

**M. Sc. in Forensic Nursing**  
**Syllabus**

## **Objectives:**

1. Apply knowledge and skills of nursing and forensic science to identify and collect forensic evidence within the health care setting to ensure it will withstand legal scrutiny
2. Determine treatment for triage and emergency intervention for patients who exhibit potential forensic issues
3. Identify basic policies and procedures required for conducting sexual assault examination for children and adults
4. Perform the Forensic/Medical examination and evaluation of sexual trauma
5. Collect and preserve biological, trace/physical evidences with least/without physical and emotional trauma to the victim
6. Collect and preserve other evidences involving various other trauma/ Accidents/ Assaults
7. Collect, preserve and forward the evidences to the concerned organizations/ laboratories for further examination
8. Maintain necessary documentation with legal implications
9. Assist medical examiners in assessing and evaluating psychiatric morbidity
10. Assist medical examiners in assessing the various causes of death in unnatural circumstances
11. Assist in Assessing the manner and time since death
12. Provide nursing care in poisoning cases
13. Apply the nursing process to public or legal proceedings and psychological profiling in the risk groups
14. Analyze the criminal profile using various psychological tests
15. Provide psychiatric counseling to the risk groups
16. Provide psychiatric nursing care and crisis intervention
17. Communicate with the various members of the multidisciplinary. Forensic team, including victim advocates, law enforcement authorities and the legal community.
18. Communicate effectively with patients and families.
19. Analyze the social and political implications of escalating violence as it related to law enforcement, criminal justice and domestic living.
20. Maintain necessary documents (records and reports) with legal implications.

## **STAFFING PATTERN:**

### **M.Sc. (N)**

Professor cum coordinator	1
Reader / Associate Professor	1
Lecturer	2

The above faculty shall perform dual role

### **B.Sc.(N) and M.Sc.(N)**

Annual intake of 60 students in B.Sc.(N) and 25 students for M.Sc.(N) programme

Professor-cum-Principal	1
Professor-cum-Vice Principal	1
Reader / Associate Professor	5
Lecturer	8
Tutor / Clinical Instructor	19

**Total** ----- **34**

One in each specialty and all the M.Sc(N) qualified teaching faculty will participate in all collegiate programmes.

**Teacher Student Ratio = 1 : 10 for M.Sc.(N) programme.**

## **QUALIFICATIONS & EXPERIENCE OF TEACHERS OF COLLEGE OF NURSING**

### **Sr. No. Post**

**1 Professor-cum-Principal**

### **Qualification & Experience**

- Masters Degree in Nursing
- 14 years experience after M.Sc. (N) in College of Nursing
- 3 years experience in administration (Years of experience is relaxable if suitable candidate is not available) (If a candidate is not available, minimum 5 years of experience in college of nursing, with an aggregate of 14 years teaching experience)

**Desirable : Independent published work of high standard / doctorate degree / M.Phil.**

**2 Professor-cum-Vice Principal**

- Masters Degree in Nursing
- 14 years experience after M.Sc. (N) in College of Nursing .
- 3 years experience in administration (Years of experience is relaxable if suitable candidate is not available)

(If a candidate is not available,  
minimum 5  
years of experience in college of  
nursing, with an aggregate of 14  
years teaching experience)

**Desirable : Independent published work of high standard / doctorate degree / M.Phil.**

**3 Reader / Associate Professor**

- Master Degree in Nursing.
- 10 years experience after M.Sc.(N) in a College of Nursing. (If a candidate is not available, 5 years of experience in College of Nursing with an aggregates of 10 years teaching experience.

**Desirable : Independent published work of high standard /doctorate degree / M.Phil.**

**4 Lecturer**

- Master Degree in Nursing.
- 3 years teaching experience after

M.Sc. (N)

**Note: Qualifications & Experience of Nursing Teaching faculty relaxed till 2012 & placed under Annexure - I**

**External /Guest faculty may be arranged for the selected units in different subjects as required**

**NOTE:**

1. No part time nursing faculty will be counted for calculating total no. of faculty required for a college.
2. Irrespective of number of admissions, all faculty positions (Professor to Lecturer) must be filled.
3. For M.Sc.(N) programme appropriate number of M.Sc. faculty in each speciality be appointed subject to the condition that total number of teaching faculty ceiling is maintained.
4. All nursing teachers must possess a basic university or equivalent qualification as laid down in the schedules of the Indian Nursing Council Act, 1947. They shall be registered under the State Nursing Registration Act.
5. Nursing faculty in nursing college except tutor/clinical instructors must possess the requisite recognized postgraduate qualification in nursing subjects.
6. Holders of equivalent postgraduate qualifications, which may be approved by the Indian Nursing Council from time to time, may be considered to have the requisite recognized postgraduate qualification in the subject concerned.

7. All teachers of nursing other than Principal and Vice-Principal should spend at least 4 hours in the clinical area for clinical teaching and/or supervision of care every day.

**Other Staff (Minimum requirements)**

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

• Ministerial

- a) Administrative Officer 1
- c) Office Superintendent 1
- d) PA to Principal 1
- e) Accountant/Cashier 1

• Upper Division Clerk 2

• Lower Division Clerk 2

• Store Keeper 1

- a) Maintenance of stores 1
- b) Classroom attendants 2
- c) Sanitary staff As per the physical space
- d) Security Staff As per the requirement

• Peons/Office attendants 4

• Library

- a) Librarian 2
- b) Library Attendants As per the requirement

• Hostel

- a) Wardens 2
- b) Cooks, Bearers, Sanitary Staff As per the requirement
- c) Ayas /Peons As per the requirement
- d) Security Staff As per the requirement
- e) Gardeners & Dhobi Depends on structural facilities (desirable)

**Eligibility Criteria/Admission Requirements:**

1. The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.

2. The minimum education requirements shall be the passing of :  
B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.

3. The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.

4. Minimum one year of work experience after Basic B.Sc. Nursing.

5. Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.

6. Candidate shall be medically fit.

7. 5% relaxation of marks for SC/ST candidates may be given.

### **Entrance/Selection test**

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

### **Regulations for examination:**

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

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

#### **Classification of results:**

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

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

Maximum no. of attempts per subject is three (3) inclusive of first attempt.

The maximum period to complete the course successfully should not exceed 4 years

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

### **Practicals**

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

### **Dissertation**

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

Duration: Viva-voce -minimum 30 minutes per student

### **Guidelines for Dissertation**

Tentative Schedule for dissertation

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

		Year
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Note: - Administrative approval and ethical clearance should be obtained

**A. Research Guides**

**a) Qualification of Guide**

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

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

**b) Guide – Students Ratio**

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

**c) Research Committee**

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

**Duration**

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

Available 52 weeks

Vacation 4 weeks

Examination 2 weeks

Gazetted holidays 3 weeks

Total weeks available 43 weeks

40 hours per week 1720 hours

**Total hours for 2 years 3440 hours**

**Course of Instruction**

**Practical**

(hrs)

**Theory**

(hrs)

<b>1st year</b>		
Nursing education	150	150
Advance nursing practice	150	200
Nursing Research and statistics	150	100
*Forensic Nursing –I	150	650
<b>Total</b>	<b>600</b>	<b>1100</b>

**II<sup>nd</sup> Year**

Nursing Management	150	150
Nursing		300

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

Educational visit 2 weeks

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

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

\* Nursing research=50 and statistics=25

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

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 4 (four) years



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

### **Admission Strength**

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

### **Health Services**

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

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

# **CURRICULUM NURSING EDUCATION**

Placement : Ist Year

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

## **Course Description**

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

## **Objectives**

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

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

## Course Content

Units	Hours		Course Content
	Theory	Practical	
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, economical, political &amp; technological changes on education:               <ul style="list-style-type: none"> <li>• Professional education</li> <li>• Current trends and issues in education</li> <li>• Educational reforms and National Educational policy, various educational commissions-reports</li> <li>• Trends in development of nursing education in India</li> </ul> </li> </ul>
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(sociodrama), 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, multi media, 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>
<b>V</b>	<b>12</b>	<b>10</b>	<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>
<b>VI</b>	<b>8</b>	<b>5</b>	<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>
<b>VII</b>	<b>12</b>	<b>6</b>	<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>
<b>VIII</b>	<b>5</b>	<b>6</b>	<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 programs.</li> </ul>
<b>IX</b>	<b>12</b>	<b>25</b>	<p><b>Continuing Education in Nursing</b></p> <ul style="list-style-type: none"> <li>➤ Concepts – Definition, importance, need scope, principle of adult learning, assessments of learning needs, priorities, resources.</li> <li>➤ Program planning, implementation and evaluation of continuing education programs.</li> <li>➤ Research in continuing education.</li> <li>➤ Distance education in nursing.</li> </ul>
<b>X</b>	<b>10</b>	<b>10</b>	<b>Curriculum Development</b>

			<ul style="list-style-type: none"> <li>➤ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework.</li> <li>➤ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course plan, unit plan.</li> <li>➤ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders.</li> <li>➤ Equivalency of courses: Transcripts, credit system.</li> </ul>
<b>XI</b>	<b>8</b>	<b>4</b>	<p><b>Teacher preparation</b></p> <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>
<b>XII</b>	<b>10</b>	<b>5</b>	<p><b>Guidance and counseling</b></p> <ul style="list-style-type: none"> <li>➤ Concept, principles, need, difference between guidance and counseling, trends and issues.</li> <li>➤ Guidance and counseling services : diagnostic and remedial.</li> <li>➤ Coordination and organization of services.</li> <li>➤ Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling.</li> <li>➤ Professional preparation and training for counseling.</li> </ul>
<b>XIII</b>	<b>15</b>	<b>10</b>	<p><b>Administration of Nursing Curriculum</b></p> <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>		<p><b>Management of nursing educational institutions</b></p> <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> </ul>

			<ul style="list-style-type: none"> <li>➤ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li> <li>➤ Role of Professional associations and unions.</li> </ul>
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### **Activities :**

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc )
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

### **Methods of Teaching**

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

### **Methods of evaluation**

- Tests

- Presentation
- Project work
- Written assignments

### **Internal Assessment**

<b>Techniques</b>	<b>Weightage</b>
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25
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	100
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### **Practical – Internal assessment**

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

### **Practical – external assessment**

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

## **ADVANCE NURSING PRACTICE**

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

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

### **Course Description**

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

### **Objectives:**

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

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



## Course Content

Units	Hours	Content
<b>I</b>	<b>10</b>	<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>
<b>II</b>	<b>5</b>	<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 nongovernmental agencies.</li> <li>▪ Information, education and communication (IEC).</li> <li>▪ Tele-medicine.</li> </ul>
<b>III</b>	<b>10</b>	<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>
<b>IV</b>	<b>10</b>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>▪ Scope, epidemiological approach and methods,</li> <li>▪ Morbidity, mortality,</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Concepts of causation of diseases and their screening,</li> <li>▪ Application of epidemiology in health care delivery, Health surveillance and health informatics</li> <li>▪ Role of nurse</li> </ul>
<b>V</b>	<b>20</b>	<p><b>Bio-Psycho social pathology</b></p> <ul style="list-style-type: none"> <li>▪ Pathophysiology and Psychodynamics of disease causation</li> <li>▪ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style</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.</li> <li>▪ Treatment aspects: pharmacological and pre-post operative care aspects,</li> <li>▪ Cardio pulmonary resuscitation.</li> <li>▪ End of life Care</li> <li>▪ Infection prevention (including HIV) and standard safety measures, bio-medical waste management.</li> <li>▪ Role of nurse- Evidence based nursing practice; Best practices</li> <li>▪ Innovations in nursing</li> </ul>
<b>VI</b>	<b>20</b>	<p><b>Philosophy and Theories of Nursing</b></p> <ul style="list-style-type: none"> <li>▪ Values, Conceptual models, approaches.</li> <li>▪ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson parse, etc and their applications.</li> <li>▪ Health belief models, communication and management, etc</li> <li>▪ Concept of Self health.</li> <li>▪ Evidence based practice model.</li> </ul>
<b>VIII</b>	<b>10</b>	<p><b>Nursing process approach</b></p> <ul style="list-style-type: none"> <li>▪ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health-illness problems, health behaviors, signs and symptoms of clients.</li> <li>▪ Methods of collection, analysis and utilization of data relevant to nursing process.</li> <li>▪ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.</li> </ul>
<b>IX</b>	<b>30</b>	<p><b>Psychological aspects and Human relations</b></p> <ul style="list-style-type: none"> <li>▪ Human behavior, Life processes &amp; growth and development, personality development, defense mechanisms,</li> <li>▪ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior,</li> <li>▪ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young &amp; middle adult, and Older adult)</li> <li>▪ Sexuality and sexual health.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Stress and adaptation, crisis and its intervention,</li> <li>▪ Coping with loss, death and grieving,</li> <li>▪ Principles and techniques of Counseling.</li> </ul>
<b>X</b>	<b>10</b>	<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 complimentary therapies.</li> <li>▪ Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institutions.</li> <li>▪ Health promotion and primary health care.</li> <li>▪ Independent practice issues,- Independent nurse-midwifery practitioner.</li> <li>▪ Collaboration issues and models-within and outside nursing.</li> <li>▪ Models of Prevention,</li> <li>▪ Family nursing, Home nursing,</li> <li>▪ Gender sensitive issues and women empowerment.</li> <li>▪ Disaster nursing.</li> <li>▪ Geriatric considerations in nursing.</li> <li>▪ Evidence based nursing practice- Best practices</li> <li>▪ Trans-cultural nursing.</li> </ul>
<b>XI</b>	<b>25</b>	<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, Power Point,</li> <li>▪ Internet, literature search,</li> <li>▪ Statistical packages,</li> <li>▪ Hospital management information system: softwares.</li> </ul>

### **Practical**

Clinical posting in the following areas:

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

### **Activities**

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

## Methods of Teaching

- Specialty area- in-patient unit - 2 weeks
- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

## Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

## Advance nursing Procedures

Definition, Indication and nursing implications;

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

## Internal Assessment

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

## Forensic Nursing I

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

Hours of instruction

Theory: 150 Hours

Practical: 650 Hours

Total : 800 Hours

### Objectives:

21. Apply knowledge and skills of nursing and forensic science to identify and collect forensic evidence within the health care setting to ensure it will withstand legal scrutiny
22. Determine treatment for triage and emergency intervention for patients who exhibit potential forensic issues
23. Identify basic policies and procedures required for conducting sexual assault examination for children and adults
24. Perform the Forensic/Medical examination and evaluation of sexual trauma
25. Collect and preserve biological, trace/physical evidences with least/without physical and emotional trauma to the victim
26. Collect and preserve other evidences involving various other trauma/ Accidents/ Assaults
27. Collect, preserve and forward the evidences to the concerned organizations/ laboratories for further examination
28. Maintain necessary documentation with legal implications
29. Assist medical examiners in assessing and evaluating psychiatric morbidity
30. Assist medical examiners in assessing the various causes of death in unnatural circumstances
31. Assist in Assessing the manner and time since death
32. Provide nursing care in poisoning cases
33. Apply the nursing process to public or legal proceedings and psychological profiling in the risk groups
34. Analyze the criminal profile using various psychological tests
35. Provide psychiatric counseling to the risk groups
36. Provide psychiatric nursing care and crisis intervention
37. Communicate with the various members of the multidisciplinary. Forensic team, including victim advocates, law enforcement authorities and the legal community.
38. Communicate effectively with patients and families.
39. Analyze the social and political implications of escalating violence as it related to law enforcement, criminal justice and domestic living.
40. Maintain necessary documents (records and reports) with legal implications.

**Course content:**

<b>Subject</b>	<b>Hours</b>	<b>Content</b>
<p><b>PAPER I – Forensic Nursing including</b></p> <p><b>i. Fundamentals of forensic nursing</b></p> <p><b>ii. Medico – legal and Investigative aspects of nursing</b></p>	<p><b>20</b></p>	<p><b>UNIT I – Forensic Science</b> – Definition – introduction – history and development – scope and need – principles – services provided by Forensic science laboratory</p> <p><b>Forensic nursing</b> – introduction – definition – concepts – features – importance of nursing in investigations – scope and need – application in scientific investigations – Domain of forensic nursing – Ethical issues in nursing</p> <p><b>Police administration</b> – Hierarchy of police – importance of FIR – Police –Medical Examiner relationships. Doctor –nurse relationship – Police forensic nurse relationship</p> <p><b>Legal procedure</b> - Types of courts – their jurisdiction and their powers – inquest – types. Dying declaration and dying deposition – oral evidences – Emergency room management &amp; documentation, Domestic violence, child abuse &amp; crime against women</p> <p><b>Importance of nursing in emergency.</b> Uses of radiations in visualisation of evidences.</p>
	<p><b>15</b></p>	<p><b>UNIT II Serology and biology</b> – Blood and its composition – forensic significance – Blood alcohol analysis –Composition of semen and other body fluids</p> <p><b>Introduction to DNA</b> - chemical structure forensic DNA forensic analysis -and its importance in criminal investigations. Procedure for collection and preservation of biological samples for DNA analysis – Identification form for DNA profiling and forwarding note.</p> <p>Application of examination of hair, fibre, lip prints and bite marks.</p>
	<p><b>20</b></p>	<p><b>UNIT III Ballistics</b> - introduction to firearms and ammunitions – wound ballistics – entry and exit wounds created by different weapons – their Characteristics – and determination of range in case of firearm injuries.</p> <p>GSR – Mechanism of formation, collection and preservation. Methods of collection and</p>

		<p>preservation of firearms and fire arm injury related evidences.</p> <p>Frequently examined miscellaneous trace evidences: glass paint – Evidences in vehicular accidents – photography of the evidences</p>
	<b>10</b>	<p><b>UNIT IV Computer applications</b> for a patient care delivery system and nursing practice – Use of computers in teaching – learning – research and nursing practice.</p> <p>Windows MS – Office – Word – Excel – Power Point – Internet.</p> <p>Hospital management information system (MIS)</p> <p>Forensic Science and Computers</p> <ul style="list-style-type: none"> <li>- Data storage</li> <li>- Forensic analysis of Internet data</li> </ul>
	<b>20</b>	<p><b>UNIT V Toxicology</b> – introduction – classification of poisons – actions of poisons – methods of administration – factors affecting the poisoning –</p> <p>absorption and elimination – diagnosis in living and dead – and management – of poisoning cases</p> <p>Procedures in poisoning cases – selection of viscera and techniques for collection of viscera and techniques for collection of additional visceral samples in special cases.</p> <p>Preservation, packing &amp; forwarding of viscera samples to the laboratory. Interpretation of toxicological results.</p> <p>Introduction to NDPS act, its provision and their importance in forensic nursing</p> <p>Type of Drugs, Drug identification Collection &amp; preservation of drug evidence</p> <p>Drug analysis by FTIR and HPLC</p>
	<b>15</b>	<p><b>UNIT VI Sexual offences</b> – medico legal aspects – examination of victim and accused – external signs – collection and preservation of evidences unnatural sexual offences – sexual perversions – medico legal aspects</p> <p>Child abuse – Definition – types – victims of child abuse signs – forensic nursing Care Crimes against women – in various forms – dowry harassment, sexual harassment,</p>

		<p>domestic violence, Consequences of Altered sex ratio, forensic importance</p> <p><b>Abortion</b> – legal and criminal – methods of procuring evidences of criminal abortion – medico legal aspects – Signs of recent delivery</p> <p><b>Impotency and sterility</b> – causes –medico legal aspects</p> <p><b>Legitimacy and Paternity</b> – evidence collection – forensic importance –Surrogate mother – legal implications</p> <p><b>Infanticide</b> – still born and killing newborn after birth, medico legal aspects</p>
	<b>10</b>	<p><b>UNIT VII Asphyxia</b> types and their medico legal importance. Collection of evidences. Death from starvation, cold, heat their medico legal importance</p>
	<b>15</b>	<p><b>UNIT VIII Injuries</b> – Types and medico legal aspects, injuries due to vehicular accidents, burns, electrical injuries and their medico legal aspects</p>
	<b>05</b>	<p><b>UNIT IX Organ Transplant</b> – Organ Transplant Issues Concerning Donor and cadaver transplant, counselling, consent, Documentation, Videography</p>
	<b>20</b>	<p><b>UNIT X Death</b> - signs of death – modes of death – presumption of death – postmortem changes – time since death – disposal of the dead body, collecting necessary evidences before cremation.</p> <p><b>Medico legal autopsy</b> and its objectives – Types – causes of death – examination of decomposed bodies – mutilated bodies – fragmented remains and bones Disaster management – manmade and natural – importance of forensic nursing</p> <p><b>Personal identity</b> – obliteration of identity medico legal aspects</p>



## Practical

**1 Week = 30 Hours**

**Total = 660 Hours**

<b>S.No. Dept/Unit</b>	<b>No. of Week</b>	<b>Total Hours</b>
Forensic department	8	240 Hours
Emergency department	4	120 Hours
Forensic lab	2	60 Hours
Police administration	2	60 Hours
Witnessing court proceeding	2	60 Hours
Toxicology Unit	2	60 Hours
Organ Transplantation center	2	60 Hours
<b>Total</b>	<b>22 Weeks</b>	<b>660 Hours</b>

### Student Activities:

- Post mortem examination
- Clinical presentations
- History taking
- Case studies
- Project work

## **NURSING RESEARCH AND STATISTICS**

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

Hours of Instruction

Theory 150 Hours

Practical 100 Hours

Total: 250 Hours

### **Part-A: Nursing Research**

Theory 100 Hours

Practical 50 Hours

Total: 150 Hours

#### **Course Description:**

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

#### **General Objectives:**

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

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

## Content Outline

Units	Hours		Course Content
	Theory	Practical	
I	10		<b>Introduction :</b> <ul style="list-style-type: none"> <li>▪ Methods of acquiring knowledge – problem solving and scientific method.</li> <li>▪ Research – Definition, characteristics, purposes, kinds of research</li> <li>▪ Historical Evolution of research in nursing</li> <li>▪ Basic research terms</li> <li>▪ Scope of nursing research: areas, problems in nursing, health and social research</li> <li>▪ Concept of evidence based practice</li> <li>▪ Ethics in research</li> <li>▪ Overview of Research process</li> </ul>
II	5	5	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>▪ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.</li> </ul>
III	12		<b>Research Approaches and designs</b> <ul style="list-style-type: none"> <li>▪ Type: Quantitative and Qualitative</li> <li>▪ Historical, survey and experimental –Characteristics, types advantages and disadvantages</li> <li>▪ Qualitative: Phenomenology, grounded theory, ethnography</li> </ul>
IV	10	5	<b>Research problem:</b> <ul style="list-style-type: none"> <li>▪ Identification of research problem</li> <li>▪ Formulation of problem statement and research objectives</li> <li>▪ Definition of terms</li> <li>▪ Assumptions and delimitations</li> <li>▪ Identification of variables</li> <li>▪ Hypothesis – definition, formulation and types.</li> </ul>
V	5	5	<b>Developing theoretical/conceptual framework.</b> <ul style="list-style-type: none"> <li>▪ Theories: Nature, characteristics, Purpose and uses</li> <li>▪ Using, testing and developing conceptual framework, models and theories.</li> </ul>
VI	6		<b>Sampling</b> <ul style="list-style-type: none"> <li>▪ Population and sample</li> <li>▪ Factors influencing sampling</li> <li>▪ Sampling techniques</li> <li>▪ Sample size</li> <li>▪ Probability and sampling error</li> <li>▪ Problems of sampling</li> </ul>
VII	20	10	<b>Tools and methods of Data collection:</b>

			<ul style="list-style-type: none"> <li>▪ Concepts of data collection</li> <li>▪ Data sources, methods/techniques quantitative and qualitative.</li> <li>▪ Tools for data collection – types, characteristics and their development</li> <li>▪ Validity and reliability of tools</li> <li>▪ Procedure for data collection</li> </ul>
<b>VIII</b>	<b>5</b>		<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>
<b>IX</b>	<b>10</b>	<b>10</b>	<b>Analysis and interpretation of data</b> <ul style="list-style-type: none"> <li>▪ Plan for data analysis: quantitative and qualitative</li> <li>▪ Preparing data for computer analysis and presentation.</li> <li>▪ Statistical analysis</li> <li>▪ Interpretation of data</li> <li>▪ Conclusion and generalizations</li> <li>▪ Summary and discussion</li> </ul>
<b>X</b>	<b>10</b>		<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>
<b>XI</b>	<b>3</b>	<b>8</b>	<b>Critical analysis of research reports and articles</b>
<b>XII</b>	<b>4</b>	<b>7</b>	<b>Developing and presenting a research proposal</b>

### **Activities:**

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

### **Methods of Teaching:**

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

### **Methods of Evaluation:**

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

### **Internal Assessment**

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

## Part – B : Statistics

Hours of Instruction

Theory 50 Hours

Practical 50 Hours

Total : 100 Hours

### Course Description

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

### General Objectives

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

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

Units	Hours		Course Content
	Theory	Practical	
I	7	4	<b>Introduction :</b> <ul style="list-style-type: none"><li>▪ Concepts, types, significance and scope of statistics, meaning of data,</li><li>▪ sample, parameter</li><li>▪ type and levels of data and their measurement</li><li>▪ Organization and presentation of data – Tabulation of data;</li><li>▪ Frequency distribution</li><li>▪ Graphical and tabular presentations.</li></ul>
II	4	4	<b>Measures of central tendency:</b> <ul style="list-style-type: none"><li>▪ Mean, Median, Mode</li></ul>
III	4	5	<b>Measures of variability:</b>

			<ul style="list-style-type: none"> <li>▪ Range, Percentiles, average deviation, quartile deviation, standard deviation</li> </ul>
<b>IV</b>	<b>3</b>	<b>2</b>	<b>Normal Distribution:</b> <ul style="list-style-type: none"> <li>▪ Probability, characteristics and application of normal probability curve; sampling error.</li> </ul>
<b>V</b>	<b>6</b>	<b>8</b>	<b>Measures of relationship:</b> <ul style="list-style-type: none"> <li>▪ Correlation – need and meaning</li> <li>▪ Rank order correlation;</li> <li>▪ Scatter diagram method</li> <li>▪ Product moment correlation</li> <li>▪ Simple linear regression analysis and prediction.</li> </ul>
<b>VI</b>	<b>5</b>	<b>2</b>	<b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>▪ Experimental designs</li> <li>▪ Comparison in pairs, randomized block design, Latin squares</li> </ul>
<b>VII</b>	<b>8</b>	<b>10</b>	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <ul style="list-style-type: none"> <li>▪ Non parametric test – Chi-square test, Sign, median test, Mann Whitney test.</li> <li>▪ Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA</li> </ul>
<b>VIII</b>	<b>5</b>	<b>5</b>	<b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>▪ Scaling – Z Score, Z Scaling</li> <li>▪ Standard Score and T Score</li> <li>▪ Reliability of test Scores: test-retest method, parallel forms, split half method.</li> </ul>
<b>IX</b>	<b>4</b>	<b>2</b>	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>▪ Ratios, Rates, Trends</li> <li>▪ Vital health statistics – Birth and death rates.</li> <li>▪ Measures related to fertility, morbidity and mortality</li> </ul>
<b>X</b>	<b>4</b>	<b>8</b>	<b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>▪ Use of statistical package.</li> </ul>

### Activities:

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

### **Methods of Teaching:**

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

### **Methods of Evaluation:**

- Test, Classroom statistical exercises.

### **Internal Assessment**

#### **Techniques**

Test (2 tests)

#### **Weightage 10 Marks**

100%



# NURSING MANAGEMENT

Placement : II Year

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

## **Course Description**

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

## **General 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 multisectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

## **Course Content**

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

		<p>assignment- Advantages and disadvantages, primary nursing care,</p> <ul style="list-style-type: none"> <li>▪ Planning and Organising: hospital, unit and ancillary services (specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)</li> </ul> <p>Applications to nursing service and education</p>
<b>V</b>	<b>15</b>	<p><b>Human Resource for health</b></p> <ul style="list-style-type: none"> <li>▪ Staffing <ul style="list-style-type: none"> <li>• Philosophy</li> <li>• Norms: Staff inspection unit (SIU), Bajaj Committee, High power committee, Indian nursing council (INC)</li> <li>• Estimation of nursing staff requirement- activity analysis</li> <li>• Various research studies</li> </ul> </li> <li>▪ Recruitment: credentialing, selection, placement, promotion</li> <li>▪ Retention</li> <li>▪ Personnel policies</li> <li>▪ Termination</li> <li>▪ Staff development programme</li> <li>▪ Duties and responsibilities of various category of nursing personnel</li> </ul> <p>Applications to nursing service and education</p>
<b>VI</b>	<b>15</b>	<p><b>Directing</b></p> <ul style="list-style-type: none"> <li>▪ Roles and functions</li> <li>▪ Motivation: Intrinsic, extrinsic, Creating motivating climate,</li> <li>▪ Motivational theories</li> <li>▪ Communication : process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations</li> <li>▪ Delegation; common delegation errors</li> <li>▪ Managing conflict: process, management, negotiation, consensus</li> <li>▪ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager</li> <li>▪ Occupational health and safety</li> </ul> <p>Applications to nursing service and education</p>
<b>VII</b>	<b>10</b>	<p><b>Material management</b></p> <ul style="list-style-type: none"> <li>▪ Concepts, principles and procedures</li> <li>▪ Planning and procurement procedures : Specifications</li> <li>▪ ABC analysis,</li> <li>▪ VED (very important and essential daily use) analysis</li> <li>▪ Planning equipments and supplies for nursing care: unit and hospital</li> <li>▪ Inventory control</li> <li>▪ Condemnation</li> </ul> <p>Applications to nursing service and education</p>

<b>VIII</b>	<b>15</b>	<p><b>Controlling</b></p> <ul style="list-style-type: none"> <li>▪ Quality assurance – Continuous Quality Improvement <ul style="list-style-type: none"> <li>• Standards</li> <li>• Models</li> <li>• Nursing audit</li> </ul> </li> <li>▪ Performance appraisal: Tools, confidential reports, formats,</li> <li>▪ 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>Applications to nursing service and education</p>
<b>IX</b>	<b>15</b>	<p><b>Fiscal Planning</b></p> <ul style="list-style-type: none"> <li>▪ Steps</li> <li>▪ Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue</li> <li>▪ Budget estimate, revised estimate, performance budget</li> <li>▪ Audit</li> <li>▪ Cost effectiveness</li> <li>▪ Cost accounting</li> <li>▪ Critical pathways</li> <li>▪ Health care reforms</li> <li>▪ Health economics</li> <li>▪ Health insurance</li> <li>▪ Budgeting for various units and levels</li> </ul> <p>Applications to nursing service and education</p>
<b>X</b>	<b>10</b>	<p><b>Nursing informatics</b></p> <ul style="list-style-type: none"> <li>▪ Trends</li> <li>▪ General purpose</li> <li>▪ Use of computers in hospital and community</li> <li>▪ Patient record system</li> <li>▪ Nursing records and reports</li> <li>▪ Management information and evaluation system (MIES)</li> <li>▪ E- nursing, Telemedicine, telenursing</li> <li>▪ Electronic medical records</li> </ul>
<b>XI</b>	<b>10</b>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>▪ Concepts, Types, Theories</li> <li>▪ Styles</li> <li>▪ Manager behaviour</li> <li>▪ Leader behaviour</li> <li>▪ Effective leader: Characteristics, skills</li> <li>▪ Group dynamics</li> <li>▪ Power and politics</li> </ul>

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

## **PRACTICLES**

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal

13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report

**Paper II – Forensic Nursing II**

**Hours 150**

<b>Subject</b>	<b>Hours</b>	<b>Content</b>
<b>PAPER II – Forensic Nursing II including</b> <b>i. Clinical and Forensic Psychology</b> <b>ii. Forensic Psychiatry</b>	<b>10</b>	<b>UNIT I</b> Definition and scope of psychology – application of psychology in nursing. Normality and Abnormality: different Models, difference between Mental Health and Mental Illness.
	<b>20</b>	<b>UNIT II</b> <b>Aggression:</b> Definition of Aggression, Theories of Aggression, Determinants of Aggression (Psychological, Social, Biological, cultural). Self harm behaviour: Determinants of self harm behaviour (Psychological, Social, Biological, cultural). Psychological management for internal / external aggression.
	<b>15</b>	<b>UNIT III</b> Stress, coping and adjustment: over view of stress and its influences, strategy for coping, coping with illness and disability Overview of rehabilitation of criminals
	<b>20</b>	<b>UNIT IV</b> <b>Criminal Behaviour:</b> What is Criminal Behaviour? Theories of Crime (Ecological, Social, Psychological and Biological) Psychological Impact of Crime: Domestic Violence, Sexual Abuse, and Child Abuse
	<b>15</b>	<b>UNIT V</b> <b>Psychological Method of Investigation:</b> Interview Techniques, Psychological Testing/screening methods, Technologies in Investigation
	<b>20</b>	<b>UNIT VI</b> <b>Psychiatric Conditions:</b> Relationship with crime (Specifically to impulse control disorders, Psychotic conditions, Organic mental disorders, Anti social personality disorder, Epilepsy, Mental Retardation, Alcohol and substance abuse)
	<b>20</b>	<b>UNIT VII</b>

		Mental Health Act, Indian Evidence Act, Forensic Psychiatry: Testamentary capacity, competency to stand trial – Probation and Parole.
	<b>20</b>	<b>UNIT VIII</b> <b>Basics of counselling:</b> Definition of counselling: Process – Rapport establishment, listening, empathising, treatment planning: Characteristics of an effective counsellor, Ethical guidelines for counsellor Types of Counselling Process: Models of Counselling
	<b>10</b>	<b>UNIT IX</b> <b>Crisis intervention:</b> Definition and process of crisis intervention, dealing with the cases of mass disaster, role of nurses in crisis intervention



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

<b>S.No. Dept/Unit</b>	<b>No. of Week</b>	<b>Total Hours</b>
Acute and Chronic Psychiatric ward	10	300 Hours
Rehabilitation unit	4	120 Hours
Counseling center	6	180 Hours
Emergency department	6	180 Hours
Witnessing court proceeding	2	60 Hours
Correctional facilities	2	60 Hours
Field visit	2	60 Hours
<b>Total</b>	<b>32 Weeks</b>	<b>960 Hours</b>

**Student Activities:**

- Clinical presentations
- History taking
- Counseling
- Case studies
- Project work