD DEVELOPMENT

**Introduction:** This course is designed to study of child development generally observes five specific areas: motor and physical, cognitive, social and emotional, communication, and adaptive abilities. In assessing child development, child behavior is monitored through multiple child development stages – from baby development up until adolescence. Specific developmental milestones are tracked at various stages, with close attention paid to baby milestones. Academic work in child development also seeks to determine the effects of child care, parenting traits, and early childhood education on a person’s overall development. Research in these areas is the backbone of many child development theories.

### Course Objective

1. Summarize principles of growth and development.
2. Concept of Inclusive Education and Understanding Children with Special Needs.
3. Learning and Pedagogy

UNIT	LEARNING OBJECTIVES	SUMMARY OF COURSE CONTENT	HRS
I.	Explain about the principles of growth and development	<p><b>Principles of growth and development.</b></p> <ul style="list-style-type: none"> <li>• Theories of Development(.Psychosocial Development, Biosocial Development, Cognitive Development, Psychosocial Development)</li> <li>• Heredity and Environment.</li> <li>• Embryological and fetal development, Prenatal factors influencing growth and development of fetus,</li> <li>• Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counselling legal and ethical aspects of genetic, screening and counselling role of nurse in genetic counselling,</li> <li>• Importance of prenatal care and role of pediatric nurse.</li> </ul>	T(10)
II.	Describe the Concept of	<p><b>Concept of Inclusive Education and Understanding Children with Special Needs</b></p>	T(10) P(5)

	Inclusive Education and Understanding Children with Special Needs.	<ul style="list-style-type: none"> <li>Addressing the Creative, Talented, specially abled Learners,</li> <li>Addressing the requirements of children with learning difficulties 'impairment', etc</li> <li>Addressing learners from diverse backgrounds including the Deprived and Disadvantaged</li> </ul>	
III.	Discuss the Learning and Pedagogy	<b>Learning and Pedagogy</b> <ul style="list-style-type: none"> <li>Basic processes of teaching and learning ; Children's Strategies of Learning; Learning as a Social Activity; Social Context of Learning</li> <li>Child as a problem solver and and a 'scientific investigator'</li> <li>Factors contributing to learning – Personal and environmental</li> <li>Motivation Learning</li> <li>Cognition and Emotions</li> <li>Alternative Conceptions of Learning in Children; Understanding children 'errors' as significant steps in the learning process</li> </ul>	T(10) P (5)

### 1. Teaching- Learning Strategies

- (i) Lecture cum Discussion
- (ii) Seminar
- (iii) Case Presentations
- (iv) Research projects
- (v) Class room Exercises
- (vi) Demonstration
- (vii) Assignments

### 1. Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Principles of growth and development.	Short answer
2.	Concept of Inclusive Education and Understanding Children with Special Needs	Assignment, Paediatric assessment, Short answers
3.	Learning and Pedagogy	Descriptive type, Short answer

**19ECP04- PARENTING**

**Introduction of the Course:** This course is designed for the primary goal of [parenting classes and] parent support programs is to provide support and information in ways that help parents become more capable and competent. In-person parenting classes provide a great deal of support and community by connecting you with parents and advisors who can help you navigate the hardest phases you'll go through while raising kids.

**Course Objective**

1. Introduction to Parenting Skills.
2. Temperament.
3. Communicating with Kids.

UNIT	LEARNING OBJECTIVES	SUMMARY OF COURSE CONTENT	HRS
I.	Explain about the parenting skills.	<p>Introduction to Parenting Skills</p> <ul style="list-style-type: none"> <li>• What are parenting skills?</li> <li>• What makes for a good parent?</li> <li>• What is the mission of a parent?</li> <li>• Raising responsible kids who will be responsible adults.</li> <li>• Cultural differences in parenting.</li> <li>• Understanding Child Development.</li> <li>• Overview of how a child develops mentally.</li> <li>• Having realistic expectations in accordance with age.</li> <li>• Separations and attachment parenting</li> </ul>	T(15)
II.	Describe about the understanding of Temperament.	<p>Understanding Temperament</p> <ul style="list-style-type: none"> <li>• Define Temperament.</li> <li>• Parenting those with difficult personalities, strong-willed personalities, or personality disorders (including issues such as ADD/ADHD)</li> <li>• Parenting teenagers.</li> </ul> <p>Encouraging Intellectual Development</p> <ul style="list-style-type: none"> <li>• Teaching habits to encourage learning</li> </ul>	T(15)

		<ul style="list-style-type: none"> <li>• Handling homework and studying</li> <li>• Motivating children to study, do chores, etc.</li> <li>• Practice in the arts.</li> <li>• Modeling achievements.</li> <li>• Setting expectations</li> </ul>	
III.	Enumerate about the communicating with kids.	<p>Communicating with Kids</p> <ul style="list-style-type: none"> <li>• Listening.</li> <li>• Respecting their feelings.</li> <li>• Teaching them how to effectively communicate and handle their anger</li> <li>• Identifying and handling power struggles.</li> </ul> <p>The Dynamics of Discipline</p> <ul style="list-style-type: none"> <li>• What is discipline?</li> <li>• Having consequences, consistency and accountability.</li> <li>• Using positive discipline.</li> <li>• Uniting parents, caregivers, relatives, etc.</li> <li>• Addressing sibling rivalry.</li> <li>• Take-charge techniques for parents</li> </ul> <p>Instilling Self Esteem In Your Child</p> <ul style="list-style-type: none"> <li>• Empowering children</li> <li>• Effective praise.</li> <li>• Avoiding over-praise and why it is important.</li> <li>• Character building.</li> <li>• Teaching your child tolerance</li> </ul>	T(10)

### 1. Teaching- Learning Strategies

- (viii) Lecture cum Discussion
- (ix) Seminar
- (x) Case Presentations
- (xi) Research projects
- (xii) Class room Exercises
- (xiii) Assignments.

**2. Assessment Techniques of each topic of the course**

S.No	Topic	Assessment Techniques
1.	Introduction to Parenting Skills	Short answer, Assignments.
2.	Describe temperament and explain the Intellectual Development.	Assignment, Short answers
3.	Describe Communicating with Your Kids and The Dynamics of Discipline.	Descriptive type, Short answer

**19ECCP03 - CHILD PSYCHIATRY**

**Introduction**

This course is designed to familiarize the student with the range of child, psychological disorders seen in clinical practice across the lifespan. Emphasis will be placed on developmental factors, diagnostic issues, theoretical formulations, etiology, evidence-based treatments, and research findings related to each of these conditions. Issues such as comorbidity (simultaneous presentation of two or more disorders), cultural influences on the expression of mental disorders, and psychological factors related to physical conditions will also be considered. The clinical manifestations of each of these conditions will be illustrated through the use of case examples and or video presentation

**Course Objective:**

1. To develop an understanding of child psychiatry
2. To examine the effects of mind-body relaxation techniques in treating mental disorders
3. To develop a healthy habit and lifestyle.
4. To develop humane values in child psychiatry
5. To develop physical, emotional and mental health through yogic activities.

Unit	Learning Objective	Content	Hrs
I	Explain the importance of diagnostic procedures in child Psychiatry	<b>Diagnostic procedures and etiological factors</b>  MRI, CT scan lab findings	T (10) P (3)

II	Describe developmental factors related to manifestation of these disorders	➤ implement the knowledge of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span	T (10) P (5)
III	Discuss the various treatment methods and create class format over the course	<p><b>Analyze the knowledge</b> of current research findings relevant to these disorders</p> <p><b>Develop the relevance</b> of cultural factors to the development, diagnosis, outcome and treatment of these conditions</p> <p><b>Create Class Format</b> Over the course</p> <p><b>Relaxation techniques</b></p> <p>Music</p> <ul style="list-style-type: none"> <li>➤ Play therapy</li> <li>➤ Therapeutic play</li> <li>➤ Mindfulness</li> </ul> <p>Music therapy</p> <ul style="list-style-type: none"> <li>➤ Evidence based studies</li> <li>➤ Issues and importance</li> </ul>	T (10) P (2)

#### 4. Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Lab – yoga and relaxation techniques particles
4. Demonstration
5. Assignments

1. Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	<b>Diagnostic procedures and etiological factors</b> MRI, CT scan lab findings	<b>Short answer</b> <b>Demonstration</b>
2.	<b>Implement the knowledge</b> of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span	<b>Short answers, Descriptive type, Mental Assessment Test</b>
3.	<b>Analyse the knowledge</b> of current research findings relevant to these disorders  <b>Develop the relevance</b> of cultural factors to the development, diagnosis, outcome and treatment of these conditions <b>Create Class Format</b> Over the course	<b>Descriptive type, Health Education Return demonstration</b>

## **(19NM05)- NURSING MANAGEMENT**

**PLACEMENT-IIYEAR**

**Hours of instruction**

**Theory:150hours Credit:7.5**

**Practical:150hours**

**Credit:7.5**

### **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 analyze 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
I	10	<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>❑ Organization and functions of nursing services and education at National, State, District and institutions: Hospital and Community</li> <li>❑ Planning process: Five-year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans,</li> </ul>
II	10	<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>
III	15	<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>

IV	15	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>❑ Concept, principles, objectives, Types and theories, Minimum requirements for organization, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate,</li> <li>❑ Organizing nursing services and patient care: Methods of patient assignment- Advantages and disadvantages, primary nursing care,</li> <li>❑ Planning and Organizing: hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)</li> <li>❑ Disaster management: plan, resources, drill, etc</li> </ul> <p>Application to nursing service and education</p>
V	15	<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>
VI	15	<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,</li> </ul>

		<p>professional associations, role of nurse manager</p> <ul style="list-style-type: none"> <li>□ Occupational health and safety</li> </ul> <p>Application to nursing service and education</p>
VII	10	<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>
VIII	15	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>□ Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> <li>• Standards</li> <li>• Models</li> <li>• Nursing audit</li> </ul> </li> <li>□ Performance appraisal: Tools, confidential reports, formats, 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>
IX	15	<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>

X	10	<b>Nursing informatics</b> <ul style="list-style-type: none"> <li>□ Trends</li> <li>□ Generalpurpose</li> <li>□ Use of computers in hospital andcommunity</li> <li>□ Patient recordsystem</li> <li>□ Nursing records andreports</li> <li>□ Management information and evaluation system(MIES)</li> <li>□ E- nursing, Telemedicine,telenursing</li> <li>□ Electronic medicalrecords</li> </ul>
XI	10	<b>Leadership</b> <ul style="list-style-type: none"> <li>□ Concepts, Types,Theories</li> <li>□ Styles</li> <li>□ Managerbehavior</li> <li>□ Leaderbehavior</li> <li>□ Effective leader: Characteristics,skills</li> <li>□ Groupdynamics</li> <li>□ Power andpolitics</li> <li>□ lobbying</li> <li>□ Critical thinking and decisionmaking</li> <li>□ Stressmanagement</li> </ul> <p>Applications to nursing service andeducation</p>
XII	10	<b>Legal and ethical issues</b> <p>Laws and ethics</p> <ul style="list-style-type: none"> <li>□ Ethicalcommittee</li> <li>□ Code of ethics and professionalconduct</li> <li>□ Legal system:Types of law, tort law, and liabilities</li> <li>□ Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation ofcharacter</li> <li>□ Patientcareissues,managementissues,employmentissues</li> <li>□ Medico legalissues</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 andaccountability</li> <li>□ Infectioncontrol</li> <li>□ Standard safetymeasures</li> </ul>

## COURSE OUTCOMES (Cos)

<b>CO1</b>	Describe the philosophy and objectives of the Health care institution at various level
<b>CO2</b>	Identify trends and issues in Nursing
<b>CO3</b>	Discuss the public administration, health care administration vis a vis Nursing administration
<b>CO4</b>	Describe the Principles of administration applied to Nursing
<b>CO5</b>	Explain the organization of Health and Nursing services at the various level
<b>CO6</b>	Identify and analyse legal and ethical issues in Nursing Administration

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

## PRACTICALS

- Prepare prototype personal files for staff nurses, faculty and cumulative records
- Preparation of budget estimate, Revised estimate and performance budget
- Plan and conduct staff development programme
- Preparation of Organization Chart
- Developing nursing standards/protocols for various units
- Design a layout plan for specialty units /hospital, community and educational institutions
- Preparation of job description of various categories of nursing personnel
- Prepare list of equipment and supplies for specialty units
- Assess and prepare staffing requirement for hospitals, community and educational institutions
- Plan of action for recruitment process
- Prepare a vision and mission statement for hospital, community and educational institutions
- Prepare a plan of action for performance appraisal
- Identify the problems of the specialty units and develop plan of action by using problem solving approach
- Plan a duty roster for specialty units/hospital, community and educational institutions
- Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentation etc
- Prepare a plan for disaster management
- Groupwork
- Field appraisal report

**(19PEN06) - CLINICAL SPECIALTY –II  
PEDIATRIC (CHILD HEALTH) NURSING**

**Hours of Instruction**

**Theory 150 hours      Credit: 7.5**

**Practical 950hours      Credit: 47.5**

**COURSE DESCRIPTION:**

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

**OBJECTIVES:**

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

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

**COURSE CONTENT:**

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

		<p>anorectal malformation, omphalocele, diaphragmatic hernia</p> <ul style="list-style-type: none"> <li>● Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus</li> <li>● Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder</li> <li>● Anomalies of the skeletal system</li> <li>● Eye and ENT disorders</li> <li>● Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma <ul style="list-style-type: none"> <li>- Head injury, abdominal injury, poisoning, foreign body obstruction, burns</li> <li>- &amp; Bites</li> </ul> </li> <li>● Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma</li> <li>● Management of stomas, catheters and tubes</li> <li>● Management of wounds and drainages</li> </ul>
<b>IV</b>	<b>10</b>	<p><b>INTENSIVE CARE FOR PEDIATRIC CLIENTS:</b></p> <ul style="list-style-type: none"> <li>● Resuscitation, stabilization &amp; monitoring of pediatric patients</li> <li>● Anatomical &amp; physiological basis of critical illness in infancy and childhood</li> <li>● Care of child requiring long-term ventilation</li> <li>● Nutritional needs of critically ill child</li> <li>● Legal and ethical issues in pediatric intensive care</li> <li>● Intensive care procedures, equipment and techniques</li> <li>● Documentation</li> </ul>
<b>V</b>	<b>20</b>	<p><b>HIGH RISK NEWBORN:</b></p> <ul style="list-style-type: none"> <li>● Concept, goals, assessment, principles.</li> <li>● Nursing management of <ul style="list-style-type: none"> <li>● Post-mature infant and baby of diabetic and substance use mothers.</li> <li>● Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum</li> <li>● Icterus neonatorum.</li> <li>● Birth injuries.</li> <li>● Hypoxic ischaemic encephelopathy</li> <li>● Congenital anomalies.</li> <li>● Neonatal seizures.</li> <li>● Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia.</li> <li>● Neonatal heart diseases.</li> <li>● Neonatal hemolytic diseases</li> <li>● Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS</li> <li>● Advanced neonatal procedures.</li> <li>● Calculation of fluid requirements.</li> <li>● Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn</li> <li>● Organization of neonatal care, services(Levels), transport,</li> </ul> </li> </ul>

		neonatal intensive care unit, organization and management of nursing services in NICU
<b>VI</b>	<b>10</b>	<b>DEVELOPMENTAL DISTURBANCES AND IMPLICATIONS FOR NURSING:</b> <ul style="list-style-type: none"> <li>● Adjustment reaction to school,</li> <li>● Learning disabilities</li> <li>● Habit disorders, speech disorders,</li> <li>● Conduct disorders,</li> <li>● Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.</li> </ul>
<b>VII</b>	<b>10</b>	<b>CHALLENGED CHILD AND IMPLICATIONS FOR NURSING:</b> <ul style="list-style-type: none"> <li>● Physically challenged, causes, features, early detection &amp; management</li> <li>● Cerebral palsied child,</li> <li>● Mentally challenged child.</li> <li>● Training &amp; rehabilitation of challenged children</li> </ul>
<b>VIII</b>	<b>5</b>	<b>CRISIS AND NURSING INTERVENTION:</b> <ul style="list-style-type: none"> <li>● The hospitalized child,</li> <li>● Terminal illness &amp; death during childhood</li> <li>● Nursing intervention-counseling</li> </ul>
<b>IX</b>	<b>5</b>	<b>DRUGS USED IN PEDIATRICS:</b> <ul style="list-style-type: none"> <li>● Criteria for dose calculation</li> <li>● Administration of drugs, oxygen and blood</li> <li>● Drug interactions</li> <li>● Adverse effects and their management</li> </ul>
<b>X</b>	<b>10</b>	<b>ADMINISTRATION AND MANAGEMENT OF PEDIATRIC CARE UNIT::</b> <ul style="list-style-type: none"> <li>● Design &amp; layout</li> <li>● Staffing,</li> <li>● Equipment, supplies,</li> <li>● Norms, policies and protocols</li> <li>● Practice standards for pediatric care unit</li> <li>● Documentation</li> </ul>
<b>XI</b>	<b>5</b>	<b>EDUCATION AND TRAINING IN PEDIATRIC CARE:</b> <ul style="list-style-type: none"> <li>● Staff orientation, training and development,</li> <li>● In-service education program,</li> <li>● Clinical teaching programs.</li> </ul>

### Course Outcomes (Cos)- Clinical Speciality-II (Pediatric nursing)

<b>CO1</b>	Remember the nursing process in the care of ill infants to pre adolescents in hospital and community
<b>CO2</b>	Understand the advanced skills/competence in nursing management of Children with medical and surgical problems.
<b>CO3</b>	Apply and Manage emergencies in children
<b>CO4</b>	Analyse and Provide nursing care to critically ill children.
<b>CO5</b>	Evaluate and Utilize the recent technology and various treatment modalities in the management of high risk children. Identify areas of research in the

	field of pediatric nursing.
<b>CO6</b>	Create and Prepare a design for layout and describe standards for management of Pediatric units/hospitals.

### Mapping / Alignment of Cos with PO & PSO

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

(Tick mark or level of correlation: 3-High, 2-Medium, 1-Low)

### PRACTICAL:

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

### FIELD VISITS:

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

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

## **I. PROCEDURES OBSERVED:**

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

## **II. PROCEDURES ASSISTED**

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

## **III. PROCEDURES PERFORMED:**

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

- ❖ Setting, Use & maintenance of basic equipment: Ventilator, O<sub>2</sub> analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

## ELECTIVE COURSE

### 19ECIS01- IMMUNIZATION SKILL

#### Introduction:

Immunization is the process by which an individual's immune system becomes fortified against an agent (known as the immunogen) Immunization is done through various techniques, most commonly vaccination. Vaccines against microorganisms that cause diseases can prepare the body's immune system, thus helping to fight or prevent an infection. Immunizations are often widely stated as less risky and an easier way to become immune to a particular disease than risking a milder form of the disease itself. They are important for both adults and children in that they can protect us from the many diseases out there. Immunization not only protects children against deadly diseases but also helps in developing children's immune systems.

#### Course Objective

1. Use rational criteria for decisions related to evidence-based introduction of new vaccines into immunization programs;
2. Identify requirements for vaccination strategies to be used in special conditions: eradication strategies, vaccination of neonates, elderly, immune compromised and HIV infected persons;
3. Deal with issues regarding vaccine trials and identify recent developments towards new or improved vaccines and new vaccination strategies;
4. Appraise all aspects of vaccines and vaccination safety, including vaccine delivery and reporting of adverse events following immunization.

Unit	Learning Objective	Content	Hrs
I	Appreciate introduction of new vaccines into immunization programs	<b>INTRODUCTION:</b> <b>Target diseases and vaccines</b> <ul style="list-style-type: none"><li>• Diphtheria</li><li>• Haemophilus influenzae type b disease</li><li>• Hepatitis</li><li>• Human papillomavirus infection and</li></ul>	T(15)

		<p>cervical cancer</p> <ul style="list-style-type: none"> <li>• Japanese encephalitis</li> <li>• Measles</li> <li>• Meningococcal disease</li> <li>• Mumps</li> <li>• Pertussis</li> <li>• Pneumococcal disease</li> <li>• Poliomyelitis</li> <li>• Rotavirus gastroenteritis</li> <li>• Rubella and congenital rubella syndrome</li> <li>• Seasonal influenza</li> <li>• Tetanus</li> <li>• Tuberculosis</li> </ul> <p>Yellow fever</p>	
II	Describe the cold chain equipment and Basic maintenance of cold chain equipment and vaccine strategies	<p><b>THE VACCINE COLD CHAIN</b></p> <p><b>The cold chain</b></p> <ul style="list-style-type: none"> <li>• Health facility cold chain equipment</li> <li>• Temperature monitoring devices</li> <li>• Monitoring cold chain temperatures</li> <li>• Arranging vaccines inside cold chain equipment</li> <li>• Basic maintenance of cold chain equipment and vaccine strategies</li> </ul>	T(5) P(5)
III	Discuss the principle strategies available for developing a vaccine	<p><b>ENSURING SAFE INJECTIONS</b></p> <ul style="list-style-type: none"> <li>• Using safe injection equipment and techniques</li> <li>• Preventing needle-stick injuries</li> <li>• Disposing of used syringes and needles</li> <li>• Unsafe immunization practices</li> </ul>	T(10) P(5)

	Explain all aspects of vaccines and vaccination safety and adverse events following immunization;	<b>Vaccines And Vaccination Safety</b> <ul style="list-style-type: none"> <li>• vaccine delivery and reporting of adverse events following immunization</li> <li>• vaccine program</li> </ul>	T(5)

### 1. Teaching- Learning Strategies

- (i) Lecture cum Discussion
- (ii) Seminar
- (iii) Case Presentations
- (iv) Research projects
- (v) Class room Exercises
- (vi) Demonstration
- (vii) Assignments

### 2. Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Introduction	Short answer
2.	The Vaccine Cold Chain	Assignment, Paediatric assessment, Short answers
3.	Ensuring Safe Injections	Descriptive type, Short answer
4.	Vaccines And Vaccination Safety	Descriptive type, Short answer

## **(19ECAHP02) - ADOLESCENT HEALTH PROBLEMS**

### **Introduction**

The most common problems among adolescents relate to growth and development, school, childhood illnesses that continue into adolescence, mental health disorders, and the consequences of risky or illegal behaviors, including injury, legal consequences, pregnancy, infectious diseases, and substance use disorders. In order to be considered as meeting the definition of a mental disorder, there must be a pattern of symptoms that leads to some level of distress, disability or interference with daily functioning, and an increase in risk for pain, suffering, or loss of freedom (e.g., institutionalization). In addition, the symptoms are not consistent with the norms of the culture, though they may appear to be exaggerations of normal behavior or can occur in adaptation to some unusual circumstance.

### **Course Objective and Summary**

- Understand the nature of abnormal behavior in children and adolescents.
- Understand the process of assessing such behavior and the most commonly used system for classifying psychological disorders.
- Be familiar with and able to discuss several different theoretical perspectives on psychological disorders.
- Be familiar with the research methods used and research findings on various psychological disorders.
- Understand the causes and be able to identify the symptoms of various psychological disorders.
- Be familiar with effective treatment approaches to different psychological disorders.

Unit	Learning Objective	Content	Hrs
I	Understand the nature of abnormal behavior in children and adolescents	<p><b>Nature of abnormal behavior in children and adolescents</b></p> <ul style="list-style-type: none"> <li>• Nature and Theories of Child Psychopathology</li> <li>• Childhood Phobias</li> <li>• Child Abuse, neglect.</li> <li>• Loss and anxiety during childhood.</li> </ul>	T(8)
II	Understand the process of assessing such behavior and the most commonly used system for classifying psychological disorders.	<p><b>Understand the process of assessment and classifying psychological disorders</b></p> <ul style="list-style-type: none"> <li>• Developmental problems and concerns.</li> <li>• Parenting and relationship to Psychopathology.</li> <li>• Best Practices</li> <li>• Social policies to protect children.</li> <li>• Pedophilia</li> <li>• Use of medications with children.</li> <li>• Suicide.</li> </ul>	T(12) P(5)
III	<ul style="list-style-type: none"> <li>• Understand the causes treatment approaches to identify the symptoms of various psychological disorders</li> </ul>	<p><b>psychological disorders and effective treatment approaches to different</b></p> <ul style="list-style-type: none"> <li>• Early childhood trauma and Psychopathology</li> <li>• Aggression during childhood.</li> <li>• Family dynamics and psychopathology.</li> <li>• Diagnostic issues.</li> <li>• Ethnicity and culture in diagnosis and treatment.</li> <li>• Substance Abuse</li> <li>• Sexuality</li> </ul>	T(10) P(5)

		<ul style="list-style-type: none"> <li>• Theories of child psychopathology</li> <li>• Treatment approaches of various psychological disorders</li> </ul>	
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### 1. Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Case Presentations
4. Research projects
5. Class room Exercises
6. Demonstration
7. Assignments

### 2. Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	Theories of Child Psychopathology	Short answer
2.	Developmental problems and concerns.	Assignment, Paediatric assessment, Short answers
3.	Early childhood trauma and Psychopathology	Descriptive type, Short answer

## 19ECCP03 - CHILD PSYCHIATRY

**Introduction:** This course is designed to familiarize the student with the range of child, psychological disorders seen in clinical practice across the lifespan. Emphasis will be placed on developmental factors, diagnostic issues, theoretical formulations, etiology, evidence-based treatments, and research findings related to each of these conditions. Issues such as comorbidity (simultaneous presentation of two or more disorders), cultural influences on the expression of mental disorders, and psychological factors related to physical conditions will also be considered. The clinical manifestations of each of these conditions will be illustrated through the use of case examples and or video presentation.

### Course Objective

1. To develop an understanding of child psychiatry
2. To examine the effects of mind-body relaxation techniques in treating mental disorders
3. To develop a healthy habit and lifestyle.
4. To develop humane values in child psychiatry
5. To develop physical, emotional and mental health through yogic activities.

Unit	Learning Objective	Content	Hrs
I	Explain the importance of diagnostic procedures in child Psychiatry	<b>Diagnostic procedures and etiological factors</b>  MRI, CT scan lab findings	T (10) P (3)
II	Describe developmental factors related to manifestation of these disorders	➤ implement the knowledge of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span	T (10) P (5)
III	Discuss the various treatment methods and	<b>Analyze the knowledge</b> of current research findings relevant to these disorders	T (10) P (2)

	create class format over the course	<p><b>Develop the relevance</b> of cultural factors to the development, diagnosis, outcome and treatment of these conditions</p> <p><b>Create Class Format</b> Over the course</p> <p><b>Relaxation techniques</b> Music</p> <ul style="list-style-type: none"> <li>➤ Play therapy</li> <li>➤ Therapeutic play</li> <li>➤ Mindfulness</li> </ul> <p>Music therapy</p> <ul style="list-style-type: none"> <li>➤ Evidence based studies</li> <li>➤ Issues and importance</li> </ul>	
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### 3. Teaching- Learning Strategies

- (viii) Lecture cum Discussion
- (ix) Seminar
- (x) Lab – yoga and relaxation techniques particles
- (xi) Demonstration
- (xii) Assignments

#### 2. Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	<b>Diagnostic procedures and etiological factors</b> MRI, CT scan lab findings	Short answer Demonstration
2.	<b>Implement the knowledge</b> of the relevance of developmental factors as they are related to the manifestations of these disorders across the life span	Short answers, Descriptive type, Mental Assessment Test
3.	<b>Analyse the knowledge</b> of current research findings relevant to these disorders	Descriptive type, Health Education Return demonstration

	<p><b>Develop the relevance</b> of cultural factors to the development, diagnosis, outcome and treatment of these conditions</p> <p><b>Create Class Format</b> Over the course</p>	
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## 19ECA04     AUTISM

**Introduction :** This course is designed to assist students in developing expertise and in depth understanding in the field of paediatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent paediatric nurse. It will further enable the student to function as educator, manager, and researcher in the field of autism.

### Course Objective a

- a) Explain the autism
- b) Describe the social communication and language interaction for autistic child
- c) Discuss the thought and behaviouring in autism
- d) Mention self help skill for autistic child
- e) Specify pre-academic & academic skills for child with autism
- f) Explain occupational skills related to the job chosen by autistic child

S.NO	LEARNING OBJECTIVE	SUMMARY OF COURSE CONTENT	HRS
1.	Explain the autism	<p><b>INTRODUCTION AUTISM</b></p> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Definition And Characteristics</li> <li>• Historical Perspective – Cultural</li> <li>• Perspective, Myths</li> </ul>	5

		<ul style="list-style-type: none"> <li>• Prevalence And Incidence</li> <li>• Etiology</li> <li>• Screening, Diagnosis &amp; treatment</li> </ul>	
2.	Describe the social communication and language interaction for autistic child	<b>SOCIAL COMMUNICATION &amp; LANGUAGE</b> <ul style="list-style-type: none"> <li>• Non-Verbal Communication</li> <li>• Verbal Communication</li> <li>• Social emotional reciprocity</li> <li>• Interpersonal relationships</li> </ul>	5
3.	Discuss the thought and behaviour in autism	<b>THOUGHT AND BEHAVIOUR IN AUTISM</b> <ul style="list-style-type: none"> <li>• Motor and Verbal Stereotypes</li> <li>• Unusual Sensory Behaviours</li> <li>• Routines and Rituals</li> <li>• Play behaviours</li> </ul>	5
4	Mention self help skill for autistic child	<b>SELF HELP SKILLS</b> <ul style="list-style-type: none"> <li>• Dressing and privacy</li> <li>• Grooming:</li> <li>• Meal time</li> <li>• Toileting: Indication</li> <li>• Hygiene &amp; self care</li> </ul>	T-(5) P-(2)
5	Specify pre-academic & academic skills for child with autism	<b>PRE-ACADEMIC &amp; ACADEMIC SKILLS</b> <ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Math and Computation</li> </ul>	T-(5) P-(3)

		<ul style="list-style-type: none"> <li>• Environmental awareness</li> </ul>	
6	Explain occupational skills related to the job chosen by autistic child	<p><b>OCCUPATIONAL SKILLS: RELATED TO THE JOB CHOSEN</b></p> <ul style="list-style-type: none"> <li>• Teach Independent Work Skills,</li> <li>• Health/Safety Skills</li> <li>• First Aid.</li> <li>• Vocational Rehabilitation</li> <li>• Self Information –</li> <li>• General Knowledge &amp; Awareness</li> </ul>	T-(5) P-(5)

### Teaching- Learning Strategies

- (xiii) Lecture cum Discussion
- (xiv) Seminar
- (xv) Lab – Self Help, Academic And vocational Skills
- (xvi) Demonstration
- (xvii) Assignments

### Assessment Techniques of each topic of the course

S.No	Topic	Assessment Techniques
1.	INTRODUCTION AUTISM	Short answer
2.	SOCIAL COMMUNICATION & LANGUAGE	Assignment, Paediatric assessment, Short answers

3.	<b>THOUGHT AND BEHAVIOUR IN AUTISM</b>	<b>Descriptive type, Short answer</b>
4.	<b>SELF HELP SKILLS</b>	<b>Assessment, Short answers, Demonstration</b>
5.	<b>PRE-ACADEMIC &amp; ACADEMIC SKILLS</b>	<b>Assignment, Paediatric assessment, Demonstration</b>
6.	<b>OCCUPATIONAL SKILLS: RELATED TO THE JOB CHOSEN</b>	<b>Assessment, Short answers, Demonstration</b>

19ECDD05

DEVELOPMENTAL DISORDER

**Introduction:**The main emphasis of the course is designed for developing an understanding of the Paediatric Developmental problems and to achieve competence in independent and collaborative in clinical practice, education and research to forward the care of children with Developmental disorders.

**Course Objective and Summary**

- 1 To identify the Developmental disorders and abnormalities in brain
2. Describe the Causes, and Symptoms of common developmental disorders
- 3.Understand the Theoretical perspectives on Developmental disorder
4. Describe the special programs in developmental disorders.

Unit	Learning Objective	Content	Hrs
I	Explain Introduction about the developmental disorders:	Introduction about the developmental disorders: <ul style="list-style-type: none"> <li>• Abnormalities in brain</li> <li>• Persistent issues in</li> </ul>	T (10)

		<p>social interactions and communications</p> <ul style="list-style-type: none"> <li>• Repetitive behavioural patterns</li> </ul>	
II	Describe the causes, symptoms of common developmental disorders	<p>Theoretical perspectives on Developmental disorder</p> <p>Explain about the causes, symptoms of common developmental disorders</p> <ul style="list-style-type: none"> <li>• Autism or Autism spectrum disorders (ASD)</li> <li>• Behavioural and Mood Disorders</li> <li>• Developmental Delay</li> <li>• Learning disabilities</li> <li>• Developmental coordination disorders</li> <li>• Genetic disorders</li> <li>• Tics disorders</li> </ul> <p>Recent approach in developmental Disorders.</p>	T (10) P (5)
III	Describe about the therapeutic management and special programs of developmental disorders	<p>MANAGEMENT AND SPECIAL PROGRAMS IN DEVELOPMENTAL DISORDERS:</p> <ul style="list-style-type: none"> <li>• Applied behavioral analysis</li> <li>• Specialized physical or occupational therapy</li> <li>• An IEP (individualized education program), or special education services,</li> <li>• Medication</li> <li>• Dietary and behavioral modifications</li> <li>• Special Programs</li> </ul>	T (10) P (5)

#### 4. Teaching- Learning Strategies

1. Lecture cum Discussion
2. Seminar
3. Case presentation
4. Clinical assessment of the children
5. Demonstration of procedures
6. Assignments
7. Journal club

<b>S.No</b>	<b>Topic</b>	<b>Assessment Techniques</b>
<b>1.</b>	<b>Introduction about the developmental disorders:</b> <ul style="list-style-type: none"> <li>• <b>Abnormalities in brain</b></li> <li>• <b>Persistent issues in social interactions and communications</b></li> <li>• <b>Repetitive behavioral patterns</b></li> </ul>	<b>Short answer.</b>
<b>2.</b>	<ul style="list-style-type: none"> <li>• <b>Theoretical perspectives on Developmental disorder.</b></li> <li>• <b>Explain about the causes, symptoms of common developmental disorders</b></li> <li>• <b>Recent approach in developmental Disorders.</b></li> </ul>	<b>Short answers, Descriptive type, Assessment and demonstration .</b>
<b>3.</b>	<b>Management and special programs in developmental disorders.</b>	<b>Descriptive type, Return demonstration</b>

