

NURSING EDUCATION

PLACEMENT: First Year

HOURS OF INSTRUCTION

Theory :150 Hours

Practical :150 Hours

Total : 300 Hours

COURSE DESCRIPTION

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

OBJECTIVES

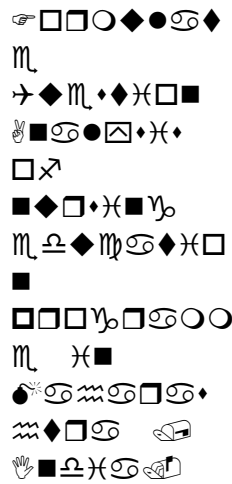
At the end of the course, students will be able to:

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.
4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and 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 programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of evaluation.
15. Construct, administer and evaluate various tools for assessment of knowledge, skill and attitude.

COURSE CONTENT

Unit	Topic	Theory	Practical's	MOT	T/L Activities
I	<p>INTRODUCTION</p> <ul style="list-style-type: none"> □ Education: Definition, aims, concepts, philosophies & their education implication. □ Impact of social, economical, political & technological changes on education: <ul style="list-style-type: none"> • Professional education • Current trends and issue in education • Educational reforms and national educational policy • Trends in development of nursing education in India. □ Concepts of Nursing education □ History of Nursing education in India □ Philosophy and objectives of Nursing education. □ Purposes of nursing education in India. □ Scientific approach in Nursing □ Current issues and emerging trends in Nursing education □ Liberal education and Nursing Education 	4		L	<ul style="list-style-type: none"> ➤ Students to apply various philosophies of educations to nursing education. ➤ Present the history of nursing education in India; Issues & trends in nursing education.
II	<p>TEACHING- LEARNING PROCESS</p> <ul style="list-style-type: none"> □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives ; types, domains, levels, elements and writing of educational objectives. □ Competency based education (CBE) and outcome based education (OBE). □ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. □ 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), □ Development of effective study habits. 	4		L	<ul style="list-style-type: none"> ➤ Prepare educational objectives on various domains

Unit	Topic	Theory	Practical's	MOT	T/L Activities
VI	ADMINISTRATION, SCORING AND REPORTING OF TESTS <ul style="list-style-type: none"> □ Administrating a test, scoring, grading versus marks. □ Objective tests, scoring essay test, methods of scoring, item analysis 	03	03	L/D	<ul style="list-style-type: none"> ➤ Reliability Validity
VII	STANDARDIZED TOOLS <ul style="list-style-type: none"> □ Test of intelligence aptitude, interest, personality, achievement, socioeconomic status scale, tests for special mental and physical abilities and disabilities. 	08	06	L/D	<ul style="list-style-type: none"> ➤ Observe various tests – personality, aptitude & intelligence. ➤ Formulate an aptitude test.
VIII	NURSING EDUCATIONAL PROGRAMS <ul style="list-style-type: none"> □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training program in India .Non – university and university programs: ANM, GNM, Basic B.Sc Nursing, post certificate B.Sc. Nursing, M. Sc (N), M Phil and Ph D Post diploma program, nurse practitioner programs 	03	02	L/D	<ul style="list-style-type: none"> ➤ Visit to nursing institutions- ANM, GNM, B.Sc., M.Sc.
IX	CONTINUING EDUCATION IN NURSING <ul style="list-style-type: none"> □ Concepts –Definition, importance, need, scope, principles of adult learning, assessments of learning needs priorities, resources. □ Program planning, implementation, and evaluation, of continuing education programs. □ Research in continuing education. □ Distance education in nursing. 	03		L/D	<ul style="list-style-type: none"> ➤ Plan CNE programme & conduct
X	CURRICULUM DEVELOPMENT <ul style="list-style-type: none"> □ Definition, curriculum determinants, process & steps of curriculum development, curriculum models types and framework. □ Formulation of philosophy, objectives, Mission statement. Selection and organization of learning experiences, Current trends in clinical learning experiences. □ Master plan, course plan, unit plan, lesson plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators □ Statutory bodies and other stakeholders. □ Equivalency of courses: transcripts, credit system. □ Curriculum committee □ Selection of Text books □ Assignments 	10	05	L	<ul style="list-style-type: none"> ➤ Prepare the Mission statement philosophy, educational objectives for a nursing education programme ➤ Formulate educational objectives for various lessons – eg. FON, Med/Surg Ng ➤ Select learning experiences for a specific subject

Unit	Topic	Theory	Practical's	MOT	T/L Activities
XI	TEACHER PREPARATION <ul style="list-style-type: none"> □ Definition, nature of teaching □ Characteristics of good teaching. □ Communication process in teaching. □ Principles of teaching □ Maxims of teaching □ Levels of teaching □ Characteristics of an effective teacher □ Innovations in teaching □ Modification of teacher behaviour □ Teacher-roles & responsibilities, function, characteristics, competencies, qualities. □ Preparation of professional teacher □ Organizing professional aspects of teacher preparation programs □ Questioning technique □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India. 	06	04	L/D	<ul style="list-style-type: none"> ➤ Application of principles and maxims of teaching. ➤ 
XII	GUIDANCE AND COUNSELING <ul style="list-style-type: none"> □ Concepts and principles of guidance and counseling. □ Purpose and Phases of counseling □ Need for guidance and counseling in nursing education. □ Types of guidance and counseling. □ Difference between guidance and counseling. □ Problems of guidance and counseling. □ Responsibilities of the nurse administrator in student guidance and counseling □ Guidance and counseling services : diagnostic and remedial. □ Coordination and organization of services. □ Techniques of counseling: Interview, case work and characteristics of counselor. □ Professional preparation and training for counseling. 	07	03	L/D	<ul style="list-style-type: none"> ➤ Role play
XIII	ADMINISTRATION OF NURSING CURRICULUM <ul style="list-style-type: none"> □ Role of curriculum coordinator- planning, implementation and evaluation. □ Evaluation of educational program In nursing course and program □ Factors influencing faculty staff relationship and techniques of working together. □ Concept of faculty supervisor (dual) position. □ Curriculum research in nursing. □ Different models of collaboration between education and service 	04	05	L/D	<ul style="list-style-type: none"> ➤ Evaluate an educational programme ➤ Presentation

Unit	Topic	Theory	Practical's	MOT	T/L Activities
XIV	MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS <ul style="list-style-type: none"> □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostels □ Development and maintenance of standards and accreditation in nursing education program. □ Role of Indian Nursing Council, State Registration Nursing Councils, Board and University. □ Role of profession Association and Unions 	03	02	L/D	<ul style="list-style-type: none"> ➤ Visit to educational Institutional ➤ Plan to set-up a SON/CON
XV	OBJECTIVES AND THEIR CLASSIFICATION <ul style="list-style-type: none"> □ Meaning of educational objectives. □ Formulation and statement of objectives □ Classification of Objectives. □ Taxonomy of educational objectives. □ Objectives and learning outcomes. 	04	04	L/D	<ul style="list-style-type: none"> ➤ Formulate objectives as per the domains and subject
XVI	STRATEGIES OF TEACHING <ul style="list-style-type: none"> □ 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) □ Sensitivity training and transactional analysis. □ Training for nursing leadership. 	10	02	L/D	<ul style="list-style-type: none"> ➤ Role play ➤ Supervise students in the clinical area.
XVII	EVALUATION OF CLINICAL PRACTICE IN NUSTING <ul style="list-style-type: none"> □ Clinical evaluation methods □ Written communication methods as Clinical evaluation. □ Oral communication methods as Clinical evaluation.. 	02	04	L/D	<ul style="list-style-type: none"> ➤ Formulate clinical evaluation criteria; ➤ Conduct practical examination for undergraduate students.
XVIII	INTERNAL ASSESSMENT <ul style="list-style-type: none"> □ Need for internal assessment □ Component of Internal assessment system. □ Validity of Internal assessment. □ Advantage and Disadvantage of Internal assessment 	02	04	L/D	<ul style="list-style-type: none"> ➤ Prepare an internal assessment system for particular education programme.

PLANNED ACTIVITIES:

- Panel discussion/group presentation – Educational psychology – Theories and laws of learning and teaching, Personality, Intelligence, Individual differences, 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 objectives 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 a selected institution.
- Educational visit – Educational institutions –GNM, B Sc, Diploma course etc
- Field visits (INC/SNC) to get familiar with recognition / registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc).
- Observe and practice application of various non-standardized tests (intelligence, aptitude, personality, sociometry, physical and mental disabilities tests.)
- Prepare aptitude test for entrance exams of B.Sc nursing students.
- Prepare a plan for evaluation of the students in the B.Sc nursing programme.
- Visit to schools – gifted children, slow learners, mentally handicapped, deaf & dumb & visually impaired

METHODS OF TEACHING

Method of teaching

- Lecture cum discussion
- Demonstration
- Seminar/Presentation
- Project work
- Field visits
- Workshop

Methods of evaluation

- Written Tests
- Class room /Clinical teaching
- Presentation
- Project work
- Written assignments

INTERNAL ASSESSMENT

THEORY

Techniques	Weightage
1. Written Tests X 4	
i) Unit I, II, III	25
ii) Unit IV, V, VI, VII	50
iii) Measurement & Evaluation	25
iv) Prefinal Examination	75
2. Assignment (AV Aids)	25
3. Seminar / Presentation	25
4. Annotated bibliography	10
5. Journal Presentation	15

	250

PRACTICAL

1. Learning resource material	25
2. Curriculum Planning	25
3. Practice teaching	50 (total of 10 practice teaching)
4. Conduct Workshop / Short Term Course	25

	125

UNIVERSITY EXAMINATION

WRITTEN EXAMINATION -

75 marks

PRACTICAL

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

	100

Books for Reference

1. Aggarwal J.C, “ Principles, methods &Techniques of Teaching”, Vikas Publishing House PVT Ltd, II Edn.
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.
4. George Kurian Aleyamma, “Principles of Curriculum Development and Evaluation”, Vivekanandha Press,2002.
5. Bhatia, Kamala & BHATIA,B.D, Principles and methods of teaching, Doabra house, New Delhi, 1970.
6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
8. DOABA guide
9. Fuszard, Barbara: Innovating teaching strategies in Nursing, Aspen Publishers Inc. Maryland.1989.
10. Gay.LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E.MERILL publishers Co. Columbus .1985.
11. Guilbert. J J , Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce.B, etc, Models of teaching. Ed –4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
14. Keay,F E, A History of education in India and Pakistan, Ed-4 , Oxford University Press, London, 1964.
15. King, Imogene M, Curriculum and Instruction in Nursing, Concepts and process Appleton – Century crafts, Norwalk., Connecticut, 1986.
16. KrathwohoL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17. Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18. Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York, 1995.
19. Neeraja K.P, “ Text book of Nursing Education”, Jaypee brothers.
20. O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986.
21. Sanatombi Elsa, “Manipal Manual of Nursing Education”, CBS Publishers & Distributors, New Delhi, Ist Edn, 2006.
22. Supe, Rege, Bhuiyan, “ The Art of Teaching Medical Students”, Medical Education Technology Cell, 2nd edn, 2002.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M. Sc. NURSING

PRACTICE TEACHING

PROFORMA FOR LESSON PLAN

TOPIC: NAME OF THE STUDENT:

SUB TOPIC: NAME OF THE GUIDE:

UNIT:

DATE:

TIME:

VENUE:

CLASS TAUGHT:

METHOD OF TEACHING:

AUDIO VISUAL AIDS:

PREVIOUS KNOWLEDGE OF THE GROUP:

GENERAL OBJECTIVE:

SPECIFIC OBJECTIVES:

SN	SPECIFIC OBJECTIVE	DURATION	CONTENT	TEACHER/LEARNER ACTIVITY	AUDIO VISUAL AIDS	B/B ACTIVITY	EVALUATION
			❖ INTRODUCTION ❖ CONTENT ❖ CONCLUSION ❖ ASSIGNMENT ❖ REFERENCES				

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

M. Sc. NURSING

PRACTICE TEACHING

PROFORMA FOR EVALUATION

Name Of The Student ----- Group -----
Topic ----- Place -----
Name Of The Evaluator ----- Date & Time -----

Sr. No	CRITERIA	Maximum Marks	Marks Obtained
1.	LESSON PLAN <ul style="list-style-type: none">• General objectives stated clearly• Specific objectives stated in behavioral terms• Lesson plan followed in sequence• Bibliography upto date and complete	10	
2.	LEARNING ENVIRONMENT <ul style="list-style-type: none">• Physical set up of classroom (Seating)• Classroom light adequate• Well ventilated• Motivates student	05	
3.	PRESENTATION <ul style="list-style-type: none">• Coverage of subject content• Depth of Knowledge• Integration of subject matter• Speech- Clear, audible, well modulated.• Explanation and clarification• Use of current literature• Time limit	10	
4.	USE OF AUDIO VISUAL AIDS <ul style="list-style-type: none">• Relevant, clear and visible• Creativity• Used effectively at the right time	10	
5.	QUESTIONING TECHNIQUE <ul style="list-style-type: none">• Questions equally addressed to all• Well worded questions, no ambiguity• Thought provoking questions• Sufficient time allowed for answering• Questions relevant and challenging	05	
6.	ASSIGNMENT <ul style="list-style-type: none">• Appropriate to the lesson• Clear• Motivating• Explained to the students• Feedback given to the students.	05	
7.	STUDENT TEACHER PERSONALITY <ul style="list-style-type: none">• Appearance grooming• Confidence• Mannerisms	05	
	TOTAL MARKS	50	

Remarks of the Evaluator / Guide:

Signature of the evaluator / Guide:

Signature of the Student :

EVALUATION CRITERIA FOR SEMINAR

Sr. No.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	AIMS & OBJECTIVES	2	
2.	ORGANISATION OF CONTENT- Coverage of content, Simple to complex, logical	3	
3.	PRESENTATION <ul style="list-style-type: none">• Introduction• Coverage of subject content• Sequencing• Depth of Knowledge• Integration of subject matter• Explanation and clarification• Use of current literature• Time limit	5	
4.	AUDIOVISUAL AIDS	5	
5.	SPEAKER'S QUALITIES	5	
6.	GROUP DISCUSSION	2.5	
7.	REFERENCES	2.5	
	TOTAL MARKS	25	

Remarks of the Guide:

Signature of the Guide:

Signature of the Student:

EVALUATION CRITERIA FOR JOURNAL PRESENTATION

Sr. No.	CRITERIA	SCORE ALLOTTED
1.	SELECTION OF THE TOPIC (RELEVANCY & CONTENT)	5
2.	PRESENTATION	5
3.	APPLICATION	2
4.	GROUP DISCUSSION	3
	TOTAL SCORE	15

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
- ❖ AV 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
- ❖ Scheme of Teaching and Examination

GUIDELINES FOR WRITING THE ASSIGNMENT ON CURRICULUM PLANNING

- * Mission statement
- * Philosophy
- * Aims & Objectives
- * Course outline -
 - i. Unit Plan,
 - ii. Lesson Plan,
 - iii. Rotation Plan,
 - iv. Evaluation system, Internal & University,
 - v. Assignments
 - vi. Field visits
 - vii. Suggested Bibliography

NURSING EDUCATION
M. SC. NURSING

INSTRUCTIONS FOR PAPER SETTING

Date :

75

Duration: 3 Hours

Marks -

Section - I (Marks-38)

Q1. Long Answer (12 marks)

- a) 3
- b) 4
- c) 5

Q2. Long Answer (11 marks)

- a) 2
- b) 4
- c) 5

Q3. Write Short notes on Any Three 3X5
marks)

(15

- a)
- b)
- c)
- d)
- e)

Section - II (Marks-37)

Q1. Long Answer (12 marks)

- a) 3
- b) 4
- c) 5

Q2. Long Answer (10 marks)

- a) 4
- b) 6

Q3. Write Short notes on Any Three 3X5
marks)

(15

- a)
- b)
- c)
- d)
- e)

Books for Reference

1. Aggarwal J.C, “ Principles, methods &Techniques of Teaching”, Vikas Publishing House PVT Ltd, II Edn.
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.
4. George Kurian Aleyamma, “Principles of Curriculum Development and Evaluation”, Vivekanandha Press,2002.
5. Bhatia, Kamala & BHATIA,B.D, Principles and methods of teaching, Doabra house, New Delhi, 1970.
6. Billing, Diane M & HALSTEAD, Judith A: Teaching in Nursing: A guide for faculty, W.B. Saunders, Company, Philadelphia, 1998.
7. Bloom, Benjamin S Ed, Taxonomy of educational objectives: cognitive domain I David Mckay CO. Inc. New York. 1956.
8. DOABA guide
9. Fuszard, Barbara: Innovating teaching strategies in Nursing, Aspen Publishers Inc. Maryland.1989.
10. Gay.LR Educational evaluation and measurement Competencies for analysis and Application. Ed-2, Charles E.MERILL publishers Co. Columbus .1985.
11. Guilbert. J J , Educational Handbook for Health Personnel, World Health Organization, Geneva, 1982.
12. Guinee. Kathleen k; Teaching and Learning in Nursing, Macmillan, New York, 1978.
13. Joyce.B, etc, Models of teaching. Ed –4, Prentice Hall Inc, Englewood Cliffs, New Jersey, 1986.
14. Keay,F E, A History of education in India and Pakistan, Ed-4 , Oxford University Press, London, 1964.
15. King, Imogene M, Curriculum and Instruction in Nursing, Concepts and process Appleton – Century crafts, Norwalk., Connecticut, 1986.
16. KrathwohL, David, R, etc, Taxonomy of educational objectives, Affective Domain I, David Mckay Company Inc., New Yotk, 1956.
17. Mccloskey, Joanne C & GRACE, Helen K, Current issues in Nursing Publishing Company Inc, New York, 1995.
18. Modley, Doris M, etc; Advancing Nursing Education world wide, Springer Publishing Co .New York, 1995.
19. Neeraja K.P, “ Text book of Nursing Education”, Jaypee brothers.
20. O, Connor, Andrea B; Nursing staff development and continuing Education, Little Brown Company, Bonston, 1986.
21. Sanatombi Elsa, “Manipal Manual of Nursing Education”, CBS Publishers & Distributors, New Delhi, Ist Edn, 2006.
22. Supe, Rege, Bhuiyan, “ The Art of Teaching Medical Students”, Medical Education Technology Cell, 2nd edn, 2002.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES, NASHIK

NURSING EDUCATION
M. SC. NURSING

INSTRUCTIONS FOR PAPER SETTING

Date :

Marks -

75

Duration:

Hours-

Section - I (Marks-38)

Q1. Long Answer (12 marks)

- a)
- b)
- c)

Q2. Long Answer (11 marks)

- a)
- b)
- c)

Q3. Short notes (Any Three) (15 marks)

- a)
- b)
- c)
- d)
- e)

Section - II (Marks-37)

Q1. Long Answer (12 marks)

- a)
- b)
- c)

Q2. Long Answer (10 marks)

- a)
- b)
- c)

Q3. Short notes (Any Three) (15 marks)

- a)
- b)
- c)
- d)
- e)