



# MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

**Grade 'A++' Accredited by NAAC**

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## **Curriculum for Master of Science (Mental Health Nursing)**

Amended upto AC-49/2024, Dated 25/04/2024

## **Amended History**

1. Amended as per of AC-49/2024, dated 25/04/2024.

# Curriculum for M.Sc. Nursing

Psychiatric (Mental Health) Nursing



IN PURSUIT OF EXCELLENCE



**MGM INSTITUTE OF HEALTH SCIENCES**

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New Mumbai - 410 203

[www.mgmuhsc.com](http://www.mgmuhsc.com)



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# **Curriculum**

***M.Sc Nursing***

Based on Indian Nursing Council Syllabus



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## **PHILOSOPHY OF THE PROGRAM**

MGM New Bombay College of Nursing (NBCON) is a constituent unit of MGM Institute of Health Sciences (MGMIHS) Navi Mumbai. The philosophy of NBCON is in consistent with the philosophy of MGMIHS and Indian Nursing council New Delhi;

We believe that .....

- Excellency in health care can be achieved through innovative research and through excellence in education of the health care professionals.
- Post graduate programme is essential to prepare nurses to improve the quality of nursing education and practice in India.
- Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application of relevant theories into Nursing practice, education, administration and development of research skills.
- The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.
- This programme provides the basis for the post master programme in Nursing.
- The programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.



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## **M.Sc NURSING PROGRAMME**

### **AIM:**

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

### **OBJECTIVES OF POST BASIC B.Sc NURSING PROGRAMME:**

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

1. Utilize/apply the concepts, theories and principles of nursing science
2. Demonstrate advance competence in practice of nursing
3. Practice as a nurse specialist.
4. Demonstrate leadership qualities and function effectively as nurse educator and manager.
5. Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research.
6. Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.
7. Establish collaborative relationship with members of other disciplines
8. Demonstrate interest in continued learning for personal and professional advancement.

### **DURATION**

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

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



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**M.Sc NURSING PROGRAMME**

**COURSE OF INSTRUCTION**

**First Year**

<b>SL. NO.</b>	<b>SUBJECT</b>	<b>THEORY (IN HRS)</b>	<b>CLINICAL (HRS)</b>
1	Nursing education	150	150
2	Advance nursing practice	150	200
3	Nursing Research and statistics	150	100
4	*Clinical specialty –I	150	650
	<b>Total</b>	<b>600</b>	<b>1100</b>

**Second Year**

<b>SL. NO.</b>	<b>SUBJECT</b>	<b>THEORY (IN HRS)</b>	<b>CLINICAL (HRS)</b>
1	Nursing Management	150	150
2	Nursing Research(Dissertation)		300
3	*Clinical Specialty-II	150	950
	<b>Total</b>	<b>300</b>	<b>1400</b>

Educational visit 2 weeks

**\*Clinical Specialty** –Psychiatric (Mental Health) Nursing etc.

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



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**REGULATIONS FOR EXAMINATION**

**Eligibility for appearing for the examination:**

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

**Classification of results:**

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered
- If the candidate fails in either practicals or theory paper he/she has to re- appear for both the papers (theory and practical)
- 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. The maximum period to complete the course successfully should not exceed 4 years





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## **COURSE OUTLINE**

**FOR**

**I YEAR M.Sc. NURSING**



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**ADVANCED NURSING PRACTICE**

**Placement:- First Year**

**Hours of instructions : -Theory: 150 hrs**

**Practical: 200 hrs**

**Total : 350 hrs**

**Course Description**

The Course is designed to develop understanding concepts of theoretical basis of advanced nursing practice and critically analyze different theories of nursing and other disciplines.

**Objectives:** At the end of the course students.

1. Appreciate and analyze the development of nursing profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio psycho-social dynamics of health, lifestyle and health care delivery system.
4. Discuss concepts, principles, theories, models and 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 advanced nursing practice.
8. Perform extended and expanded role of nursing.
9. Described alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Indentify the scope of nursing research.
12. Use computer in patient care delivery system.
13. Appreciate importance of self development and professional advancement.



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## CONTENT

Unit	Hours	Learning objectives	Content	Teaching	Assessment method
I	10	Describe nursing as a profession Discuss the ethical and legal responsibilities of professional nurse. Explain the role and research, leadership and management in nursing. Explain the role of future nurse	<b>Nursing as a Profession</b> <ul style="list-style-type: none"> <li>History of development of nursing as a profession, characteristics, criteria of profession-national global</li> <li>Code of ethics (INC), code of professional conduct, autonomy and accountability, assertiveness, visibility of nurses, legal consideration.</li> <li>Role of regulatory bodies.</li> <li>Professional organizational and union, self defense, individual and collective bargaining.</li> <li>Educational preparation, continuing education, career opportunities, professional advancement, role and scope of nursing education.</li> <li>Role of research leadership and management</li> <li>Quality assurance in nursing</li> <li>Futuristic Nursing</li> </ul>	<b>Lecture cum discussion Seminar</b> 1. Nursing as a Profession 2. History & trends in nursing <b>Group discussion-</b> Ethics in nursing ethical and legal responsibilities of a professional nurse <b>Debate-</b> Scope of nursing education <b>Brainstorming-</b> Nurse as a leader	Seminar Group Discussion Brainstorming Essay Short answer questions
II	5	Describe the health care delivery system at various levels  Describe health plans, policies and planning process	<b>Health Care delivery</b> <ul style="list-style-type: none"> <li>Health care environment, economics, constraint, planning process.</li> <li>Health care delivery system- National, State, district and local level</li> <li>Major stake holders in health care systems-government, non government, Industry and other professionals.</li> <li>Pattern of nursing care delivery in India</li> <li>Health care delivery concerns-</li> <li>National health and family welfare programme, intersectoral co-ordination, role of non-government agencies</li> </ul>	Lecture cum discussion Seminar Group discussion on Health Care delivery system <b>Seminar</b> 1. Health planning & management 2. N.R.H.M. role of NGO in health care of community <b>Symposium</b> Health planning in India-Recent trends & issues <b>Panel Discussion</b> Role of nurse in Health care delivery system <b>Visit to telemedicine unit</b>	Seminar Group Discussion Debate Observation Report Essay Short answer questions



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
III	10	<p>Explain basic principles of genetics</p> <p>Illustrate approaches to common genetic disorders</p> <p>Explain the recent trends in genetics</p> <p>Explain the screening methods for genetic disorders</p> <p>Discuss ethical, legal and psychosocial issues in genetic testing</p> <p>Describe the role of nurse in genetic counseling and genetic services</p>	<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 genetic era.</li> <li>Basic concept of genes, chromosomes and 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.</li> <li>Ethical, legal and psychosocial issues in genetic testing.</li> <li>Genetic Counseling</li> <li>Practical application of genetics in nursing</li> </ul>	<p><b>Lecture cum discussion</b></p> <p><b>Group discussion</b> Ethical legal &amp; psychosocial issues in genetic testing</p> <p><b>Role Play</b> Genetic counseling &amp; role of nurse</p>	<p>Seminar</p> <p>Group</p> <p>Discussion</p> <p>Role Play</p> <p>Essay</p> <p>Short answer questions</p>
IV	10	<p>Describe the concept, scope, uses, methods and approaches of Epidemiology.</p>	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>Scope, Epidemiological approach and methods.</li> <li>Morbidity, Mortality,</li> <li>Concepts of causation of disease and their screening.</li> <li>Application of Epidemiology in health care delivery, Health surveillance and health informatics.</li> <li>Role of nurse</li> </ul>	<p><b>Lecture cum discussion</b></p> <p><b>Discussion</b> Role of Community health nurse in the management of an epidemic</p>	<p>Essay</p> <p>Short answer questions</p>



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
VII		Explain nursing process and the various steps of nursing process	<b>Nursing Process Approach</b> <ul style="list-style-type: none"> <li>Health assessment illness status of patients- Identification of health illness problems, health behavior, 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 plan, health goals, implementation, modification and evaluation of care.</li> </ul>	<b>Symposium</b> Nursing process Preparation of nursing care plan	Essay Short answer questions
VIII	30	Describe the growth and development  Illustrate psychological aspect & human relations	<b>Psychological aspect and human relations</b> <ul style="list-style-type: none"> <li>Human behavior, life processes , growth and development, personality development, defense mechanisms</li> <li>Communication, interpersonal relationship, individual and group, group dynamics and organizational behavior</li> <li>Basic human needs, growth and development, (conception through p[re school, school age through adolescence, young and middle adult and older adult)</li> <li>Sexuality and sexual health</li> <li>Stress and adaption, crisis and its intervention</li> <li>Coping with loss death and grieving Principles and techniques of counseling.</li> </ul>	<b>Lecture cum discussion – Discussion-</b> Review of growth & development  <b>Project –</b> Growth and development  <b>Role Play-</b> Therapeutic communication counseling  <b>Seminar-</b> Stress and anxiety Group dynamics	Seminar Project Role Play Essay Short answer questions



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Unit	Hours	Learning objectives	Content	Teaching Learning	Assessment method
IX	10	Describe alternative modalities of nursing care  Illustrate primary health care  Explore expanded and extended role of nurse	<b>Nurse Practice:-</b> <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 health care</li> <li>• Independent practice issue-independent practice issues-independent nurse – midwifery Practitioner</li> <li>• Collaboration issues and models within and outside nursing</li> <li>• Model 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>• Transcultural nursing</li> </ul>	<b>Lecture cum discussion Symposium</b> Alternative and complementary therapies in health care  <b>Group discussion</b> Extended and expanded role of nurse in preventive, promotive health care delivery  <b>Debate-</b> Nurse as an independent practitioner  <b>Discussion-</b> Collaboration issues and models within and outside nursing  <b>Seminar</b> Holistic approach to health care trans cultural nursing Disaster nursing Role of nurse in geriatrics  <b>Visit:-</b> Old age home	Essay Seminar Debate Group Discussion Short answer questions Visit
X	25	Demonstrate skill in applying computers in nursing	<b>Computer application for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>• Use of Computers in teaching, learning, research and nursing practice.</li> <li>• Windows, MS Office: Word, Excel, Power Point</li> <li>• Internet, literature search</li> <li>• Statistical Packages</li> <li>• Hospital Management information system: Soft wares</li> </ul>	<b>Lecture cum discussion</b>  <b>Demonstration</b>	Preparation of power points, word documents



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**PRACTICALS**

<b>Sr. No.</b>	<b>Area</b>	<b>Duration in weeks</b>
1	Specialty Area – inpatient unit	2
2	Community Health Center / PHC	1
3	Emergency / ICU	2

**Activities**

- Prepare case studies with nursing process approach and theoretical basis
- Preparation of comparative picture of theories
- Family case work using model of prevention.
- Annotated Bibliography.

**Methods of Teaching**

- Lecture cum discussion
- Seminar
- Panel Discussion
- Debate
- Case Presentation
- Exposure to Scientific Conferences
- Field Visits

**Methods of Evaluation**

- Tests
- Presentation
- Seminar
- Written Assignment

**Visits-**

- Telemedicine Unit
- Biomedical waste management unit
- Infection control unit
- Old age home



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## **BIBLIOGRAPHY**

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2. Kozier B et al, Fundamental of Nursing Concepts, process and practice, Pearson education, inc 2<sup>nd</sup> Indian print 2004.
3. Brunner and Suddarth Text book of medical surgical nursing 10<sup>th</sup> edition 2002.
4. Zwemer A. Professional Adjustments and Ethics for nurse in India BI publications, Bangalore 6<sup>th</sup> Edition 1995.
5. Rosdhal, Fundamentals of Nursing, Lippincott Company 2003.
6. Bolander, Fundamentals of Nursing, Saunders 1994.
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8. Basavanthappa B.T. 2007 Nursing Theories Jaypee Brothers
9. Pearson Alan, Vaughan B. Fitzgerald M (2005) Nursing Models for practice 3 edition Elsevier Limited.
10. Alligood M.R. Tomey A.M. (2006) Nursing theory Utilization and Application S T: Louis Mosby.
11. J.E. Park textbook Preventive and social Medicine 17<sup>th</sup> edition.
12. Gulanick, M. & Myersm J.L. (2007) Nursing care plans 6<sup>th</sup> edition St. Louis : Missouri.

## **INTERNAL ASSESSMENT**

### **THEORY**

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5.0
	Prefinal	75	30	7.5
<b>2</b>	<b>Assignments-</b>			
	Nursing Care Plan (2)*	25	12.5	3.125
	Family case work	25	12.5	3.125
<b>3</b>	<b>Seminar</b>	25	12.5	3.125
<b>4</b>	<b>Presentation of nursing theory</b>	25	12.5	3.125
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

\* One Nursing care plan should be based on nursing theory

## **UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>





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**FIRST YEAR M.Sc. NURSING**

**ADVANCED NURSING PRACTICE**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks - 38**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 8 = 8 Marks**
- a.
  - b.
  - c.

**SECTION B**

**Marks - 37**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 7 = 7 Marks**
- a.
  - b.
  - c.



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**FIRST YEAR M.Sc. NURSING  
ADVANCED NURSING PRACTICE  
SEMINAR/PRESENTATION - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch: - \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING  
ADVANCED NURSING PRACTICE  
EVALUATION OF NURSING CARE PLAN**

Name of the Student: - \_\_\_\_\_ Batch: - \_\_\_\_\_

Name of the patient: - \_\_\_\_\_ Ward:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No	Criteria	Marks Assigned	Marks Obtained
1	Elicits relevant history	3	
2	Make quick and valid physical assessment	4	
3	Identifies nursing diagnosis	2	
4	Formulates nursing diagnosis	4	
5	Prioritizes the nursing diagnosis	2	
6	Plan care according to priority	2	
7	List the outcome criteria	1	
8	Implements care for priority needs		
	Applies scientific principles	2	
	Practices economy of time, money & material	2	
	Manual dexterity	1	
9	Evaluates the care (based on nurses notes, reports, records patients and relatives response)	2	
	<b>Total</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Date & Signature of the student & Date



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**ADVANCED NURSING PRACTICE**

**EVALUATION FORM – FAMILY CASE WORK**

**Name of the Student: - \_\_\_\_\_ Village: - \_\_\_\_\_**

**Duration of Posting:- \_\_\_\_\_ Evaluator's Name: - \_\_\_\_\_**

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Selection of family</b>	<b>1</b>	
<b>2</b>	<b>Family Case Work</b>	<b>2</b>	
	a) History collection of each family member (Physical, Mental, Social health)		
	b) Assessment of each individual according to priority need	<b>2</b>	
	c) Formulates nursing diagnosis	<b>3</b>	
	d) Plan care by using various models of prevention.	<b>3</b>	
	e) Home Visit	<b>2</b>	
	f) Health Education Planned Incidental	<b>4</b>	
<b>3</b>	<b>Rapport with family</b>	<b>2</b>	
<b>4</b>	<b>Setting future goals</b>	<b>2</b>	
<b>5</b>	<b>Interest, Promptness in planning care</b>	<b>1</b>	
<b>6</b>	<b>Family outcome</b>	<b>3</b>	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Teacher & Date

Signature of the Teacher & Date



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## **NURSING EDUCATION**

**Placement: - First year**

**Hours of instruction: - Theory : 150 Hrs**

**Practical: 150 Hrs**

**Total : 300 Hrs**

### **COURSE DESCRIPTION**

This course is designed to assist students to develop a broad understanding of fundamental principles, 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 standard and accreditation of various nursing educational programs.

### **Objectives:-**

At the end of 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 the methodology of curriculum changes, 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 program.
12. Identify research priorities in human 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.



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Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
<b>I</b>	<b>10</b>		<b>INTRODUCTION :-</b> <ul style="list-style-type: none"> <li>• Education: Definition, aims, concepts, philosophies &amp; their education implication.</li> <li>• Impact of social, economical, political &amp; technological changes on education:</li> <li>• Professional education</li> <li>• Current trends and issue in education</li> <li>• Educational reforms and national educational policy</li> <li>• Trends in development of nursing education in India.</li> <li>• Concept of Nursing education. History of Nursing education in India.</li> <li>• Philosophy and objectives of Nursing education.</li> <li>• Purpose of nursing education in India.</li> <li>• Scientific approach in Nursing.</li> <li>• Current issues and entering trends in Nursing education.</li> <li>• Liberal education and Nursing Education</li> </ul>	Lecture cum discussion	Various philosophies of educational to nursing education. Present the history of nursing education in India, issues & trends in nursing education.
<b>II</b>	<b>20</b>	<b>30</b>	<b>TEACHING –LEARNING PROCESS</b> <ul style="list-style-type: none"> <li>• Concepts of learning and learning</li> <li>• Definition, theories of teaching and learning, relationship between teaching and learning.</li> <li>• Educational aims and objectives; types, domain, 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 needs and importance, formats.</li> <li>• Instruction strategies : Lecture, discussion, demonstration, simulation, laboratory, Seminar, Panel, symposium, 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> <li>• Development of effective study habits.</li> </ul>	Lecture cum discussion	Prepare educational objectives on various domains



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVE MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
III	10	10	<b>INSTRUCTIONAL MEDIA AND METHOD</b> <ul style="list-style-type: none"> <li>• Key concepts in the selection and use of media in education</li> <li>• Developing learning resource material using different media.</li> <li>• Instructional Aids – types, uses, sections, preparation, and utilization.</li> <li>• Teacher's role in procuring and managing instructional Aids – project and non projected Aids, multimedia, video-tele conferencing etc</li> </ul>	Lecture cum discussion	Visit to IEC bureau
IV	10		<b>MEASUREMENT AND EVALUATION</b> <ul style="list-style-type: none"> <li>• Concept and nature of measurement and Evaluation, Meaning, Principles, purpose problems in evaluation and measurement.</li> <li>• Principles of Assessment- internal assessment external examination, advantages and disadvantages.</li> <li>• Criterion and norm referenced evaluation.</li> </ul> <b>Evaluation Process</b> Defining objectives for evaluation purposes. Relating evaluation procedures to objectives, formative, and summative evaluation, Characteristics of evaluation.	Lecture cum discussion	Relate evaluation objectives
V	10	10	<b>STANDARDIZED AND NON STANDARDIZED TEST</b> <ul style="list-style-type: none"> <li>• Meaning, characteristics, objectivity validity, reliability, usability, norms, construction of tests.</li> <li>• Essay, short answer questions and multiple-choice questions.</li> <li>• Rating scales, checklists, OSCE/OSPE (Objective structured clinical/practical examination)</li> <li>• Differential scales, and summated scales, Sociometry, anecdotal record, attitude scale, critical incident technique.</li> <li>• Question bank-preparation, validation, moderation by panel, utilization</li> <li>• Developing a system for maintaining Confidentiality</li> </ul>	Lecture cum discussion	Construct tests Reliability Validity



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, Navi Mumbai**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
<b>VI</b>	<b>5</b>	<b>5</b>	<b>ADMINISTRATION, SCORING AND REPORTING OF TESTS</b> <ul style="list-style-type: none"> <li>Administration a test, scoring, grading versus marks.</li> <li>Objective tests, scoring essay test, methods of scoring, item analysis</li> </ul>	Lecture cum discussion	Construct Tests
<b>VII</b>	<b>10</b>	<b>6</b>	<b>STANDARDIZED TOOLS</b> <ul style="list-style-type: none"> <li>Test of intelligence aptitude, interest, personality, achievement, socioeconomic status scale, tests for special mental and physical ability and disabilities.</li> </ul>	Lecture cum discussion	Observe various tests – personality, aptitude & intelligence. Formulate an aptitude test.
<b>VIII</b>	<b>5</b>	<b>20</b>	<b>NURSING EDUCATIONAL PROGRAMS</b> <ul style="list-style-type: none"> <li>Perspectives of nursing education: Global and national.</li> <li>Patterns of nursing education and training program in India. Non-university and university programs: ANM, GNM</li> <li>Basic B.Sc Nursing, Post certificate B.Sc. Nursing.</li> <li>M.Sc.(N), M.Phil and Ph.D. Post diploma program, nurse practitioner program</li> </ul>	Lecture cum discussion	Visit to nursing institutions. ANM, GNM, B.Sc, M.Sc.
<b>IX</b>	<b>12</b>	<b>30</b>	<b>CONTINUING EDUCATION IN NURSING</b> <ul style="list-style-type: none"> <li>Concepts- Definition, importance, need scope, principles of adults learning, assessments of learning needs, priorities and resources.</li> <li>Program planning, implementation and evaluation, of continuing education programs. Research in continuing education.</li> <li>Distance education in nursing.</li> </ul>	Lecture cum discussion	Plan CNE programme & conduct
<b>X</b>	<b>10</b>	<b>15</b>	<b>CURRICULUM DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Definition, curriculum determinants, process &amp; steps of curriculum development, Curriculum models types and framework.</li> <li>Formulation of philosophy, objectives, Mission statement. Selection and organization of learning experiences, Current trends in clinical learning experiences.</li> </ul>		





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
			<ul style="list-style-type: none"> <li>Evaluation strategies, process of curriculum change, role of students, faculty, administrators.</li> <li>Equivalency of courses: transcripts, credit system</li> </ul>	Lecture cum discussion	Prepare the mission statement philosophy, educational objectives for a nursing education programme Formulate educational objectives for various lessons-eg. FON med/surg. Ng selected learning Experiences for a specific subject
<b>XI</b>	<b>8</b>	<b>4</b>	<b>TEACHER PREPARATION</b> <ul style="list-style-type: none"> <li>Teacher – roles &amp; responsibilities, function, Characteristics, competencies, qualities.</li> <li>Preparation of professional teacher</li> <li>Organizing professional aspects of teacher</li> <li>Organizing professional aspect of teacher preparation Programs</li> <li>Evaluation: self and peer</li> <li>Critical analysis of various programs of teacher education in India.</li> </ul>	Lecture cum discussion	Application of principles and maxims of teaching formulate question Analysis of ng education programme in Maharashtra / India.
<b>XII</b>	<b>10</b>	<b>5</b>	<b>GUIDANCE AND COUNSELING</b> <ul style="list-style-type: none"> <li>Concept and principles of guidance and counseling.</li> <li>Guidance and counseling services: diagnostic and remedial.</li> <li>Coordination and organization of services.</li> <li>Techniques of counseling: Interview, case work and characteristics of counselor.</li> <li>Professional preparation and training for counseling.</li> </ul>	Lecture cum discussion	Role Play



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, Navi Mumbai**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

Unit	Hours	Learning Objectives	Content	Teaching Learning	Assessment method
<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 program in nursing course and program</li> <li>• Factor 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>	Lecture cum discussion	Evaluate an educational programme <ul style="list-style-type: none"> <li>▪ Presentation</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</li> <li>• Discipline, public relation</li> <li>• Performance appraisal, welfare services, library service, hostels</li> </ul>	Lecture cum discussion	Visit to educational Institutions Plan to set-up a SON/CON
<b>XV</b>	<b>5</b>	<b>5</b>	<b>DEVELOPMENT AND MAINTANENCE OF STANDARD AND ACCREDITATION IN NURSING EDUCATIONAL PROGRAMS</b> <ul style="list-style-type: none"> <li>• Role of Indian Nursing Council, State Registration Nursing</li> <li>• Councils, Boards and University.</li> <li>• Role of Professional Association and unions.</li> </ul>	Lecture cum discussion	



# **MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVE MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

## **PLANNED ACTIVITIES:-**

- Panel discussion / group presentation – Educational Psychology – Theories and laws learning and teaching, personality, Intelligence, Individual, Motivation, Group Dynamics
- Framing philosophy, aims and objectives of an educational Institution
- Lesson Planning
- Micro Teaching – 2
- Conduct Practice teaching using different teaching strategies – 10 (Classroom-5 Demonstration)
- Construct a written objective type test for the lessons taken.
- Construct tests, administer and determine reliability and validity.
- Preparation and utilization of instructional aids using different media.
- Design a curriculum for a basic B.Sc Nursing Programme; Develop course plan, units plan, rotation plans, prepare cumulative records for students.
- Prepare rotation plan for clinical practice.
- Planning and organizing field visits.
- Plan, conduct and evaluate a continuing nursing education workshop.
- Annotated bibliography 10
- Critical evaluation of any nursing education program offered by selected institution.
- Educational visit – educational institutions – GNM, B.Sc., Diploma Course etc.
- Field Visits (INC/SNC) to get familiar with recognition/ registration process.
- Construct, administrator 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 and mental disabilities tests)
- Prepare aptitude test for entrance exams of B.Sc. nursing students.
- Prepare plan for evaluation of the students in the B.Sc. nursing programme.
- Visit to schools

## **METHODS OF TEACHING**

- Lecture cum discussion
- Seminar / Presentation
- Project work
- Field Visits
- Workshop

## **METHODS OF EVALUATION**

- Written Tests
- Classroom / Clinical teaching
- Presentation
- Written Assignments
- Project Work

## **EDUCATIONAL VISITS-**

- Visit to the School
- Gifted children
- Slow Learner
- Mentally challenged
- Deaf & Dumb and visually handicapped
- IEC bureau
- State Nursing Council/ School of Nursing of Nursing



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVE MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**BOOKS FOR REFERENCE**

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- 2) Basavanthappa B.T., "Nursing education", Jaypee brothers, Edn I 2005.
- 3) Bevis, Em Olivia, Curriculum Building in Nursing: A Process, Ed-2, C V Mosby Co, St. Louis. 1978.
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- 6) Billing, Diane M & HALSTEAD, Judith A: Teaching in nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia 1998.
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- 12) Guniee. Kathleen K; Teaching and Learning in Nursing, Macmillan, New York, 1978.
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- 17) Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company INC, New York 1995.
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# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

## INTERNAL ASSESSMENT

### THEORY

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5.0
	Pre final	75	30	7.5
<b>2</b>	<b>Seminar-</b>	25	25	6.25
<b>3</b>	<b>Critiquing*</b>	25	25	6.25
	<b>Total</b>	<b>175</b>	<b>100</b>	<b>25</b>

\* Nursing Course/ Committee reports/ National health programmes/ National Health Scheme

### PRACTICALS

Sr.No.	Technique	Total Marks	Weightage %	Marks
1	Learning Resource material (Preparation)	25	10	5.0
2	Presentation on visit to Educational institutes	25	10	5.0
3	Practice teaching (Total 10)	500	20	10
4	Conduct workshop/short term course	25	10	5.0
5.	Planning of clinical experience	50	10	5.0
6	Preparation of master oration plan	10	10	5.0
7	Construction of non Standardized test	25	10	5.0
8.	Micro teaching	100	20	10
	<b>Total</b>	<b>710</b>	<b>100</b>	<b>50</b>

## UNIVERSITY EXAMINATION

### Theory

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

### Practical Exam

1. Practical Teaching -1	-	25
2. Preparation / use learning resource material – 1	-	10
3. Construction of tests / rotation plan	-	15
<b>Total</b>	-	<b>50</b>
<b>Internal assessment</b>	-	<b>50</b>
<b>Grand Total</b>	-	<b>100</b>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks - 38**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 8 = 8 Marks**

- a.
- b.
- c.

**SECTION B**

**Marks - 37**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 7 = 7 Marks**

- a.
- b.
- c.



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**SEMINAR/PRESENTATION EVALUATION CRITERIA**

**Name of the Student: -** \_\_\_\_\_

**Batch :-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**Subject:-** \_\_\_\_\_ **Name of the Student: -** \_\_\_\_\_

**Unit:-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Guide:-** \_\_\_\_\_

**Time:-** \_\_\_\_\_ **Venue:-** \_\_\_\_\_

**Group:-** \_\_\_\_\_ **Method of Teaching: -** \_\_\_\_\_

Audio visual aids:

Previous knowledge of the group:-

General objectives:-

Specific objectives:

<b>Time</b>	<b>Specific objectives</b>	<b>Content</b>	<b>Teacher learning activity</b>	<b>Audio Visual aids</b>	<b>Evaluation (Wherever appropriate)</b>
		<ul style="list-style-type: none"><li>• Introduction</li><li>• Content</li><li>• Summary</li><li>• Recapitulation</li><li>• Assignment</li><li>• Conclusion</li><li>• References</li></ul>			

Black Board plan





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, Navi Mumbai**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**PRACTICE TEACHING PERFORMA FOR EVALUATION**

Name of the Student: - \_\_\_\_\_ Group \_\_\_\_\_

Topic:- \_\_\_\_\_ Place: \_\_\_\_\_

Name of the evaluator:- \_\_\_\_\_ Date & Time:- \_\_\_\_\_

Sr.No.	Criteria	Maximum Marks	Marks Obtained
<b>1</b>	<b>LESSON PLAN</b> <ul style="list-style-type: none"> <li>General objectives stated clearly</li> <li>Specific objectives stated in behavioral terms</li> <li>Lesson plan followed in sequence</li> <li>Bibliography up to date and complete</li> </ul>	10	
<b>2</b>	<b>LEARNING ENVIRONMENT</b> <ul style="list-style-type: none"> <li>Physical set up of classroom (seating)</li> <li>Classroom light adequate, Well ventilated</li> <li>Motivates student</li> </ul>	5	
<b>3</b>	<b>PRESENTATION</b> <ul style="list-style-type: none"> <li>Coverage of subject content</li> <li>Depth of knowledge</li> <li>Integration of subject matter</li> <li>Speech-clear, audible, well modulated.</li> <li>Explanation and clarification</li> </ul>	10	
<b>4</b>	<b>USE OF AUDIO VISUAL AIDS</b> <ul style="list-style-type: none"> <li>Relevant, clear and visible</li> <li>Creativity</li> <li>Used effectively at the right time</li> </ul>	10	
<b>5</b>	<b>QUESTIONING TECHNIQUE</b> <ul style="list-style-type: none"> <li>Questioning equally addressed to all</li> <li>Well worded questions, no ambiguity</li> <li>Thought provoking questions</li> <li>Sufficient time allowed for answering</li> <li>Questions relevant and challenging</li> </ul>	5	
<b>6</b>	<b>GROUP PARTICIPATION</b>	3	
<b>7</b>	<b>ASSIGNMENT</b> <ul style="list-style-type: none"> <li>Appropriate to the lesson, Clear</li> <li>Motivating, Explained to the students</li> <li>Feedback given to the students</li> </ul>	2	
<b>8</b>	<b>STUDENT TEACHER PERSONALITY</b> <ul style="list-style-type: none"> <li>Appearance grooming, Confidence</li> <li>Eye contact, Modulation, Mannerisms</li> </ul>	5	
	<b>TOTAL MARKS</b>	<b>50</b>	

Remarks

Signature of the Evaluator/Guide with date

Signature of the student with date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA-LEARNING RESOURCE MATERIAL/CRITIQUING**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>10</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor with date

Signature of the student with date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**GUIDE LINES FOR PRESENTATION OF EDUCATIONAL INSTITUTION/ SCHOOL/  
COLLEGE OF NURSING**

- Name of the Institution
- Type of the Institution
- Head of the Institution
- Organizational Chart
- Course conducted
- No. of Students per batch
- Male / Female reservations
- Budget
- Teaching /non Teaching Staff
- Blue print of the college building
- A V Aids
- No of books / Journals – Library facilities
- Laboratories
- Demonstration lab, equipments, models, space, furniture and other facilities.
- Nutrition lab
- MCH lab / Community health lab
- Museum



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)  
Grade 'A' Accredited by NAAC

**FIRST YEAR M.Sc. NURSING  
NURSING EDUCATION**

**EVALUATION FOR PRESENTATION OF EDUCATIONAL INSTITUTION**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
1	<b>CONTENT</b>	<b>15</b>	
2	<b>PRESENTATION</b> Introduction Converge of subject content Sequencing Depth of knowledge Explanation and clarification Time Limit	<b>5</b>	
3	<b>USE OF AUDIO VISUAL AIDS</b> · Relevant, clear and visible · Creativity · Used effectively at the right time	<b>5</b>	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA**

**MASTER ROTATION PLAN**

**Name of the Student: -** \_\_\_\_\_

**Batch: \_\_\_\_\_ Date: \_\_\_\_\_**

**Total Marks – 10**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Adequacy Placement Theory hours Practical hours Vacation Extra curricular	5	
2	Accuracy (following guidelines)	1	
3	Feasibility	1	
4	Self explanatory	2	
5	Neatness	1	
	<b>TOTAL</b>	<b>10</b>	

**Remarks:-**

Signature of the Supervisor & date

Signature of the student & date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)  
Grade 'A' Accredited by NAAC

**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA FOR ORGANISING WORK SHOP**

Name of the Student: - \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Theme of the workshop: \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	Planning		
	Aims & Objectives	2	
	Selection of resource	3	
	Delegation	2	
	Brochure	3	
<b>2</b>	Implementation		
	Organizing	3	
	Content matter	3	
	Presentation	3	
	Co-ordination	2	
	Use of resource	2	
	Group participation	1	
<b>3</b>	Evaluation	1	
	<b>TOTAL</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA FOR PLANNING CLINICAL EXPERIENCE**

**Name of the Student: -** \_\_\_\_\_

**Batch:-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	Area of posting identified	<b>5</b>	
<b>2</b>	Framing educational objectives for each area	10	
<b>3</b>	Assignment plan of each area	10	
<b>4</b>	Clinical rotation plan	10	
<b>5</b>	Preparation of evaluation criteria for each assignment	15	
	<b>TOTAL</b>	<b>50</b>	

**Remarks:-**

Signature of the Supervisor & date

Signature of the student & date



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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**GUIDELINES FOR CONSTRUCTION OF TEST**

**Steps**

1) Planning for the test

Subject

Marks

Time

Type of examination

Topics

Difficulty Level

2) Designing the test

- a. Giving weight age to the content
- b. Giving weight age to the objectives
- c. Giving weight age to the form of questions
- d. Giving weight age to the difficulty level
- e. Scheme of sections
- f. Scheme of sections

3) Preparation of blue print

4) Writing of the items

5) Question wise analysis

6) Editing of questions paper

7) Answer Key





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**FIRST YEAR M.Sc. NURSING**

**NURSING EDUCATION**

**EVALUATION CRITERIA FOR TEST CONSTRUCTION**

**Name of the Student: -** \_\_\_\_\_

**Batch:-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Planning for the Test</b>	<b>1</b>	
<b>2</b>	<b>Designing the test</b> a. Giving weight age to the content b. Giving weight age to the objectives c. Giving weight age to the form of questions d. Giving weight age to the difficulty level e. Scheme of options f. Scheme of sections	<b>2</b> <b>1</b> <b>1</b> <b>1</b> <b>1</b> <b>1</b>	
<b>3</b>	<b>Preparation of blue print</b>	<b>5</b>	
<b>4</b>	<b>Writing of the items</b>	<b>4</b>	
<b>5</b>	<b>Question wise analysis</b>	<b>4</b>	
<b>6</b>	<b>Editing of question paper</b>	<b>2</b>	
<b>7</b>	<b>Answer key</b>	<b>2</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & date

Signature of the student & date



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**NURSING RESEARCH AND STATISTICS**

**Placement: - First year**

**Hours of Instruction: - Theory:-150 Hrs  
Practical:-100 Hrs  
Total: - 240 Hrs**

**Part A - Nursing Research**

**Theory: - 100 Hrs  
Practical:- 50 Hrs  
Total:- 150 Hrs**

**COURSE DESCRIPTION**

This course is designed to assist 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 finding to improve quality of nursing practice, education and management.

**General Objectives:**

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

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



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**CONTENT OUTLINE**

Unit	Hours		Course Content
	Theory	Practicals	
I	10		<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Methods of acquiring knowledge – problem solving and</li> <li>• Scientific method.</li> <li>• Research – Definition, Operation and Aims of scientific research, characteristics, purposes, kinds of Research</li> <li>• Inductive and deductive reasoning</li> <li>• Historical Evolution of research in nursing</li> <li>• Basic research terms</li> <li>• Scope of nursing research: areas, problems in nursing, role of research in nursing</li> <li>• health and social research</li> <li>• Concept of evidence based practice</li> <li>• Ethics in research</li> <li>• Research process, Significant criteria of good research</li> </ul>
II	5	5	<b>Review of Literature:-</b> <ul style="list-style-type: none"> <li>• Importance, purpose, sources, criteria for selection of resources and step in reviewing literature.</li> </ul>
III	12		<b>Research Approach and design</b> <ul style="list-style-type: none"> <li>• Importance, characteristics of good research design</li> <li>• Threats to internal and external validity.</li> <li><b>Type:</b> Qualitative and Quantitative Research</li> <li>• Observational studies like descriptive, explanatory and exploratory.</li> <li>• Experimental Studies: pretest design, post test design, follow up or longitudinal, cohort studies, case control studies, cross sectional studies, interventional studies, panel studies, mixed method.</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: Variables, setting, population</li> <li>• Assumptions and delimitations</li> <li>• Identification of variables</li> <li>• Hypothesis – definition, formulation and types</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
V	5	5	<b>Development 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,</li> <li>Models and theories.</li> <li>Importance of theory application</li> </ul>
VI	6		<b>Sampling</b> <ul style="list-style-type: none"> <li>Definition of terms: Population, sample and Sample size, sampling criteria</li> <li>Need and importance of sampling, central limit theorem</li> <li>Sampling theory, concept of standard error,</li> <li>Factors influencing sampling</li> <li>Sampling techniques, census and sampling survey.</li> <li>Implication of sampling design, characteristics of a good sampling design.</li> <li>Types: probability and non probability.</li> <li>Estimation of population mean, population proportion, sample size determination through the approach based on precision rate and confidence level.</li> <li>Problems of sampling.</li> </ul>
VII	20	30	<b>Tools and methods of Data collection</b> <ul style="list-style-type: none"> <li>Concepts of data collection, types of data</li> <li>Data sources, methods/techniques quantitative and Qualitative.</li> <li>Tools for data collection – types, characteristics and their development</li> <li>Test of sound measurement: Validity and reliability of tools</li> <li>Possible source of error in measurement</li> <li>Procedure for data collection</li> </ul>
VIII	5		<b>Implementing research plan</b> <ul style="list-style-type: none"> <li>Pilot study, review research plan (design), planning for data collection, administration of tool/interventions, collection of data</li> </ul>
IX	10	10	<b>Analysis and interpretation of data</b> <ul style="list-style-type: none"> <li>Plan for data analysis: quantitative and qualitative</li> <li>Preparing data for computer analysis and presentation.</li> <li>Statistical analysis</li> <li>Interpretation of data, techniques of interpretation</li> <li>Precaution in interpretation</li> <li>Conclusion and generalizations</li> <li>Summary and discussion</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
X	10		<b>Reporting and utilizing research</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: layout of report and significance of report writing</li></ul>
XI	3	8	<b>Critical analysis of research reports and articles</b>
XII	4	7	<b>Development and presenting a research proposal</b>

**ACTIVITIES:-**

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

**METHODS OF TEACHING**

- Lecture cum discussion
- Presentations
- Project
- Classroom exercises
- Journal Club

**METHODS OF EVALUATION**

- Tests (term)
- Assignments
- Research Critiques
- Presentations – Presentation of related researches
- Project Work



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**Part B – Statistics**

**Hours of Instruction**

**Theory : 50 Hrs**  
**Practical : 50 Hrs**  
**Total :100 Hrs**

**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 course, the students will be able to :

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

**CONTENT OUTLINE**

Unit	Hours		Course Content
	Theory	Practicals	
I	7	4	<b>Introduction:</b> <ul style="list-style-type: none"><li>• Concepts, types, significance and scope of statistics,</li><li>• meaning of data, Type 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, relative frequency</li><li>• Graphical and tabular presentations: bar charts, histograms, frequency polygons, one way scatter plots, box plots, two way scatter plots, line graphs.</li></ul>



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Unit	Hours		Course Content
	Theory	Practicals	
III	4	5	<b>Measures of variability;</b> <ul style="list-style-type: none"> <li>Range, Percentiles, average deviation, quartile deviation, standard deviation Percentile &amp; percentile rank, Cumulative graph, curved ogive</li> </ul>
IV	5	4	<b>Normal Distribution:</b> <ul style="list-style-type: none"> <li>Probability, characteristics and application of normal</li> <li>Probability curve; sampling error.</li> <li>Cumulative distribution, Cumulative graph,</li> </ul>
V	6	8	<b>Measures of relationship:</b> <ul style="list-style-type: none"> <li>Correlation – need and meaning</li> <li>Rank order correlation;</li> <li>Scatter diagram method</li> <li>Product moment correlation</li> <li>Simple linear regression analysis and prediction.</li> </ul>
VI	3	2	<b>Designs and meaning:</b> <ul style="list-style-type: none"> <li>Experimental designs</li> <li>Comparison in pairs, randomized block design, Latin Squares.</li> </ul>
VII	8	8	<b>Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis)</b> <ul style="list-style-type: none"> <li>Non parametric test or distribution free test – Wilcoxon signed rank test, Mann Whitney U test, Kruskal walli's test, Friedman's test and spearman correlation test.</li> <li>Chi-square test, Sign, median test,</li> <li>Parametric test – 't' test,</li> <li>Analysis of variance: one way ANOVA, two way ANOVA, ANOVA in Latin square two way design MANOVA, ANCOVA</li> <li>Analysis of covariance: ANOCOVA, ANOCOVA Technique</li> </ul>
VIII	5	5	<b>Use of statistical methods in psychology and education:</b> <ul style="list-style-type: none"> <li>Scaling – Z Score, Z Scaling</li> <li>Standard Score and T Score</li> <li>Reliability of test Scores: test-retest method, parallel forms, split half method.</li> </ul>
IX	4	2	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>Measurement of population: rate, crude rate, specific rate.</li> <li>Measurement of fertility: specific fertility rate, total fertility rate.</li> <li>Reproductive rate: gross reproduction rate, net reproduction rate.</li> <li>Measures related to mortality: crude death rate (CDR), age specific death rate, infant and child mortality rate.</li> <li>Measures related to morbidity.</li> </ul>



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Unit	Hours		Course Content
	Theory	Practicals	
IX	4	2	<b>Application of statistics in health:</b> <ul style="list-style-type: none"> <li>• Measurement of population: rate, crude rate, specific rate.</li> <li>• Measurement of fertility: specific fertility rate, total fertility rate.</li> <li>• Reproductive rate: gross reproduction rate, net reproduction rate.</li> <li>• Measures related to mortality: crude death rate (CDR), age specific death rate, infant and child mortality rate.</li> <li>• Measures related to morbidity.</li> </ul>
X	4	8	<b>Use of Computers for data analysis</b> <ul style="list-style-type: none"> <li>• Use of computer in data analysis and research, use of software and introduction to SPSS.</li> <li>• Importing data from excel, access, tab and comma separated files.</li> <li>• Entering data, labeling a variable, coding and recording a categorical and continuous variable, converting a data from string to numerical variable, sorting, filtering, merging, appending data set.</li> <li>• Frequencies, descriptive statistics, cross tabulation.</li> <li>• diagrammatic presentation including Histogram, bar chart, pie chart, scatter diagram, box plot, line chart.</li> <li>• Parametric test of hypothesis- one sample, independent and paired sample t- test, one way ANOVA &amp; post HOC Test.</li> <li>• Testing for normality, chi- square test with measures of association, Pearson correlation.</li> <li>• Non parametric tests.</li> </ul>

## ACTIVITIES:-

- Annotated Bibliography of research and articles.
- Review of literature of selected topics and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Conducting validity and reliability tool
- Preparation of sample research tool
- Conducting validity and reliability of research tool

## METHODS OF TEACHING

- Lecture cum discussion
- Demonstration – on data organization, tabulation, calculation of statistic, use of statistical package, classroom exercise, 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

- Tests (term), Classroom Statistical exercises.





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**INTERNAL ASSESSMENT**

**THEORY**

Sr.No.	Technique	Marks	Weightage %	Total Marks
<b>1</b>	<b>Tests</b>			
	<b>First term</b>			
	Research	30	20	5.0
	Statistics	20		
<b>2</b>	<b>Prefinal</b>			
	Research	50	30	7.5
	Statistics	25		
<b>3</b>	Project work-(Group –Statistics)	25	10	2.5
<b>4</b>	Assignment-critiquing of a research article	25	10	2.5
<b>5</b>	Presentation-Research study	25	20	5.0
<b>6</b>	Annotated bibliography (20)	25	10	2.5
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100Marks</b>



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**References:- for Nursing Research and Statistics**

**Text books:-**

- 1) Basavanthappa B.T., "Nursing Research", Jaypee brothers, 2003.
- 2) Garrett, H.E. Statistics in Psychology & education. Vakild, Feffer and Samons, Bombay.
- 3) Mahajan, B.K. Methods in Biostatistics, Jaypee. 6<sup>th</sup> Edn 1999.
- 4) Rose Hott & Budin. Notter's Essentials of Nursing Research 5<sup>th</sup> edn Springer Publisher, Newyork.1999
- 5) Patricial Nunhall. Nursing Research 3<sup>rd</sup> Edn James & Bar. 2001. Canada.
- 6) Caroly M.H. Research Methods for Clinical Therapists Applied project design and analysis second edn 1999. Churchill Livingstone.
- 7) P.K. Indrani, T.k. Research Methods for Nurses. Jayppe, 2005.
- 8) Clifford etal, Getting Research into Practice, Churchill Livingstone, New York, 2004.
- 9) Freshwater, D & Bishop, V, Nursing Research in Context, Palgrave Macmillan, New York 2004.
- 10) Macnee C L, Understanding Nursing Research: Reading & Using Research in Practice, Lippincott Williams, Wilinks, London 2004.
- 11) Polit, D.F. & Beck, C.T. Nursing Research Principles & Method, 7<sup>th</sup> Edn Lippincott Williams Wilinks, London 2004.
- 12) Burns & Grovo. Understanding Nursing Research 4<sup>th</sup> Edn. Elswrvier 2007.
- 13) Polit, Beck & P Hungler "Nursing Research Method, Appraisal & Utilization" 5<sup>th</sup> Edn Lippincott 2001
- 14) Specials & Carpenter Quantitative Research in Nursing Advancing the Hamanistic imperative 4<sup>th</sup> Edn Lippincott Williams 2007

**Journals:-**

- 1) Journal of nursing practice and research
- 2) Indian Journal of Medical ethics.



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH & STATISTICS**

**QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Nursing Research Marks 50**

**Q.1) Long Answers**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.2) Long Answers**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 4 out of 5**

**(4 X 5 = 20 Marks)**

- a.
- b.
- c.
- d.
- e.

**SECTION B**

**Statistics Marks 25**

**Q.1) Write Short Notes on any 2**

**(2 X 5 = 10 Marks)**

- a.
- b.
- c.
- d.
- e.

**Q.2) Problems Solve any 3 out of 4**

**(3 X 5 = 15 Marks)**

- a.
- b.
- c.
- d.



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH**

**EVALUATION CRITERIA-ANNOTATED BIBLIOGRAPHY**

**Name of the Student: -** \_\_\_\_\_

**Batch: -** \_\_\_\_\_ **Date: -** \_\_\_\_\_

**Topics:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>15</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

**Remarks:-**

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH**

**PRESENTATION EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	 1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	 1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	 1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	 1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**FIRST YEAR M.Sc. NURSING -NURSING EDUCATION**  
**NURSING RESEARCH AND STATISTICS**

**PRACTICAL EXPERIENCE GUIDELINE FOR NURSING RESEARCH:“PROJECT”**

**Guideline for research project**

**I Aim:** Students will identify the role of nurse in conducting research, writing proposal based on scientific steps and will analyze the data using statistical methods while conducting research project.

**II Objectives**

- To identify research problem areas
- To get an opportunity to select topic or problem and to formulate research proposal.
- To follow the steps in plan specific design in nursing research proposal and conducting project.
- To differentiate and plan specific design in nursing research i.e. experimental and non-experimental including methodology.
- To get an opportunity to frame/construct simple tool or questionnaire to collect data.
- To follow the basic principles of data analysis including simple tables and statistical methods for proceedings and interpretation of data.
- To be familiar to write research report to communicate the findings including bibliography, and future recommendations.
- To present nursing research report as group activity.
- To present nursing research proposal as individual activity.
- Learns to use computers.
- Recognize role of Research in quality nursing care.

**III Guide line/Check list to prepare/Nursing research proposal & project**

- 1) *Selection of research problem:* Select your interested area of research based on flat need, issues and social concern in nursing field.
  - a) State the problem – brief concise, clear.
  - b) State the purpose of selected study & topic
  - c) State objective of study/proposal/project.
  - d) State the hypothesis if necessary (Optional)
  - e) Prepare conceptual framework based on operational definition (Optional).
  - f) Write scope and delimitation of Research Proposal.



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2) *Organizing for review of literature*

*AIM* a) It ass in to needs to conduct Research project

b) To Study related and relevant literature which help to decide conceptual framework and research design to be selected for your study.

c) To add specific books, bulletins, periodicals, reports, published dissertations, Encyclopedia, text books.

d) Organize literature as per operational definition.

e) To prepare summary table for review of literature.(Optional)

3) *Research Methodology*: To determine logical structure & methodology for research project

a) Decide and state approach of study i.e. experimental or non-experimental.

b) To define / find out variables to observe effects on decided items & procedure (Optional).

c) To prepare simple tool or questionnaire or observational check lost to collect data.

d) To determine sample and sampling method.

i) Mode of selection ii) Criteria iii) Size of sample iv) Plan When, Where and how data will be collected

e) To teat validity of constructed tool with experts/teachers opinion.

f) To check reliability by implementing tool before pilot study (10% of sample Size)

g) To conduct pilot study by using constructed tool for 10% selected sample size.

4) *Data Collection*: To implement prepared tool & to implement constructed tool

a) Decide location

b) Time

c) Write additional information in separate excise book to support inferences and Interpretation.

5) *Data analysis and processing presentation*

a) Use appropriate method of statistical analysis i.e. frequency and percentage.

b) Use clear frequency tables, appropriate tables, graphs, and figures.

c) Interpretation of data:

i) In relation to objectives

ii) Hypothesis (Optional)

iii) Variable of study or project (Optional)

iv) Writing concise report



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KAMOTHE, NAVI MUMBAI**

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6) Writing Research Report

a) Aims:

- i) To organized materials to write project report
- ii) To make comprehensive full factual information
- iii) To use appropriate languages and style of writing
- iv) To make authorities documentation by checking, references & bibliography.
- v) To use computers.

b) Points to remember

- a) Develop thinking to write research report.
- b) Divide narration of nursing research report.
- c) Use present tense and active voice
- d) Minimize use of technical languages
- e) Use simple, straight forward, clear, concise languages
- f) Use visual aids in front of able, graph and figures
- g) Treat data confidentially
- h) Review, rewrite if necessary





# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVE MUMBAI

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

## EVALUATION CRITERIA FOR PROJECT REPORT / DISSERTATION

Sr.No.	Criteria	Rating				
		1	2	3	4	5
<b>I</b>	<b>Statement of the problem</b> 1. Significance of the problem selected 2. Framing of title and objectives					
<b>II</b>	<b>Literature Review</b> 3. Inclusion of related studies on the topic, and its relevance					
<b>III</b>	4. Operational definition <b>Research Design</b> 5. Use of appropriate research design 6. Usefulness of the research design to draw the inferences among study variables / conclusion					
<b>IV</b>	<b>Sampling design</b> 7. Identification and description of the target population 8. Specification of the inclusion and exclusion criteria 9. Adequate sample size justifying the study design to draw conclusions.					
<b>V</b>	<b>Data Collection Procedure</b> 10. Preparation of appropriate tool 11. Pilot study including validity and reliability of tool 12. Use of appropriate procedure / method for data collection					
<b>VI</b>	13. Clear and logical organization of the findings <b>Analysis of data &amp; interpretation</b> 14. Clear presentation of the tables (title, table & column heading)					
<b>VII</b>	15. Selection of appropriate statistical tests <b>Ethical Aspects</b> 16. Use of appropriate consent process 17. Use appropriate steps to maintain ethical aspects and principles (Physical harm etc.)					
<b>VIII</b>	<b>Interpretation of the findings</b> 18. Consistent and appropriate discussion of the findings					
<b>IX</b>	<b>Conclusion</b> 19. Summary and recommendations for nursing Practice/Education / Administration					
<b>X</b>	<b>Presentation / Report Writing</b> 20. Organization of the project work including languages and style of presentation.					
	<b>Maximum Marks</b>					
	<b>Marks Obtained</b>					

Remarks by the Supervisor / Guide



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH AND STATISTICS**

**GUIDELINES TO CRITIQUE RESEARCH STUDY**

**1. TITLE**

- A good title suggesting key variants and the study population.

**2. ABSTRACT**

- Clear and consider summarizing the main features of the report (problem, methods, results and conclusion)

**3. INTRODUCTION**

➤ **Statement of the problem**

- The problem stated is unambiguous and easy to identify
- The problem has significance for nursing
- There is a good match between the research problem and the paradigm and methods used, An appropriate quantitative approach

➤ **Hypotheses or research questions**

- Research questions and / or hypotheses are explicitly stated, if not their absence should be justified
- Questions and hypotheses are appropriately worded, with clear specification of key variables and the study population
- The questions and hypotheses are consistent with the literature review and the conceptual framework.

➤ **Literature review**

- The literature review is up to date and based mainly on primary sources.
- The reviews provides the state of the art synthesis of evidence on the research problem
- The Literature review provided a solid basis for the new study
- **Conceptual / theoretical framework**
- Key concepts are adequately defined conceptually
- There is a conceptual theoretical frame work, rationale and / or map, and it is appropriate

**4. METHOD**

➤ **Protection of participant's rights**

- Appropriate procedures are used to safeguard the rights of the study participants and the study subject to external review.
- The study is designed to minimize the risks and minimize benefits to the participants

➤ **Research design**

- The most rigorous possible design to be used, given the purpose of the research
- Appropriate comparison are made to enhance
- internal and external validity of the study e.g.(is blinding used, is attrition minimized)

➤ **Population and sample**

- The Population is identified and described and the sample is described in sufficient details
- The best possible sampling design is used to enhance the sample's representativeness and the sample biases are minimized
- The sample size is adequate and a power analysis is used to estimate the sample size needs



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## ➤ **Data Collection and measurement**

- The operational and conceptual definitions are congruent
- Key variables are operationalized using the best possible method e.g.(interviews, observations) with adequate justification
- The specific instruments are adequately described and they are good choices given the study purpose and study population
- The report provides evidence that the data collection methods yield data that high on reliability and validity

## ➤ **Procedures**

- The intervention if present is adequately described and is properly implemented. The participants allocated to the group actually receive the intervention
- The data is collected in a manner that is minimizes bias. The staff who collects the data is well trained

## **5. RESULTS**

### **Data Analysis**

- Analysis is undertaken to address each research question or test each hypothesis
- Appropriate statistical methods is used, given the level of the measurements of the variable, number of group being compared and so on.
- Type I and Type II errors are avoided or minimized

### ➤ **Findings**

- The findings are adequately summarized with good use of tables and figures.
- Findings are reported in a manner that facilitates a meta analysis, and with sufficient information needed for evidence based practice

## **6. Discussion**

### ➤ **Interpretation of the findings**

- All major findings are interpreted and discussed within the prior research and or the study's conceptual framework
- The interpretations are consistent with the results and with study's limitations
- The report address the issue of generalizability of the findings

## **7. Global Issues**

### ➤ **Presentation**

- The report is well written, well organized and sufficiently detailed for critical analysis
- The report is written in a manner that makes the findings accessible to practicing nurses

### ➤ **Researcher credibility**

- The researchers clinical, substantive, or methodological qualifications and experience enhance confidence in their findings and their interpretation

### ➤ **Summery assessment**

- The study findings appear to be valid, despite any identified limitations. There is confidence in the truth value of the results
- The study contributes meaningful evidence that can be used in nursing practice or that is useful to the nursing discipline.



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**FIRST YEAR M.Sc. NURSING**

**NURSING RESEARCH AND STATISTICS**

**EVALUATION CRITERIA CRITIQUING RESEARCH STUDY**

Name of the Student: \_\_\_\_\_

Batch:- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic: \_\_\_\_\_

Name of the Supervisor: \_\_\_\_\_

Total Marks – 25

Marks obtained:- \_\_\_\_\_

Sr. No	Content	Marks Assigned	Marks Obtained
1	<b>TITLE</b>	1	
2	<b>ABSTRACT</b>	1	
3	<b>INTRODUCTION</b> Statement of the problem Hypotheses or research questions Literature review Conceptual/ theoretical framework	2 2 2 2	
4	<b>METHODOLOGY</b> Following ethical principles Research design Population and sampling Data collection and measurement Procedure Validity, reliability & pilot study	1 2 1 1 2	
5	<b>RESULTS</b> Data Analysis Findings	2 2	
6	<b>Discussion</b> Interpretation of the findings Implications / recommendations	2 2	
	<b>Total</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**CLINICAL SPECIALITY – I**

**MENTAL HEALTH (PSYCHIATRIC) NURSING**

**Placement : First Year**

**Hours of Instruction**

**Theory:- 150 hours**

**Practical:- 650 hours**

**Total :- 800 hours**

**Course Description**

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

**Objectives**

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

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



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KAMOTHE, NAVI MUMBAI**

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**COURSE CONTENT**

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



**MGM INSTITUTE OF HEALTH SCIENCES,  
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		<ul style="list-style-type: none"> <li>Stress as Transaction between the Individual and the Environment. Stress management.</li> </ul>
<b>V</b>	<b>10</b>	<b>Therapeutic communication and interpersonal relationship</b> <ul style="list-style-type: none"> <li>Review communication process, factors affecting communication</li> <li>Communication with individuals and in groups</li> <li>Techniques of therapeutic communication-touch therapy</li> <li>Barrier of communication with specific reference to psychopathology</li> <li>Therapeutic attitudes</li> <li>Dynamics of a therapeutic Nurse-client relationship;</li> <li>Therapeutic use of self Gaining self-awareness</li> <li>Therapeutic nurse-patient relationship its phases; Conditions essential to development of a therapeutic relationship</li> <li>Therapeutic impasse and its management</li> </ul>
<b>VI</b>	<b>10</b>	<b>Assertive Training</b> <ul style="list-style-type: none"> <li>Assertive Communication</li> <li>Basic Human Rights</li> <li>Response Patterns               <ul style="list-style-type: none"> <li>(Nonassertive Behavior</li> <li>Assertive Behavior</li> <li>Aggressive Behavior</li> <li>Passive-Aggressive Behavior)</li> </ul> </li> <li>Behavioral Components of Assertive Behavior</li> <li>Techniques that Promote Assertive Behavior</li> <li>Thought-Stopping Techniques Method</li> </ul> <b>Role of The Nurse</b>
<b>VII</b>	<b>10</b>	<b>Promoting Self-Esteem</b> <ul style="list-style-type: none"> <li>Components of Self-Concept</li> <li>The Development of Self-Esteem</li> <li>The Manifestations of Low-Self-Esteem</li> <li>Boundaries Role of The Nurse</li> </ul>
<b>VIII</b>	<b>5</b>	<b>Women and Mental Health</b> <ul style="list-style-type: none"> <li>Normal reaction to conception, pregnancy and puerperium</li> <li>Problems related to conception, pregnancy and puerperium and its management.</li> <li>Counselling – Premarital, marital and genetic</li> </ul>
<b>IX</b>	<b>10</b>	<b>The nursing process in psychiatric/mental health nursing</b> <ul style="list-style-type: none"> <li>Mental health assessment- History taking, mental status examination</li> <li>Physical and neurological examination</li> <li>Psychometric assessment</li> <li>Investigations, Diagnosis and Differential diagnosis</li> <li>Interpretation of investigations</li> <li>Nurse's role</li> <li>Nursing case management               <ul style="list-style-type: none"> <li>Critical pathways of care</li> </ul> </li> <li>Documentation</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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		<ul style="list-style-type: none"> <li>• Problem-oriented recording</li> <li>• Focus charting</li> <li>• The PIE method</li> </ul>
<b>X</b>	<b>35</b>	<b>Psycho social and physical therapies</b> <ul style="list-style-type: none"> <li>• Individual therapy</li> <li>• Behavioural Therapy- Relaxation therapy, cognitive therapy, positive-negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy</li> <li>• Group Therapy</li> <li>• Family Therapy</li> <li>• Milieu Therapy</li> <li>• The Therapeutic Community</li> <li>• Occupational therapy</li> <li>• Recreational therapy</li> <li>• Play therapy</li> <li>• Music therapy</li> <li>• Light therapy</li> <li>• Color therapy</li> <li>• Aroma therapy</li> </ul>
<b>XI</b>	<b>5</b>	<b>Electroconvulsive Therapy</b> <ul style="list-style-type: none"> <li>• Historical Perspectives</li> <li>• Indications</li> <li>• Contraindications</li> <li>• Mechanisms of Action</li> <li>• Side Effects</li> <li>• Risks Associated with Electroconvulsive Therapy</li> <li>• The Role of The Nurse in Electroconvulsive Therapy</li> </ul>
<b>XII</b>	<b>10</b>	<b>Psychopharmacology</b> <ul style="list-style-type: none"> <li>• Historical Perspectives</li> <li>• Role of a Nurse in Psychopharmacological Therapy <ul style="list-style-type: none"> <li>• Antianxiety Agents</li> <li>• Antidepressants Agents</li> <li>• Mood stabilizers</li> <li>• Antipsychotics</li> <li>• Sedative-Hypnotics</li> <li>• Central Nervous System Stimulants</li> </ul> </li> <li>• Future developments</li> </ul>
<b>XIII</b>	<b>15</b>	<b>Alternative systems of medicine in mental health</b> <ul style="list-style-type: none"> <li>• Types of Therapies <ul style="list-style-type: none"> <li>• Herbal Medicine</li> <li>• Unani</li> <li>• Siddha</li> <li>• Homeopathic</li> <li>• Acupressure and Acupuncture</li> <li>• Diet and Nutrition</li> <li>• Chiropractic Medicine</li> <li>• Therapeutic Touch and Massage</li> <li>• Yoga, Per Therapy</li> </ul> </li> </ul>





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**Practical**

**Total Hours prescribed = 650**

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

**Student Activities**

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



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**BIBLIOGRAPHY OF MENTAL HEALTH NURSING BOOKS**

1. Elizabeth M.VArca; "Foundation of Psychiatric Mental Health Nursing; A Clinical Approach"; W.B.Saunders' ed Jan 15, 2002
2. Ann; Wolbert; Bcerges; "Advance practice Psychiatric Nursing; Publishers Prentice hall; 1<sup>st</sup> editor; Jan 15, 1998
3. Michael B. First; "DSM IV Mental Disorders"; John Wiley and Sons Publishers; Book News 2004; Portland
4. S Vancy Rudolph; "Springhouse review of Psychiatric and Mental Health Nursing Certificate" Lippincott. Williams and Wilkins; 3<sup>rd</sup> edition ; April 15, 2002
5. Karen Lee Footaine; "Mental Health Nursing"; Prentice hall Publishers; 5<sup>th</sup> Edition; Portland
6. Gelder Micheal "Oxford text book of Psychiatry", 2<sup>nd</sup> edition Oxford, 1989
7. De Souza Alan et al, "National Series – "Child Psychiatry" 1<sup>st</sup> Edition, Mumbai, The National Book Depot.
8. Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill.
9. Principles and Practice of Psychiatric Nursing, 8<sup>th</sup> edition, Gail, Wiscars Stuart, Mosby 2005.
10. Psychiatric Nursing Care Plans, Katherine M. Fort, Mosby Year Book, Toronto.
11. Nursing Diagnosis reference manual 5<sup>th</sup> edition, Sheila M. Sparks, Cynthia M. Jalor, Spring House Corporation. Pennsylvania.
12. A Guide to mental Health & Psychiatric Nursing, R. Sreevani, Jaypee Brothers Medical Publishers (P) 1<sup>st</sup> edition New Delhi.
13. Psychiatric Nursing, R Baby, NR Brothers Indore 1<sup>st</sup> edition, 2001.
14. Mary C Townsend, "Psychiatric & Mental Health Nursing" – Concept of Care, 4<sup>th</sup> edition, FA Davis Company, Philadelphia, 2003
15. Debortrha Aantai Oting, "Psychiatric Nursing" Biological & Behavioural Concepts Thompson, Singapore, 2003.
16. Mary Ann Boyd, "Psychiatric Nursing" - Cotemporary Practice. Lippincott. Williams & Willikins Tokoyo.
17. Neeraj Ahuja, "Post graduate text book of Psychiatry". Volume 1 & 2

**Journals :**

1. Indian Journal of psychiatry.
2. Journal o psychosocial nursing
3. British journal of psychiatry nursing



# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI

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## INTERNAL ASSESSMENT

### THEORY

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
1	Tests			
	First term	50	20	5
	Prefinal	75	30	7.5
2	Seminar (2)	2x25=50	2x15=30	7.5
3	Term Paper	50	20	5.0
	<b>Total</b>	<b>225</b>	<b>100</b>	<b>25</b>

### UNIVERSITY EXAMINATION

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

### PRACTICAL

### INTERNAL ASSESSMENT

Sr.No.	Technique	Total Marks	Weightage %	Marks
1	Examination -			
	Mid term	100	25	25
	Prefinal	100	25	25
2	History taking	50	2.5	2.5
3	MSE	50	5	5
4	Process recording	25	2.5	2.5
5	Case Study	50	2x5=10	10
6	Case Presentation	50	2x10=20	20
7	Clinical Evaluation (2)	2x100=200	2x2.5=5	5
8	Clinical Teaching (2)	2x25=50	2x2.5=5	5
	<b>Total</b>	<b>675</b>	<b>100</b>	<b>100</b>

### UNIVERSITY EXAMINATION

Internal Assessment	-	100 Marks
University Exam	-	100 Marks
<b>Grand Total</b>	-	<b>200 Marks</b>

### Division of marks for practical Exams (Internal and External examiners)

ITEMS	INTERNAL	EXTERNAL	TOTAL MARKS
Nursing Process	20	20	40
Patient care evaluation	20	20	40
Viva (patient, drug, Investigation, recent trends, development etc.)	10	10	20
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>



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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**INSTRUCTIONS FOR SETTING QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks 38**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 8 = 8 Marks**

- a.
- b.
- c.

**SECTION B**

**Marks 37**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 7 = 7 Marks**

- a.
- b.
- c.



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**SEMINAR - EVALUATION CRITERIA**

**Name of the Student: -** \_\_\_\_\_

**Batch: -** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	 1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	 1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	 1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	 1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**PSYCHIATRIC NURSING HISTORY COLLECTIVE FORMAT**

**I Demographic data:**

- Name
- Age
- Sex
- Marital Status
- Religion
- Occupation
- Socio-economic status
- Address
- Informant
- Information (Relevant or not ) adequate or not

**II Chief Complaints / Presenting complaints (List with duration )**

- In patients own words and in informants own words.  
E.g.:- Sleeplessness x 3 weeks
- Loss of appetite & hearing voices x 2 weeks
- Talking to self

**III Present psychiatric history/nature of the current episode**

- Onset – Acute (Within a few hours)
- Sub acute (Within a few days)
- Gradual (Within a few weeks)
- Duration – Days, weeks or months
- Course – Continuous/ episodic
- Intensity/ same / increasing or decreasing
- Precipitating factors – Yes / No (If yes explain)
- History of current episode (explain in details regarding the presenting complaints)
- Associated disturbances – included present medical problems (E.G. Disturbance in sleep, appetite, IPR & Social functioning, occupation etc).

**IV Past Psychiatric history:**

- Number of episode with onset and course
- Complete or incomplete remission
- Duration of each episode
- Treatment details and its side effects if any
- Details if any precipitating factors if present



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KAMOTHE, NAVI MUMBAI**

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- V a) Past Medical History**  
b) Past Surgical History  
c) Obstetrical History (Female)

**VI Family History :-**

- Family Genogram – 5 Generations include only grandparents. But if there is a family history Include the particular generation

**VII Personal History:-**

- Pre-natal history – Maternal infections
- Exposure to radiation etc.
- Check ups
- Any complications
- Natal history – Type of delivery
- Any complications
- Breath and cried at birth
- Neonatal infections
- Mile stones : Normal or delayed Behaviour during childhood
- Excessive temper tantrums
- Feeding habit
- Neurotic symptoms
- Pica
- Habit disorders
- Excretory disorders etc.

**Illness during childhood**

- Look specifically for CNS infections
- Epilepsy
- Neurotic disorders
- Malnutrition

**Schooling**

- Age of going school
- Performance in the school
- Relationship with peers
- Relationship with teachers (Specifically look for learning disability and attention deficit)
- Look for conduct disorders E.G. Truancy, Stealing

**VIII Occupational history**

- Age of Joining job
- Relationship with superiors, subordinates & colleagues
- Any Change in the job – if any give details
- Reasons for changing jobs
- Frequent absenteeism



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## **IX Sexual history**

- Age of attaining puberty (female – menstrual cycles are regular)
- Source and extent of knowledge about sex, any exposures
- **Marital Status:** with genogram.

**X Pre morbid personality:** (Personality of a patient consists of those habitual attitudes and patterns of behavior which characterize an individual. Personality sometimes changes after the onset of an illness. Get a description of the personality before the onset of the illness. Aim to build up a picture of the individual, not type, enquiry with respect to the following areas.)

- 1. Attitude to others in social and sexual relationship:-** Ability to trust other, mark and sustain Relationship, anxious or secure, leader to follower, Participation, responsibility, capacity to make decision, dominant or submissive, friendly or emotionally cold, etc. Difficulty in role taking –gender, sexual, familial.
- 2. Aptitudes to self:-** Egocentric, Selfish, indulgent, dramatizing, critical, depreciatory, over concerned, self conscious, satisfaction or dissatisfaction with work. Attitudes towards Health and bodily functions. Attitude to past achievements and failure, and to the future.
- 3. Moral and religious attitude and standards:-** Evidence of rigidly or compliance, permissiveness or over conscientiousness, conformity, or rebellion. Enquiry specifically about religious beliefs. Excessive religiosity.
- 4. Mood:-** Enquiry about stability of mood, mood swings, whether anxious, irritable, worrying or tense. Whether lively or gloomy. Ability to express and control feelings of anger, anxiety, or depression.
- 5. Leisure activities and hobbies:-** Interest in reading, play, music, movies etc. Enquiry about creative ability. Whether leisure time is spend alone or with friends. Is the circle of friends large or small?
- 6. Fanstasy Life:-** Enquire about content of day dreams and dreams. Amount of time spent in day dreaming.
- 7. Reaction pattern to stress:-** Ability to tolerate frustrations, losses, disappointments, and circumstance arousing anger, anxiety or depression. Evidence for the excessive use of particular defense mechanisms such as denial, rationalization, projection etc.
- 8. Habits :-** Eating, Sleeping and excretory functions.

## **XI. Summary & Clinical Diagnosis**





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KAMOTHE, NAVI MUMBAI**

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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – FOR PSYCHIATRIC HISTORY TAKING**

**Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_**

**Name of the patient:- \_\_\_\_\_**

**Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_**

**Name of the Supervisor:- \_\_\_\_\_**

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

<b>Sr. No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Format	3	
2	Presenting Complaints	5	
3	Organization of history of present illness	10	
4	Past history of illness	5	
5	Family History	4	
6	Personal history	5	
7	Pre-morbid personally	5	
8	Physical examination	8	
9	Summary & Clinical Diagnosis	5	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**MENTAL STATUS EXAMINATION (MSE) FORMAT**

**I General appearance and behavior (GAAB):**

- a) Facial expression (E.G. Anxiety, Pleasure, Confidence, Blunted, Pleasant)
- b) Posture (Stooped, stiff, guarded, normal)
- c) Mannerisms (Stereotype, negativism, tics, normal)
- d) Eye to eye contact (maintained or not)
- e) Rapport (Built easily or not built or built with difficulty)
- f) Consciousness (conscious or drowsy or unconscious)
- g) Behaviour (includes social behaviour, E.g. Overfriendly, disinherited, preoccupied, aggressive, normal)
- h) Dressing and grooming – well dressed/appropriate/inappropriate (to season and situation) neat and tidy/dirty.
- i) Physical features :- Look older/younger than his or her age/under weight/over weight/ physical deformity.

**II Psychomotor Activity:-**

Increase / decreased / Compulsive/echopraxia/ Stereotypy / irrelevant automatic obedience)

**III Speech:** One sample of speech (verbatim in 2 or 3 sentences)

- a) Coherence – coherent / incoherent
- b) Relevance (answer the questions appropriately) – relevant /irrelevant.
- c) Volume (Soft, loud or normal)
- d) Tone (high pitch, low pitch, or normal/monotonous)
- e) Manner – Excessive formal /relaxed/inappropriately familiar.
- f) Reaction time (time taken to answer the question)-increased, decreased or normal

**IV Thought:**

- a) Form of thought /formal thought disorder – not understandable / normal/ circumstantiality / tangentiality / neologism / word salad/ preservation / ambivalence).
- b) Stream of thought / flow of thought – pressure of speech / flight of ideas/ thought retardation/ mutism /aphonia / thought block / Clang Association.)
- c) Content of thought
  - i. Delusions – specify type and give example – Persecutory/ delusion of reference / delusions of influence or passivity/hypochondriacal delusions /delusions of grandeur / nihilistic- Deracialization / depersonalization / delusions of infidelity.
  - ii. Obsession
  - iii. Phobia
  - iv. Preoccupation
  - v. Fantasy – Creative / Day dreaming



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KAMOTHE, NAVI MUMBAI**

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**V Mood (Subjective) and after (Objective) :**

- a. Appropriate/inappropriate Relevance to situation and thought congruent.
- b. Pleasurable affects-Euphoria / Elation / Exaltation / Ecstasy
- c. Unpleasurable affects – Grief / mourning / depression.
- d. Other affects-Anxiety / fear / Panic/free floating anxiety/apathy/ aggressive / moods swing / emotional liability

**VI Disorders Perception:**

- a. Illusion
- b. Hallucinations – (Specify type and give example) – auditory / visual/ olfactory / gustatory /tactile
- c. Others – hypnologic / hypnopombic /Lilliputian / kinesthetic / macropsia / micropsia

**VII Cognitive functions :**

**a) Attention and concentration:**

- Method of testing (asking to list the months of the year forward and backward)
- Serial subtractions (100-7)

**b) Memory:**

- a) Immediate (Teach an address a& after 5 mts. Asking for recall)
- b) Recent Memory – 24 hrs recall
- c) Remote : Asking for dates of birth or event which are occurred long back
  - i) Amnesia / paramnesia / retrograde amnesia / anterograde amnesia
  - ii) Confabulation
  - iii) Déjà vu / Jamaes Vu
  - iv) Hypermnnesia

**c) Orientation:**

- a. Time approximately without looking at the watch, what time is it?
- b. Place – Where he / she is now?
- c. Person – who has accompanied him or her

**d) Abstraction :** Give a proverb and ask the inner meaning (E.g. feathers of a bird flock together / rolling stones gather no mass)

**e) Intelligence & General Information :** Test by carry over sums/ similarities and differences / and general information / digit score test.

**f) Judgment : Personal (Future plans)**

- Social (Perception of the society)
- Test (Present a situation and ask their response to the situation)

**g) Insight:-**

- a) Complete denial of illness
- b) Slight awareness of being sick
- c) Awareness of being sick attribute it to external/physical factor.
- d) Awareness of being sick, but due to something unknown in himself.
- e) Intellectual insight
- f) True emotional insight



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**VIII General Observations :-**

**a) Sleep**

- I. Insomnia – temporary / persistent
  - II. Hypersomnia – temporary / persistent
  - III. Non-organic – sleep – wake cycle disturbance
  - IV. EMA-Early Morning Awakening
- b) Episodic disturbances – Epilepsy / hysterical / impulsive behaviour/ aggressive behaviour /destructive behaviour

**IX Summary & Clinical Diagnosis**



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – FOR MENTAL HEALTH STATUS EXAMINATION**

**Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_**

**Name of the patient:- \_\_\_\_\_**

**Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_**

**Name of the Supervisor:- \_\_\_\_\_**

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Format	2	
2	General Appearance	4	
3	Motor disturbances	4	
4	Speech	4	
5	Thought disturbances	4	
6	Perceptual disturbances	5	
7	Affect and mood	4	
8	Memory	3	
9	Orientation	2	
10	Judgment	3	
11	Insight	2	
12	Attention and Concentration	3	
13	Intelligence and General Information	3	
14	Abstract thinking	2	
15	General Observation	2	
16	Summary	3	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – PROCESS RECORDING**

**Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_**

**Name of the patient:- \_\_\_\_\_**

**Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_**

**Name of the Supervisor:- \_\_\_\_\_**

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Format	5	
2	Objectives	3	
3	Setting	2	
4	Therapeutic techniques used	10	
5	Evaluation	5	
	<b>Total Marks</b>	<b>25</b>	

**Remarks:-**

**Signature of the Supervisor &Date**

**Signature of the student &Date**



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**FORMAT FOR NURSING CARE PLAN**

- Bio data of the patient
- History of the patient
- Pre-morbid personality
- Physical examination
- Mental status examination
- Assessment Data – Objectives data – subjective data
- Nursing Diagnosis
- Short Term Goals, Long Terms goals
- Plan of action with rationale
- Implementation including health teaching
- Evaluation
- Bibliography

**Format For Case Presentation / Case Study**

1. History
2. Physical examination
3. Mental status examination
4. Description of the case
  - a) Definition
  - b) Etiological Factors
  - c) Psycho Pathology / Psychodynamics
  - d) Clinical Manifestations
    - i) In general
    - ii) In the Patient
5. Differential diagnosis
6. Diagnosis & Prognosis
7. Management – AIM & OBJECTIVES (Including nursing care)
  - Medical –
  - Pharmacy therapy & Somatic therapy
  - Psychosocial Therapy
  - Nursing Management – In General
  - Nursing Process approaches
  - Rehabilitation / Long Term care
8. Progress notes
9. Bibliography





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**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – CASE PRESENTATION**

**Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_**

**Name of the patient:- \_\_\_\_\_**

**Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_**

**Name of the Supervisor:- \_\_\_\_\_**

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>I</b>			
<b>1</b>	<b>History Taking</b>	<b>02</b>	
<b>2</b>	<b>Mental Status Examination</b>	<b>05</b>	
<b>3</b>	<b>Description of Disease Condition</b>		
	a) Definition	<b>03</b>	
	b) Etiological Factors	<b>03</b>	
	c) Psycho Pathology / Psychodynamics	<b>02</b>	
<b>4</b>	<b>Clinical Manifestations</b>		
	a) In general / In books	<b>02</b>	
	b) In the patient	<b>02</b>	
<b>5</b>	<b>Differential Diagnosis</b>	<b>01</b>	
<b>6</b>	<b>Prognosis</b>	<b>01</b>	
<b>7</b>	<b>Management-</b>		
	Aim & objective	<b>01</b>	
	Pharmaco theory & Somato theory	<b>03</b>	
	Psychosocial approaches	<b>02</b>	
<b>8</b>	<b>Nursing Management</b>		
	a) General Approaches	<b>05</b>	
	b) Nursing Process approach	<b>05</b>	
	c) Rehabilitation / Long term care	<b>04</b>	
<b>I</b>	<b>Presentation (effectiveness)</b>	<b>05</b>	
<b>II</b>	<b>A.V. Aids</b>	<b>02</b>	
<b>IV</b>	<b>Bibliography</b>	<b>02</b>	
	<b>TOTAL</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – FOR CASE STUDY**

**Name of the Student: -** \_\_\_\_\_ **Batch :-** \_\_\_\_\_

**Name of the patient:-** \_\_\_\_\_

**Diagnosis:-** \_\_\_\_\_ **Ward:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:-** \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>I</b>			
<b>1</b>	History Taking	<b>02</b>	
<b>2</b>	Mental Status Examination	<b>05</b>	
<b>3</b>	Description of Disease Condition		
	a) Definition	<b>03</b>	
	b) Etiological Factors	<b>03</b>	
<b>4</b>	c) Psycho Pathology / Psychodynamics	<b>02</b>	
	Clinical Manifestations		
	a) In general / In books	<b>02</b>	
<b>5</b>	b) In the patient	<b>02</b>	
<b>6</b>	Differential Diagnosis	<b>01</b>	
<b>7</b>	Prognosis	<b>01</b>	
	Management-		
	Aim & objective	<b>01</b>	
	Pharmaco theory & Somato theory	<b>03</b>	
<b>8</b>	Psychosocial approaches	<b>02</b>	
	Nursing Management		
	a) General Approaches	<b>05</b>	
	b) Nursing Process approach	<b>05</b>	
	c) Rehanlibitation / Long term care	<b>04</b>	
<b>I</b>	Presentation (effectiveness)	<b>05</b>	
<b>II</b>	A.V. Aids	<b>02</b>	
<b>IV</b>	Bibliography	<b>02</b>	
	<b>TOTAL</b>	<b>50</b>	



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**FIRST YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – I COMMUNITY HEALTH NURSING**

**CLINICAL EVALUATION PROFORMA**

**Name of the Student: -** \_\_\_\_\_

**Area of Community Health Nursing: -** \_\_\_\_\_ **Period under Evaluation:-** \_\_\_\_\_

**Name of Evaluator: -** \_\_\_\_\_ **Total Marks obtained** \_\_\_\_\_

Sr. No.	Criteria	Grades				
		5	4	3	2	1
		Excellent	V.Good	Good	Average	Poor
<b>I</b>	<b>KNOWLEDGE ABOUT THE PATIENT:</b> 1) Elicit the comprehensive history of the patient. 2) Understands the disease aspect 3) Examine the mental status of the patient 4) Participates in the management of patient, in Relation to drug and psychosocial intervention. 5) Carries out Nursing process with emphasis on: Meeting physical needs of patient. 6) Attends to psycho social needs 7) Identifies and meets the family needs.					
<b>II</b>	<b>COMMUNICATION &amp; INTERPERSONAL SKILLS</b> 1) Utilizes therapeutic communication techniques while interacting with patients & family members. 2) Improve therapeutic communication skills by process Recording. 3) Maintains professional relationship with health team members.					
<b>III</b>	<b>APPLICATION OF THERAPEUTICS MELIEU CONCEPT</b> 1) Accept the patient as he is Maintain consistency in behavior and attitude 2) Structure time of the patient 3) Provides a safe environment					
<b>IV</b>	<b>RECORDING &amp; REPORTING</b> 1) Record & Report MSE daily (Assigned patients) 2) Applies the principles of recording and reporting (accuracy, apprehensiveness, accountability)					
<b>V</b>	<b>HEALTH TEACHING</b> Incidental and planned teaching					
<b>VI</b>	<b>PERSONALITY</b> 1) Professional appearance 2) Sincerely Sense responsibility 3) Punctuality					

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**CLINICAL SPECIALITY – I MENTAL HEALTH NURSING**

**TERM PAPER - EVALUATION CRITERIA**

**Name of the Student: -** \_\_\_\_\_

**Batch :-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topics:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>20</b>	
2	Organization	<b>5</b>	
3	Illustration	<b>20</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>50</b>	

**Remarks:-**

Signature of the Supervisor & Date

Signature of the student & Date



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**COURSE OUTLINE**

**FOR**

**II YEAR M.Sc. NURSING**



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**NURSING MANAGEMENT**

**Placement : II Year**

**Hours of Instruction**

**Theory:- 150 Hours**

**Practical:- 150 Hours**

**Total :- 300 Hours**

**Course Description**

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

**Objectives**

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

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



**MGM INSTITUTE OF HEALTH SCIENCES,  
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**COURSE CONTENT**

UNIT	HOURS	Course Content
<b>I</b>	<b>10</b>	<b>Introduction</b> <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 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>
<b>II</b>	<b>10</b>	<b>Management</b> <ul style="list-style-type: none"> <li>• Functions of administration 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> <b>Nursing management</b> <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> <li>• Application to nursing service and education</li> </ul>
<b>III</b>	<b>15</b>	<b>Planning</b> <ul style="list-style-type: none"> <li>• Planning process: Concept, Principles, Institutional policies</li> <li>• Mission, philosophy, objectives, 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> <li>• Application to nursing service and education</li> </ul>
<b>IV</b>	<b>15</b>	<b>Organization</b> <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>• Organising nursing services and patient care: Methods</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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**Grade 'A' Accredited by NAAC**

		<p>of patient assignment - Advantages and disadvantages, primary nursing care,</p> <ul style="list-style-type: none"> <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> <li>• Application to nursing service and education</li> </ul>
<b>V</b>	<b>15</b>	<p><b>Human Resource for health</b></p> <ul style="list-style-type: none"> <li>• Staffing</li> <li>• Philosophy</li> <li>• Norms: Staff inspection unit (SIU), Bajaj Committee</li> <li>• , High power committee, Indian nursing council (INC)</li> <li>• Estimation of nursing staff requirement- activity analysis</li> <li>• Various research studies</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> <li>• Applications to nursing service and education</li> </ul>
<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,</li> <li>• 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> <li>• Applications to nursing service and education</li> </ul>





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

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<b>VII</b>	<b>10</b>	<b>Material management</b> <ul style="list-style-type: none"> <li>• Concepts, principles and procedures</li> <li>• Planning and procurement procedures : Specifications 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> <li>• Applications to nursing service and education</li> </ul>
<b>VIII</b>	<b>15</b>	<b>Controlling</b> <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 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> <li>• Applications to nursing service and education</li> </ul>
<b>IX</b>	<b>15</b>	<b>Fiscal planning</b> <ul style="list-style-type: none"> <li>• Steps 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 Health economics</li> <li>• Health insurance</li> <li>• Budgeting for various units and levels</li> <li>• Applications to nursing service and education</li> </ul>
<b>X</b>	<b>10</b>	<b>Nursing informatics</b> <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 Nursing records and reports</li> <li>• Management information and evaluation system (MIES)</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

		<ul style="list-style-type: none"> <li>• E- nursing, Telemedicine, telenursing</li> <li>• Electronic medical records</li> <li>• Legal &amp; Ethical Issues</li> </ul>
<b>XI</b>	<b>10</b>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Concepts, Types, Theories</li> <li>• Styles Manager behavior</li> <li>• Leader behavior Effective leader: Characteristics, skills</li> <li>• Group dynamics Power and politics lobbying</li> <li>• Critical thinking and decision making</li> <li>• Stress management</li> <li>• Applications to nursing service and education</li> </ul>
<b>XII</b>	<b>10</b>	<b>Legal and ethical issues Laws and ethics</b> <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 Medico legal issues</li> <li>• Nursing regulatory mechanisms: licensure, renewal, accreditation</li> <li>• Patients rights, Consumer protection act(CPA)</li> <li>• Rights of special groups: children, women, HIV, handicap, ageing</li> <li>• Professional responsibility and accountability</li> <li>• Infection control</li> <li>• Standard safety measures</li> </ul>

**PRACTICALS**

<b>Sr. No.</b>	<b>Dept./Unit</b>	<b>Total Hours</b>	
1	Hospital administration –Account section, CSSD, Dietary Dept, Waste treatment Unit, Central Store	20	Hours
2	Nursing service administration – Officer of nursing superintendent, Department in Charge	50	Hours
3	Nursing school administration office of Principal of School/College of Nursing	20	Hours
4	Visits	60	Hours
	<b>Total</b>	<b>150 Hours</b>	



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**ACTIVITIES :-**

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 Organization 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
19. Supervision of subordinates / Students
20. Clinical teaching for staff and students
21. Assist for condemnation procedures
22. Preparation of advertisement

**ASSIGNMENT**

- Seminar
- Module Preparation (staff development programme)
- Job Description for various category of staff
- Cumulative reword
- Evaluation Performa
- Personal Appraisal for various category of staff
- Recruitment process
- Observational Study Report Preparation
- Head quarters of administrative offers Reputed hospitals, Nursing council
- Any Industry
- WHO Office
- Health & Family Welfare Bureau



# **MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

## **METHODS OF TEACHING**

- Lecture cum discussion
- Demonstration
- Seminar
- Debate
- Exposure to Scientific Conference
- Field Visits

## **METHODS OF EVALUATION**

- Tests
- Presentation
- Seminar
- Assignment

## **BIBLIOGRAPHY & REFERENCE:-**

1. Awasthi and Maheshwari, 'Public Administration' Lakshmi Narayan Aggrawal Educational Pubsihers, Agra.
2. Chatterjee S.S. An introduction to management, word press.
3. Daviesand Maculey, "Hospital planning and administration", world health organization, Geneva.
4. Dale, Ernest Management, "Theory and Public Health Services, W.B. Soundeers Co. Philadelphia and London.
5. Finer, H. Administration and the Nursing Services, Mac Millan.
6. Freeman Ruth B & Holmer Edward M. "Administration and Public Health Services", W.B. Soundeers Co. Philadelphia and London.
7. Gallagher, A.H. "Educational Administration in Nursing", Macmillan.
8. Goddard H.A., "Principles of Administration applied to Nursing" Macmillan.
9. Owen, Joseph, Karlton, "Modern Concepts of Hospital Administration", 14 W.B. Soundeers Co. Philadelphia and London.
10. Stoner and Freeman, management, 4<sup>th</sup> edition, 1989, Prantice Hall, India.
11. V.L.S. Rao and Narayan, Principles and Practice of Management, Konark publishers 1994.
12. B.T.Basvanthapa, text book of administration, Jaypee Publishers Ist edn, J.P. Brothers Medical Publishers : New Delhi, 2000
13. Barret, Jean. Ward Management and Teaching, 2<sup>nd</sup> edn, English Book Society; New Delhi, 1967.
14. Goel, S & Kumar, R. Hospital Administration and management Ist edn, Deep & Deep Publication; New Delhi, 2000.
15. INAI Nursing Administration and Management, Ist edn Academic Press: New Delhi, 2000.
16. Shakharkar, B.M. Principles of Hospital Administration and planning, Jaypee Brothers: Bangalore, 1998.



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

17. Pai, Pragna. Effective Hospital Management, 1st edn, The National Book Depot: Mumbai, 2002.
18. Srinivasan, A.V. Managing a Modern Hospital, 1st edn, Sage Publications : New Delhi, 2002.
19. Park and Parks Textbook of Preventive and Social Medicine, 17<sup>th</sup> edn, M/S Banarsidas Bhanot Publishers: Jabalpur, 2003.
20. Russels, C.S. Management & Leadership for Nurse Manager, 3<sup>rd</sup> edn, Jones Barlett Publishers; London, 2002
21. Francis, E.M. & Desouza, Mario. Hospital Administration, IIIrd Edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.
22. Goddard, H.A. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
23. Hersey, P, Blanchard, H.K. & Johnson, E.D. Management of organizational Behaviour, Person Education India Branch: New Delhi 2002.

**List of Journals Recommended**

1. Registered Nurses
2. Nursing Times
3. Nursing Journal of India
4. Nurses of India
5. Indian Journal of administration
6. Indian Journal of Holistic Nursing
7. Journal of Nursing Practice and Research
8. Journal of advance nursing practice
9. Herald of Health
10. Health screen
11. Health action



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**INTERNAL ASSESSMENT**

**THEORY**

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	50	20	5
	Prefinal	75	30	7.5
<b>2</b>	<b>Seminar (2)</b>	2x25=50	20	5
<b>3</b>	<b>Performance Appraisal tool for various categories</b>	25	10	2.5
<b>4</b>	<b>Duty roster for staff</b>	25	10	2.5
<b>5</b>	<b>Protocol/standing orders for different units</b>	25	10	2.5
	<b>Total</b>	<b>250</b>	<b>100</b>	<b>25</b>

**UNIVERSITY EXAMINATION**

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II**

**INSTRUCTIONS FOR SETTING QUESTION PAPER**

**Marks :- 75**

**Time :- 3 Hours**

**SECTION A**

**Marks 38**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 8 = 8 Marks**

- a.
- b.
- c.

**SECTION B**

**Marks 37**

**Q.1) Write Short Answers on any 3 out of 4**

**3 X 5 = 15 Marks**

- a. 5 Marks
- b. 5 Marks
- c. 5 Marks
- d. 5 Marks

**Q.2) Long Answers Questions**

**15 Marks**

- a. 2 Marks
- b. 5 Marks
- c. 8 Marks

**Q.3) Write explanatory notes on any 1 out of 3**

**1 X 7 = 7 Marks**

- a.
- b.
- c.



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**NURSING MANAGEMENT**

**SEMINAR - EVALUATION CRITERIA**

**Name of the Student: -** \_\_\_\_\_

**Batch: -** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

<b>Sr No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Content</b> Organization Coverage Use of current literature & research evidence Appropriateness	1 2 1 1	
<b>2</b>	<b>Presentation</b> Introduction Coverage of subject content Sequencing Depth of knowledge Integration of subject matter Explanation & clarification Time Management	1 2 1 2 1 2 1	
<b>3</b>	<b>A V aids</b> Relevant, clear & visible Creativity Used effectively at the right time	1 1 1	
<b>4</b>	<b>Speaker's qualities</b> Grooming Modulation Gestures & Mannerism	1 1 1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**EVALUATION CRITERIA – PERFORMANCE APPRAISAL TOOL**

**Name of the Student: -** \_\_\_\_\_

**Batch :-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topics:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:-** \_\_\_\_\_

<b>Sr. No</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Content (Adequacy, Appropriateness, Clarity)	<b>10</b>	
2	Organisation	<b>5</b>	
3	Illustration	<b>5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

**Remarks:-**

Signature of the Supervisor & Date

Signature of the student & Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**NURSING MANAGEMENT**

**EVALUATION CRITERIA – DUTY ROSTER**

**Name of the Student: -** \_\_\_\_\_

**Batch:-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

<b>Sr.No.</b>	<b>Criteria</b>	<b>Marks Assigned</b>	<b>Marks Obtained</b>
1	Adequacy-Requirements, Fairness	10	
2	Accuracy (following guidelines)	3	
3	Feasibility	5	
4	Self explanatory	5	
5	Neatness	2	
	<b>TOTAL</b>	<b>25</b>	

**Remarks:-**

**Signature of the Supervisor &Date**

**Signature of the student &Date**



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**  
(Deemed to be University)  
**Grade 'A' Accredited by NAAC**  
**SECOND YEAR M.Sc. NURSING**  
**EVALUATION CRITERIA - PROTOCOLS**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	<b>10</b>	
2	Organisation	<b>5</b>	
3	Illustration	<b>10</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING  
CLINICAL SPECIALITY - II**

**PSYCHIATRIC (MENTAL HEALTH) NURSING**

**Placement: II Year**

**Hours of Instruction**

**Theory:- 150 hrs**

**Practical:- 950 hrs**

**Total :- 1100 Hours**

**Course Description**

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

**Objectives**

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

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



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**COURSE CONTENT**

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



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

		<ul style="list-style-type: none"> <li>• Psychopharmacological Intervention and Nursing</li> <li>• Management</li> </ul>
<b>VII</b>	<b>10</b>	<b>Substance-Related Disorders</b> <ul style="list-style-type: none"> <li>• Substance-Use Disorders</li> <li>• Substance-Induced Disorders</li> <li>• Classes Of Psychoactive Substances</li> <li>• Predisposing Factors</li> <li>• The Dynamics Of Substance-Related Disorders</li> <li>• The Impaired Nurse</li> <li>• Codependency</li> <li>• Treatment Modalities For Substance-Related Disorders and</li> <li>• Nursing Management</li> </ul>
<b>VIII</b>	<b>10</b>	<b>Schizophrenia and Other Psychotic Disorders (Check ICD10)</b> <ul style="list-style-type: none"> <li>• Nature of the Disorder</li> <li>• Predisposing Factors</li> <li>• Schizophrenia -Types <ul style="list-style-type: none"> <li>Disorganized Schizophrenia</li> <li>Catatonic Schizophrenia</li> <li>Paranoid Schizophrenia</li> <li>Undifferentiated Schizophrenia</li> <li>Residual Schizophrenia</li> </ul> </li> <li>• Other Psychotic disorders <ul style="list-style-type: none"> <li>Schizoaffective Disorder</li> <li>Brief Psychotic Disorder</li> <li>Schizophrenic form Disorder</li> <li>Psychotic Disorder Due to a General Medical Condition</li> <li>Substance-Induced Psychotic Disorder</li> </ul> </li> <li>• Treatment and Nursing Management</li> </ul>
<b>IX</b>	<b>8</b>	<b>Mood Disorders</b> <ul style="list-style-type: none"> <li>• Historical Perspective</li> <li>• Epidemiology</li> <li>• The Grief Response</li> <li>• Maladaptive Responses To Loss</li> <li>• Types Of Mood Disorders</li> <li>• Depressive disorders</li> <li>• Bipolar disorders</li> <li>• Treatment and Nursing Management</li> </ul>
<b>X</b>	<b>8</b>	<b>Anxiety Disorders</b> <ul style="list-style-type: none"> <li>• Historical Aspects</li> <li>• Epidemiological Statistics</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

		<ul style="list-style-type: none"> <li>• How Much is too Much?</li> <li>• Types <ul style="list-style-type: none"> <li>- Panic Disorder</li> <li>- Generalized Anxiety Disorder</li> <li>- Phobias</li> <li>- Obsessive-Compulsive Disorder</li> <li>- Posttraumatic Stress Disorder</li> <li>- Anxiety Disorder Due to a General Medical Condition</li> <li>- Substance-Induced Anxiety Disorder</li> </ul> </li> <li>• Treatment Modalities</li> <li>• Psychopharmacology &amp; Nursing Management</li> </ul>
<b>XI</b>	<b>5</b>	<b>Somatoform And Sleep Disorders</b> <ul style="list-style-type: none"> <li>• Somatoform Disorders</li> <li>• Historical Aspects</li> <li>• Epidemiological Statistics</li> <li>• Pain Disorder</li> <li>• Hypochondriasis</li> <li>• Conversion Disorder</li> <li>• Body Dysmorphic Disorder</li> <li>• Sleep Disorder</li> <li>• Treatment Modalities and Nursing Management</li> </ul>
<b>XII</b>	<b>4</b>	<b>Dissociative Disorders and Management</b> <ul style="list-style-type: none"> <li>• Historical Aspects</li> <li>• Epidemiological Statistics</li> <li>• Application of the Nursing Management</li> <li>• Treatment Modalities and Nursing Management</li> </ul>
<b>XIII</b>	<b>4</b>	<b>Sexual And Gender Identity Disorders</b> <ul style="list-style-type: none"> <li>• Development of Human Sexuality</li> <li>• Sexual Disorders</li> <li>• Variation In Sexual Orientation</li> <li>• Nursing Management</li> </ul>
<b>XIV</b>	<b>4</b>	<b>Eating Disorders</b> <ul style="list-style-type: none"> <li>• Epidemiological Factors</li> <li>• Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa, obesity</li> <li>• Psychopharmacology</li> <li>• Treatment &amp; Nursing Management</li> </ul>
<b>XV</b>	<b>4</b>	<b>Adjustment and Impulse Control Disorders</b> <ul style="list-style-type: none"> <li>• Historical and Epidemiological Factors</li> <li>• Adjustment Disorders</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

		<ul style="list-style-type: none"> <li>• Impulse Control Disorders</li> <li>• Treatment &amp; Nursing Management</li> </ul>
<b>XVI</b>	<b>4</b>	<b>Medical Conditions due to Psychological Factors</b> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Cancer</li> <li>• Coronary Heart Disease</li> <li>• Peptic Ulcer</li> <li>• Essential Hypertension</li> <li>• Migraine Headache</li> <li>• Rheumatoid Arthritis</li> <li>• Ulcerative Colitis</li> <li>• Treatment &amp; Nursing Management</li> </ul>
<b>XVII</b>	<b>8</b>	<b>Personality Disorders</b> <ul style="list-style-type: none"> <li>• Historical perspectives</li> <li>• Types of Personality Disorders <ul style="list-style-type: none"> <li>· Paranoid Personality Disorder</li> <li>· Schizoid Personality Disorder</li> <li>· Antisocial Personality Disorder</li> <li>· Borderline Personality Disorder</li> <li>· Histrionic Personality Disorder</li> <li>· Narcissitic Personality Disorder</li> <li>· Avoidance Personality Disorder</li> <li>· Dependent Personality Disorder</li> <li>· Obsessive-Compulsive Personality Disorder</li> <li>· Passive-Aggressive Personality Disorders</li> </ul> </li> <li>• Identification, diagnostic, symptoms</li> <li>• Psychopharmacology</li> <li>• Treatment &amp; Nursing Management</li> </ul>
<b>XVIII</b>	<b>8</b>	<b>The Aging Individual</b> <ul style="list-style-type: none"> <li>• Epidemiological Statistics</li> <li>• Biological Theories</li> <li>• Biological Aspects of Aging</li> <li>• Psychological Aspects of Aging</li> <li>• Memory Functioning</li> <li>• Socio-cultural aspects of aging</li> <li>• Sexual aspects of aging</li> <li>• Special Concerns of the Elderly Population</li> <li>• Psychiatric problems among elderly population</li> <li>• Treatment &amp; Nursing Management</li> </ul>





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

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<b>XIX</b>	<b>5</b>	<b>The person living with HIV Disease</b> <ul style="list-style-type: none"> <li>• Psychological problems of individual HIV/AIDS</li> <li>• Counseling</li> <li>• Treatment &amp; Nursing Management</li> </ul>
<b>XX</b>	<b>5</b>	<b>Problems Related to Abuse or Neglect</b> <ul style="list-style-type: none"> <li>• Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged</li> <li>• Predisposing Factors</li> <li>• Treatment &amp; Nursing management- Counseling</li> </ul>
<b>XXI</b>	<b>7</b>	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• National Mental Health Program- Community mental health program</li> <li>• The Changing Focus of care</li> <li>• The Public Health Model</li> <li>• The Role of the Nurse</li> <li>• Case Management</li> <li>• The community as Client <ul style="list-style-type: none"> <li>• Primary Prevention</li> <li>• Populations at Risk</li> <li>• Secondary prevention</li> <li>• Tertiary Prevention</li> </ul> </li> <li>• Community based rehabilitation</li> </ul>
<b>XXII</b>	<b>5</b>	<b>Ethical and Legal Issues in Psychiatric/Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Ethical Considerations</li> <li>• Legal Consideration</li> <li>• Nurse Practice Acts</li> <li>• Types of Law <ul style="list-style-type: none"> <li>· Classification within Statutory and Common Law</li> <li>· Legal Issues in Psychiatric/Mental Health Nursing</li> <li>· Nursing Liability</li> </ul> </li> </ul>
<b>XXIII</b>	<b>5</b>	<b>Psychosocial rehabilitation</b> <ul style="list-style-type: none"> <li>• Principles of rehabilitation</li> <li>• Disability assessment</li> <li>• Day care centers</li> <li>• Half way homes</li> <li>• Reintegration into the community</li> <li>• Training and support to care givers</li> <li>• Sheltered workshops</li> <li>• Correctional homes</li> <li>•</li> </ul>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

<b>XXIV</b>	<b>5</b>	<b>Counseling</b> <ul style="list-style-type: none"><li>• Liaison psychiatric nursing</li><li>• Terminal illnesses-Counseling</li><li>• Post partum psychosis-treatment, care and counseling</li><li>• Death dying- Counseling</li><li>• Treatment, care and counseling –<ul style="list-style-type: none"><li>• Unwed mothers</li><li>• HIV and AIDS</li></ul></li></ul>
<b>XXV</b>	<b>5</b>	<b>Administration and management of psychiatric units including emergency units</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>• Quality assurance</li><li>• Practice standards for psychiatric nursing</li><li>• Documentation</li></ul>
<b>XXVI</b>	<b>5</b>	<b>Education and training in psychiatric 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>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**Practical**

**Total = 960 Hours**

**1 Week = 30 Hours**

Sr.No.	Area of Posting	No. of Week	Total Hours	Assignment/ Activity
1	Acute Psychiatric Ward	4	120	Care Plan, Case presentation
2	Chronic Psychiatric Ward	4	120	Care Plan, Case presentation
3	De-addiction Unit	4	120	Group therapy & Behaviour Therapy I
4	Psychiatric Emergency Unit	4	120	
5	O.P.D (Neuro and psychiatric)	3	90 Hours	MSE
6	Child Psychiatric Unit and child guidance clinic	2	60 Hours	Report
7	Post natal ward	1	30 Hours	Report
8	Family Psychiatric Unit	2	60 Hours	Family Therapy -I
9	Field visits – NIMHANS	2	60 Hours	Report
10	Rehabilitation	2	60 Hours	Report
11	Community Mental Health Unit	4	120 Hours	Mental Health Awareness Camp
	<b>Total</b>	<b>32 Weeks</b>	<b>960 Hours</b>	

**Essential Psychiatric nursing skills**

**Procedures Observed**

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



# **MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

## **Procedures Performed**

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

## **BIBLIOGRAPHY OF MENTAL HEALTH NURSING BOOKS**

1. Elizabeth M.V. Arca; "Foundation of Psychiatric Mental Health Nursing; A Clinical Approach"; W.B. Saunders' ed Jan 15, 2002
2. Ann; Wolbert; Bcerges; "Advance practice Psychiatric Nursing; Publishers Prentice hall; 1<sup>st</sup> editor; Jan 15, 1998
3. Michael B. First; "DSM IV Mental Disorders"; John Wiley and Sons Publishers; Book News 2004; Portland
4. S Vancy Rudolph; "Springhouse review of Psychiatric and Mental Health Nursing Certificate" Lippincott. Williams and Wilkins; 3<sup>rd</sup> edition ; April 15, 2002
5. Karen Lee Footaine; "Mental Health Nursing"; Prentice hall Publishers; 5<sup>th</sup> Edition; Portland
6. Gelder Michael "Oxford text book of Psychiatry", 2<sup>nd</sup> edition Oxford, 1989
7. De Souza Alan et al, "National Series – "Child Psychiatry" 1<sup>st</sup> Edition, Mumbai, The National Book Depot.
8. Patricia, Kennedy, Ballard, "Psychiatric Nursing Integration of Theory and Practice", USA, Mc Graw Hill.
9. Principles and Practice of Psychiatric Nursing, 8<sup>th</sup> edition, Gail, Wiscars Stuart, Mosby 2005.
10. Psychiatric Nursing Care Plans, Katherine M. Fort, Mosby Year Book, Toronto.
11. Nursing Diagnosis reference manual 5<sup>th</sup> edition, Sheila M. Sparks, Cynthia M. Jalor, Spring House Corporation. Pennsylvania.
12. A Guide to mental Health & Psychiatric Nursing, R. Sreevani, Jaypee Brothers Medical Publishers (P) 1<sup>st</sup> edition New Delhi.
13. Psychiatric Nursing, R Baby, NR Brothers Indore 1<sup>st</sup> edition, 2001.
14. Mary C Townsend, "Psychiatric & Mental Health Nursing" – Concept of Care, 4<sup>th</sup> edition, FA Davis Company, Philadelphia, 2003
15. Debortrha Aantai Oting, "Psychiatric Nursing" Biological & Behavioural Concepts Thompson, Singapore, 2003.
16. Mary Ann Boyd, "Psychiatric Nursing" - Cotemporary Practice. Lippincott. Williams & Willikins Tokoyo.
17. Neeraj Ahuja, "Post graduate text book of Psychiatry". Volume 1 & 2

## **Journals :**

1. Indian Journal of psychiatry.
2. Journal o psychosocial nursing
3. British journal of psychiatry nursing



# MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI

(Deemed to be University)  
Grade 'A' Accredited by NAAC

## INTERNAL ASSESSMENT

### THEORY

**Total Marks 25**

Sr.No.	Technique	Total Marks	Weightage %	Marks
<b>1</b>	<b>Tests</b>			
	First term	<b>50</b>	20	5
	Prefinal	<b>75</b>	30	7.5
<b>2</b>	<b>Seminar (1)</b>	<b>25</b>	10	2.5
<b>3</b>	<b>Systematic Review</b>	<b>50</b>	20	5.0
<b>4</b>	<b>Concept Poster Presentation</b>	<b>25</b>	10	2.5
<b>5</b>	<b>Drug Book</b>	<b>25</b>	10	2.5
	<b>Total</b>	<b>255</b>	<b>100</b>	<b>25</b>

### UNIVERSITY EXAMINATION

Internal Assessment	-	25 Marks
University Exam	-	75 Marks
<b>Grand Total</b>	-	<b>100 Marks</b>

### PRACTICAL

Sr. No.	Technique	Total Marks	Weightage %	Marks
1	Examination - Prefinal	100	40	40
2	History taking	50	2.5	2.5
3	MSE	25	2.5	2.5
4	Process recording	25	2.5	2.5
5	Case Presentation (2)	2x50=100	2x5=10	10
6	Clinical Evaluation (2)	2x100=200	2x10=20	20
7	Clinical Teaching (2)	2x25=50	2x2.5=5	5
8	Nursing care Plan (4)	2x25=100	3x2.5=7.5	7.5
9	Attendance		10	10
	<b>Total</b>	<b>650</b>	<b>100</b>	<b>100</b>

### UNIVERSITY EXAMINATION

Internal Assessment	-	100 Marks
University Exam	-	100 Marks
<b>Grand Total</b>	-	<b>200 Marks</b>

### Division of marks for practical Exams (Internal and External examiners)

ITEMS	INTERNAL	EXTERNAL	TOTAL MARKS
Nursing Process	20	20	40
Patient care evaluation	20	20	40
Viva (patient, drug, Investigation, recent trends, development etc.)	10	10	20
<b>Marks</b>	<b>50</b>	<b>50</b>	<b>100</b>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)  
Grade 'A' Accredited by NAAC

**SECOND YEAR M.Sc. NURSING  
CLINICAL SPECIALITY – II MENTAL HEALTH NURSING  
INSTRUCTIONS FOR SETTING QUESTION PAPER**

**Marks :- 75  
Time :- 3 Hours**

**SECTION A**

**Marks 38**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 8 = 8 Marks**
- a.
  - b.
  - c.

**SECTION B**

**Marks 37**

- Q.1) Write Short Answers on any 3 out of 4** **3 X 5 = 15 Marks**
- a. 5 Marks
  - b. 5 Marks
  - c. 5 Marks
  - d. 5 Marks
- Q.2) Long Answers Questions** **15 Marks**
- a. 2 Marks
  - b. 5 Marks
  - c. 8 Marks
- Q.3) Write explanatory notes on any 1 out of 3** **1 X 7 = 7 Marks**
- a.
  - b.
  - c.



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

Grade 'A' Accredited by NAAC

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**SEMINAR - EVALUATION CRITERIA**

**Name of the Student: -** \_\_\_\_\_

**Batch :-** \_\_\_\_\_ **Date:-** \_\_\_\_\_

**Topic:-** \_\_\_\_\_

**Name of the Supervisor:-** \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:-** \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

Grade 'A' Accredited by NAAC

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**SYMPOSIUM/PAPER PRESENTATION - EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch :- \_\_\_\_\_ Date:- \_\_\_\_\_

Topic:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>1</b>	<b>Content</b>		
	Organization	1	
	Coverage	2	
	Use of current literature & research evidence	1	
	Appropriateness	1	
<b>2</b>	<b>Presentation</b>		
	Introduction	1	
	Coverage of subject content	2	
	Sequencing	1	
	Depth of knowledge	2	
	Integration of subject matter	1	
	Explanation & clarification	2	
	Time Management	1	
<b>3</b>	<b>A V aids</b>		
	Relevant, clear & visible	1	
	Creativity	1	
	Used effectively at the right time	1	
<b>4</b>	<b>Speaker's qualities</b>		
	Grooming	1	
	Modulation	1	
	Gestures & Mannerism	1	
<b>5</b>	<b>Group Participation</b>	2	
<b>6</b>	<b>References</b>	2	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date





**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**PRACTICAL TEACHING PERFORMA FOR EVALUATION**

**Name of the Student: -** \_\_\_\_\_ **Group** \_\_\_\_\_

**Topic:-** \_\_\_\_\_ **Place: -** \_\_\_\_\_

**Name of the evaluator:-** \_\_\_\_\_ **Date & Time:-** \_\_\_\_\_

Sr.No.	Criteria	Maximum Marks	Marks Obtained
1	<b>LESSON PLAN</b> <ul style="list-style-type: none"><li>General objectives stated clearly</li><li>Specific objectives stated in behavioral terms</li><li>Lesson plan followed in sequence</li><li>Bibliography upto date and complete</li></ul>	10	
2	<b>LEARNING ENVIRONMENT</b> <ul style="list-style-type: none"><li>Physical set up of classroom (seating)</li><li>Classroom light adequate</li><li>Well ventilated</li><li>Motivates student</li></ul>	5	
3	<b>PRESENTATION</b> <ul style="list-style-type: none"><li>Coverage of subject content</li><li>Depth of knowledge</li><li>Integration of subject matter</li><li>Speech-clear, audible, well modulated.</li><li>Explanation and clarification</li></ul>	10	
4	<b>USE OF AUDIO VISUAL AIDS</b> <ul style="list-style-type: none"><li>Relevant, clear and visible</li><li>Creativity</li><li>Used effectively at the right time</li></ul>	10	
5	<b>QUESTIONING TECHNIQUE</b> <ul style="list-style-type: none"><li>Questioning equally addressed to all</li><li>Well worded questions, no ambiguity</li><li>Thought provoking questions</li><li>Sufficient time allowed for answering</li><li>Questions relevant and challenging</li></ul>	5	
6	<b>GROUP PARTICIPATION</b>	3	
7	<b>ASSIGNMENT</b> <ul style="list-style-type: none"><li>Appropriate to the lesson</li><li>Clear</li><li>Motivating</li><li>Explained to the students</li><li>Feedback given to the students</li></ul>	2	
8	<b>STUDENT TEACHER PERSONALITY</b> <ul style="list-style-type: none"><li>Appearance grooming</li><li>Confidence</li><li>Eye contact</li><li>Modulation</li><li>Mannerisms</li></ul>	5	
	<b>TOTAL MARKS</b>	<b>50</b>	

Signature of the Supervisor & Date

Signature of the student & Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

Grade 'A' Accredited by NAAC

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**DRUG BOOK -EVALUATION CRITERIA**

Name of the Student: - \_\_\_\_\_

Batch: - \_\_\_\_\_ Date:- \_\_\_\_\_

Topics:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Content (Adequacy, Appropriateness, Clarity)	<b>15</b>	
2	Organization	<b>2.5</b>	
3	Illustration	<b>2.5</b>	
4	Resources Used	<b>5</b>	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**FORMAT FOR DRUG BOOK**

<b>Sr. No.</b>	<b>Trade name &amp; Pharmacological name</b>	<b>Indications</b>	<b>Dose &amp; Route</b>	<b>Side effects / adverse drug response</b>	<b>Contraindications</b>	<b>Nursing implications</b>	<b>Current research evidence</b>	<b>Indication in patient if applicable</b>



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**PSYCHIATRIC NURSING HISTORY COLLECTIVE FORMAT**

**I Demographic data:**

- Name
- Age
- Sex
- Marital Status
- Religion
- Occupation
- Socio-economic status
- Address
- Informant
- Information (Relevant or not ) adequate or not

**II Chief Complaints / Presenting complaints (List with duration )**

- In patients own words and in informants own words.  
E.g.:- Sleeplessness x 3 weeks
- Loss of appetite & hearing voices x 2 weeks
- Talking to self

**III Present psychiatric history/nature of the current episode**

- Onset – Acute (Within a few hours)
- Sub acute (Within a few days)
- Gradual (Within a few weeks)
- Duration – Days, weeks or months
- Course – Continuous/ episodic
- Intensity/ same / increasing or decreasing
- Precipitating factors – Yes / No (If yes explain)
- History of current episode (explain in details regarding the presenting complaints)
- Associated disturbances – included present medical problems (E.G. Disturbance in sleep, appetite, IPR & Social functioning, occupation etc).

**IV Past Psychiatric history:**

- Number of episode with onset and course
- Complete or incomplete remission
- Duration of each episode
- Treatment details and its side effects if any
- Details if any precipitating factors if present



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

- V**
- a) **Past Medical History**
  - b) Past Surgical History
  - c) Obstetrical History (Female)

**VI Family History :-**

- Family Genogram – 5 Generations include only grandparents. But if there is a family history  
Include the particular generation

**VII Personal History:-**

- Pre-natal history – Maternal infections
- Exposure to radiation etc.
- Check ups
- Any complications
- Natal history – Type of delivery
- Any complications
- Breath and cried at birth
- Neonatal infections
- Mile stones : Normal or delayed Behaviour during childhood
- Excessive temper tantrums
- Feeding habit
- Neurotic symptoms
- Pica
- Habit disorders
- Excretory disorders etc.

**Illness during childhood**

- Look specifically for CNS infections
- Epilepsy
- Neurotic disorders
- Malnutrition

**Schooling**

- Age of going school
- Performance in the school
- Relationship with peers
- Relationship with teachers (Specifically look for learning disability and attention deficit)
- Look for conduct disorders E.G. Truancy, Stealing

**VIII Occupational history**

- Age of Joining job



## **MGM INSTITUTE OF HEALTH SCIENCES, KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

- Relationship with superiors, subordinates & colleagues
- Any Change in the job – if any give details
- Reasons for changing jobs
- Frequent absenteeism

### **IX Sexual history**

- Age of attaining puberty (female – menstrual cycles are regular)
- Source and extent of knowledge about sex, any exposures
- **Marital Status:** with genogram.

### **X Pre morbid personality:** (Personality of a patient consists of those habitual attitudes and patterns of

behavior which characterize an individual. Personality sometimes changes after the onset of an illness.

Get a description of the personality before the onset of the illness. Aim to build up a picture of the individual, not type, enquiry with respect to the following areas.)

- 1. Attitude to others in social and sexual relationship:-** Ability to trust other, mark and sustain Relationship, anxious or secure, leader to follower, Participation, responsibility, capacity to make decision, dominant or submissive, friendly or emotionally cold, etc. Difficulty in role taking –gender, sexual, familial.
- 2. Aptitudes to self:-** Egocentric, Selfish, indulgent, dramatizing, critical, depreciatory, over concerned, self conscious, satisfaction or dissatisfaction with work. Attitudes towards Health and bodily functions. Attitude to past achievements and failure, and to the future.
- 3. Moral and religious attitude and standards:-** Evidence of rigidly or compliance, permissiveness or over conscientiousness, conformity, or rebellion. Enquiry specifically about religious beliefs. Excessive religiosity.
- 4. Mood:-** Enquiry about stability of mood, mood swings, whether anxious, irritable, worrying or tense. Whether lively or gloomy. Ability to express and control feelings of anger, anxiety, or depression.
- 5. Leisure activities and hobbies:-** Interest in reading, play, music, movies etc. Enquiry about creative ability. Whether leisure time is spend alone or with friends. Is the circle of friends large or small?
- 6. Fantasy Life:-** Enquire about content of day dreams and dreams. Amount of time spent in day dreaming.
- 7. Reaction pattern to stress:-** Ability to tolerate frustrations, losses, disappointments, and circumstance arousing anger, anxiety or depression. Evidence for the excessive use of particular defense mechanisms such as denial, rationalization, projection etc.
- 8. Habits :-** Eating, Sleeping and excretory functions.

### **XI. Summary & Clinical Diagnosis**



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

Grade 'A' Accredited by NAAC

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – FOR PSYCHIATRIC HISTORY TAKING**

Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_

Name of the patient:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

Sr. No.	Criteria	Marks Assigned	Marks Obtained
1	Format	3	
2	Presenting Complaints	5	
3	Organization of history of present illness	10	
4	Past history of illness	5	
5	Family History	4	
6	Personal history	5	
7	Pre-morbid personality	5	
8	Physical examination	8	
9	Summary & Clinical Diagnosis	5	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



**MGM INSTITUTE OF HEALTH SCIENCES,  
KAMOTHE, NAVI MUMBAI**

(Deemed to be University)

**Grade 'A' Accredited by NAAC**

**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**MENTAL STATUS EXAMINATION (MSE) FORMAT**

**I General appearance and behavior (GAAB):**

- a) Facial expression (E.G. Anxiety, Pleasure, Confidence, Blunted, Pleasant)
- b) Posture (Stooped, stiff, guarded, normal)
- c) Mannerisms (Stereotype, negativism, tics, normal)
- d) Eye to eye contact (maintained or not)
- e) Rapport (Built easily or not built or built with difficulty)
- f) Consciousness (conscious or drowsy or unconscious)
- g) Behaviour (includes social behaviour, E.g. Overfriendly, disinherited, preoccupied, aggressive, normal)
- h) Dressing and grooming – well dressed/ appropriate / inappropriate (to season and situation) neat and tidy/dirty.
- i) Physical features :- Look older/younger than his or her age/under weight/over weight/ physical deformity.

**II Psychomotor Activity:-**

Increase / decreased / Compulsive/echopraxia/ Stereotypy / irrelevant automatic obedience)

**III Speech:** One sample of speech (verbatim in 2 or 3 sentences)

- a) Coherence – coherent / incoherent
- b) Relevance (answer the questions appropriately) – relevant /irrelevant.
- c) Volume (Soft, loud or normal)
- d) Tone (high pitch, low pitch, or normal/monotonous)
- e) Manner – Excessive formal /relaxed/inappropriately familiar.
- f) Reaction time (time taken to answer the question)-increased, decreased or normal

**IV Thought:**

- a) Form of thought /formal thought disorder – not understandable / normal/ circumstantiality / tangentiality / neologism / word salad/ preservation / ambivalence).
- b) Stream of thought / flow of thought – pressure of speech / flight of ideas/ thought retardation/ mutism /aphonia / thought block / Clang Association.)
- c) Content of thought
  - i. Delusions – specify type and give example – Persecutory/ delusion of reference / delusions of influence or passivity/hypochondriacal
  - ii. delusions /delusions of grandeur / nihilistic- Deracialization / depersonalization / delusions of infidelity.
  - iii. Obsession
  - iv. Phobia
  - v. Preoccupation
  - vi. Fantasy – Creative / Day dreaming





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**V Mood (Subjective) and after (Objective) :**

- a. Appropriate/inappropriate Relevance to situation and thought congruent.
- b. Pleasurable affects-Euphoria / Elation / Exaltation / Ecstasy
- c. Unpleasurable affects – Grief / mourning / depression.
- d. Other affects-Anxiety / fear / Panic/free floating anxiety/apathy/ aggressive / moods swing / emotional liability

**VI Disorders Perception:**

- a. Illusion
- b. Hallucinations – (Specify type and give example) – auditory /visual/olfactory /gustatory /tactile
- d. Others – hypnologic / hypnopombic /Lilliputian / kinesthetic / macropsia / micropsia

**VII Cognitive functions :**

**a) Attention and concentration:**

- Method of testing (asking to list the months of the year forward and backward)
- Serial subtractions (100-7)

**b) Memory:**

- a) Immediate (Teach an address a& after 5 mts. Asking for recall)
- b) Recent Memory – 24 hrs recall
- c) Remote : Asking for dates of birth or event which are occurred long back
  - i) Amnesia / paramnesia / retrograde amnesia / anterograde amnesia
  - ii) Confabulation
  - iii) Déjà vu / Jamaes Vu
  - iv) Hypermnesia

**c) Orientation:**

- a. Time approximately without looking at the watch, what time is it?
- b. Place – Where he / she is now?
- c. Person – who has accompanied him or her

**d) Abstraction:** Give a proverb and ask the inner meaning (E.g. feathers of a bird flock together / rolling stones gather no mass)

**e) Intelligence & General Information:** Test by carry over sums/ similarities and differences / and general information / digit score test.

**f) Judgment:** Personal (Future plans)

- Social (Perception of the society)
- Test (Present a situation and ask their response to the situation)

**g) Insight:-**

- a. Complete denial of illness
- b. Slight awareness of being sick
- c. Awareness of being sick attribute it to external/physical factor.



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KAMOTHE, NAVI MUMBAI**

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- d. Awareness of being sick, but due to something unknown in himself.
- e. Intellectual insight
- g) True emotional insight

**VIII General Observations :-**

**a) Sleep**

- i. Insomnia – temporary / persistent
- ii. Hypersomnia – temporary / persistent
- iii. Non-organic – sleep – wake cycle disturbance
- iv. EMA-Early Morning Awakening

- b) Episodic disturbances** – Epilepsy / hysterical / impulsive behaviour/ aggressive behaviour  
/ destructive behaviour

**IX Summary & Clinical Diagnosis**



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – FOR MENTAL HEALTH STATUS EXAMINATION**

Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_

Name of the patient:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 50**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Format	2	
2	General Appearance	4	
3	Motor disturbances	4	
4	Speech	4	
5	Thought disturbances	4	
6	Perceptual disturbances	5	
7	Affect and mood	4	
8	Memory	3	
9	Orientation	2	
10	Judgment	3	
11	Insight	2	
12	Attention and Concentration	3	
13	Intelligence and General Information	3	
14	Abstract thinking	2	
15	General Observation	2	
16	Summary	3	
	<b>Total</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor & Date

Signature of the student & Date



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**SECOND YEAR M.Sc. NURSING**

**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**PROCESS RECORDING FORMAT**

**I] BASE LINE DATA OF CLIENT**

**II] List of nursing problems identifies through history, MSE and systematic observation**

**III] List of objective of interactions based on the problem identified and learning need of**

- a) Client                                      b) Student

(Note : The above data are obtained and recorded on initial contact. Later as each day's interactions are planned, the following format has to be followed)

**2. DATE AND TIME DURATION:**

**3. SETTING: General ward / patient's unit**

**4. OBJECTIVES TO BE ATTAINED IN THAT PARTICULAR INTERACTION:**

- 1) \_\_\_\_\_  
2) \_\_\_\_\_

Participant	Conversation	Inference	Therapeutic Comm Tech Used
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_____	_____	_____	_____
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**5. NATURE OF TERMINATION OF INTERACTION:**

**Evaluation by the student:**

- 1) Your General impression about the interaction (This could included whether TNPR maintained, use of TCT, CO-operation of client etc.)
- 2) Whether objectives achieved, and to what extent If not why and how do you intend to achieve it.
- 3) Summery of your inferences

**Evaluation by teacher**

- a) Overall recording
- b) Phases of nurse patient relationship
- c) Use of Therapeutic Communication Techniques
- d) Ability to achieve objectives

**NOTE :-** Limit objectives to one or two and make all efforts to attain the objectives.

At the end of the process recording mention if you were able to achieve the objectives and to what extents. If not, how you intend to achieve it and what hindered you from achieving it.

Maintained a therapeutic nurse-patient relationship (TNPR) in all you interactions and use many therapeutic communications of the participants



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KAMOTHE, NAVI MUMBAI**

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**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – PROCESS RECORDING**

Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_

Name of the patient:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

**Total Marks – 25**

**Marks obtained:- \_\_\_\_\_**

Sr.No.	Criteria	Marks Assigned	Marks Obtained
1	Format	5	
2	Objectives	3	
3	Setting	2	
4	Therapeutic techniques used	10	
5	Evaluation	5	
	<b>Total Marks</b>	<b>25</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date



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**FORMAT FOR NURSING CARE PLAN**

- Bio data of the patient
- History of the patient
- Pre-morbid personality
- Physical examination
- Mental status examination
- Assessment Data – Objectives data – subjective data
- Nursing Diagnosis
- Short Term Goals, Long Terms goals
- Plan of action with rationale
- Implementation including health teaching
- Evaluation
- Bibliography

**Format For Case Presentation / Case Study**

1. History
2. Physical examination
3. Mental status examination
4. Description of the case
  - a) Definition
  - b) Etiological Factors
  - c) Psycho Pathology / Psychodynamics
  - d) Clinical Manifestations
    - i) In general
    - ii) In the Patient
5. Differential diagnosis
6. Diagnosis & Prognosis
7. Management – AIM & OBJECTIVES (Including nursing care)
  - Medical –



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Pharmacy therapy & Somatic therapy

Psychosocial Therapy

Nursing Management – In General

Nursing Process approaches

Rehabilitation / Long Term care

8. Progress notes
9. Bibliography



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**CLINICAL SPECIALITY – II MENTAL HEALTH NURSING**

**EVALUATION CRITERIA – PROCESS RECORDING**

Name of the Student: - \_\_\_\_\_ Batch :- \_\_\_\_\_

Name of the patient:- \_\_\_\_\_

Diagnosis:- \_\_\_\_\_ Ward:- \_\_\_\_\_

Name of the Supervisor:- \_\_\_\_\_

Total Marks – 50

Marks obtained:- \_\_\_\_\_

Sr.No.	Criteria	Marks Assigned	Marks Obtained
<b>I</b>			
<b>1</b>	<b>History Taking</b>	<b>02</b>	
<b>2</b>	<b>Mental Status Examination</b>	<b>05</b>	
<b>3</b>	<b>Description of Disease Condition</b>		
	a) Definition	<b>03</b>	
	b) Etiological Factors	<b>03</b>	
	c) Psycho Pathology / Psychodynamics	<b>02</b>	
<b>4</b>	<b>Clinical Manifestations</b>		
	a) In general / In books	<b>02</b>	
	b) In the patient	<b>02</b>	
<b>5</b>	<b>Differential Diagnosis</b>	<b>01</b>	
<b>6</b>	<b>Prognosis</b>	<b>01</b>	
<b>7</b>	<b>Management-</b>		
	Aim & objective	<b>01</b>	
	Pharmaco theory & Somato theory	<b>03</b>	
	Psychosocial approaches	<b>02</b>	
<b>8</b>	<b>Nursing Management</b>		
	a) General Approaches	<b>05</b>	
	b) Nursing Process approach	<b>05</b>	
	c) Rehabilitation / Long term care	<b>04</b>	
<b>I</b>	<b>Presentation (effectiveness)</b>	<b>05</b>	
<b>II</b>	<b>A.V. Aids</b>	<b>02</b>	
<b>IV</b>	<b>Bibliography</b>	<b>02</b>	
	<b>TOTAL</b>	<b>50</b>	

Remarks:-

Signature of the Supervisor &Date

Signature of the student &Date





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by Professional Doctors, Scientists Engineers...



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