

# INDEX NURSING COLLEGE

(Run by Mayank Welfare Society)

Approved by Indian Nursing Council, New Delhi, Madhya Pradesh Nurses Registration Council, Bhopal (M.P.)

Constituent Unit of Malwanchal University, Indore (M.P.)



## MALWANACHAL UNIVERSITY INDORE (M.P.)




# Index

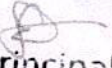
## NURSING COLLEGE

(Constituent unit of Malwanchal University, Indore, Madhya Pradesh)

(Recognized by Indian Nursing Council, New Delhi & Madhya Pradesh Nurses Registration Council, Bhopal, M.P.)

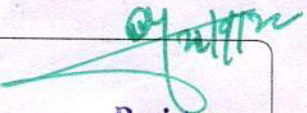
**2020-21**

  
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## SYLLABUS

**M.SC. NURSING TWO YEAR POST GRADUATE DEGREE COURSE**

  
Registrar  
Malwanchal University  
Indore (M.P.)

College Address : Gram Morodhat, Nemawar Road, Post. Bavlia Khurd, Dist., INDORE - 452 016 (M.P.), Ph. : 0731- 4013751

E-mail : [nursing@indexgroup.co.in](mailto:nursing@indexgroup.co.in) • Visit us : [www.indexgroup.co.in](http://www.indexgroup.co.in)

City Office : 104, Trishul Apartment 5, Sanghi Colony, A.B. Road, INDORE -08, Ph. : 0731-4215757, Fax : 0731-4044715



## Course Content

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

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## ADVANCE NURSING PRACTICE

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

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

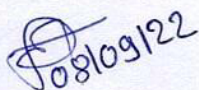
### Course Description


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:

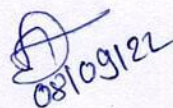
1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of healthcare delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, 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.

  
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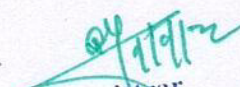
  
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Unit	Hours	Content
V	20	<p><b>Bio-Psycho social pathology</b></p> <ul style="list-style-type: none"> <li>□ Pathophysiology and Psychodynamics of disease causation</li> <li>□ Life processes, homeostatic mechanism, biological and psycho-social dynamics 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- postoperative 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> <li>□ Overview of COVID-19 infections.</li> <li>□ Epidemiology, infection process, clinical manifestations, diagnosis, treatment and dietetics.</li> <li>□ Nursing Assessment –History and Physical assessment</li> <li>□ Control and eradication of COVID-19</li> </ul>
VI	20	<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 parsec, etc and their applications,</li> <li>□ Health belief models, communication and management, etc</li> <li>□ Concept of Selfhealth.</li> <li>□ Evidence based practice model.</li> </ul>
VIII	10	<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>

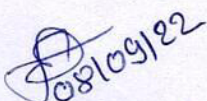
  
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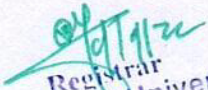
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Units	Hours		Course Content
	Theory	Practical	
VIII	5	6	<b>Nursing Educational programs</b> <ul style="list-style-type: none"> <li>□ Perspectives of nursing education: Global and national.</li> <li>□ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.</li> </ul>
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>

  
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Units	Hours		Course Content
	Theory	Practical	
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, case work, characteristics of counselor, problems in counseling.</li> <li>□ Professional preparation and training for counseling.</li> </ul>
XIII	15	10	<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>
XIV	10		<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>
XV	5	5	<ul style="list-style-type: none"> <li>□ Development and maintenance of standards and accreditation in nursing education programs.</li> <li>□ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.</li> <li>□ Role of Professional associations and unions.</li> </ul>

**Activities :**

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, fieldtrips, seminars, project, role play, panel discussion, clinical methodsetc)
- 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.

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- 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

Techniques	Weightage
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 /Short Term Course	25

#### Practical – external assessment

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

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