.com, for detailed information on nursing books, visit our website www.jaypeebrothers.com, for detailed information on nursing books






# NURSING

## MSc Solved Question Papers

## *for* 1st Year

## 2019–2014

***Examination Guide with Important Theories***

*As per the syllabus of Indian Nursing Council (INC)*

Elakkuvana Bhaskara Raj D

2nd Edition

JAYPEE

# Contents


1. **NURSING EDUCATION ..... 1**

*Paper May 2019* *3*
*Paper October 2018* *26*
*Paper May 2018* *43*
*Paper May 2017* *73*
*Paper October 2016* *99*
*Paper April 2015* *122*
*Paper November 2014* *142*
*Paper May 2014* *162*

2. **ADVANCED NURSING PRACTICE ..... 183**

*Paper May 2019* *185*
*Paper May 2018* *219*
*Paper May 2017* *252*
*Paper October 2016* *267*
*Paper May 2015* *299*
*Paper November 2014* *329*
*Paper May 2014* *376*

3. **NURSING RESEARCH AND STATISTICS ..... 429**

*Paper October 2019* *431*
*Paper May 2019* *455*
*Paper May 2018* *477*
*Paper May 2017* *503*
*Paper October 2016* *516*
*Paper April 2016* *529*
*Paper May 2015* *543*
*Paper May 2014* *564*

# Nursing Education

# Paper May 2018

## LONG ESSAY

1. a. Define evaluation.
   b. Enumerate the differences between measurement and evaluation.
   c. Describe in detail the evaluation methods for different domains.
2. a. Classify educational objectives.
   b. Explain the principles in selection of learning experiences.
   c. Describe the different methods used in clinical teaching.

## SHORT ESSAY

3. Maxims of teaching.
4. Use of computer in teaching and practice.
5. Students welfare services.
6. Clinical rotation.
7. Standardized tests.
8. Problem-based learning.
9. Curriculum development in nursing.

## LONG ESSAY

**1. a. Define evaluation.**

**Evaluation:** An act or process that allows one to make a valuable judgment about the desirability or value of a measure. Evaluation is a broader term than measurement. It is not only concerned with the determination of results but also involves judgment of desirability of those results. It includes techniques of testing or measurement which can be utilized. It is a cooperative process or the activity in which the principal, teacher, pupils, and parents will participate.

**b. Enumerate the differences between measurement and evaluation.**

**Measurement and evaluation** are both means to monitor progress for individuals or groups in the work-place or in the educational environment. The outcomes of the measurements and evaluations help determine potential and effective systems that may be put in place to ensure key performance in business and learning institutions. There are many similarities in these two methods but one simple difference sets them apart.

**Measurement and evaluation** are processes that are used to provide information about a person or object and their performance. Measurement and evaluation are used together to assist in the development of individuals or systems to improve performance or to modify the system to suit the needs of the individual, group or business operation.

JAYPEE BROTHERS

**Measurement** is all about the numbers and being able to quantify the performance or the abilities. Evaluation assists with using the data and information to judge success or failure. Evaluation can take place without numerical measurement as it measures performance.
**Measurement** requires some standardized tools for measuring. A speedometer measures the speed of the moving car and a thermometer measure the temperature of a give space. These tools help to measure and record physical attributes.
**Evaluation** is used to judge the value or worth of a plan or project. **Evaluation** can be used in conjunction with measurement to asses pupils or workers performance. **Evaluation** is a key element in pupil's performance and helps measure progress of the individual. **Evaluation** can determine the needs of individual pupils so that a program suited to their level of understanding can be implemented.
**Measurement** is about numbers and data and standardized tests. **Evaluation** benefits form the opportunity to use the data in order to compare and judge the success rate of a person or an object that may not necessarily be quantified. Paintings, novels, and individual performance can all be evaluated by professionals in their field of expertise. The addition of measured data adds verification to the evaluation and provides accurate performance indicators as each measurement can be compared. **Measurements** are more objective as they have numerical standards to compare and record. **Evaluation** could be seen to be more subjective as the evaluator and measures used are part of human sciences and performance related.

### Major Differences Between Evaluation and Measurement

1. While evaluation is a new concept, measurement is an old concept.
2. While evaluation is a technical term, measurement is a simple word.
3. While the scope of evaluation is wider, the scope of measurement is narrow.
4. In evaluation pupil's qualitative progress and behavioral changes are tested. In measurement only quantitative progress of the pupils can be explored.
5. In evaluation, the learning experiences are provided to the pupils in accordance with predetermined teaching objectives are tested. In measurement the content skill and achievement of the ability are not tested on the basis of some objectives but the result of the testing is expressed in numerals, scores, average, and percentage.
6. The qualities are measured in the evaluation as a whole. In measurement, the qualities are measured as separate units.
7. Evaluation is the process by which the previous effects and hence caused behavioral changes are tested. Measurement means only those techniques which are used to test a particular ability of the pupil.
8. In evaluation, various techniques, such as observation, hierarchy, criteria, interest and tendencies measurement, etc. are used for testing the behavioral changes. In measurement, personality test, intelligence test, and achievement test, etc. are included.
9. Evaluation is that process by which the interests, attitudes, tendencies, mental abilities, ideals, behaviors, and social adjustment, etc. of pupils are tested. By measurement, the interests, attitudes tendencies, ideals and behaviors cannot be tested.
10. The evaluation aims at the modification of education system by bringing a change in the behavior. Measurement aims at measurement only.

JAYPEE BROTHERS

**c. Describe in detail the evaluation methods for different domains.**

## Evaluation Methods for Different Domains

A. **Cognitive domain:**
   1. Written test:
      - Subjective type: Essay type — descriptive, narrative, comparison, amplification, precise, core item, short notes
      - Objective type: Multiple choice question (MCQ), matching type, T/F, fill in blanks and sentence completion.
      - Problem solving/situational type
   2. Oral examination: Observation with rating scale questionnaire
   3. Practical examination:
      - In real situation
      - In simulated situation

B. **Affective domain**:
   1. Interview
   2. Assignments
   3. Communicative records
   4. Observation develop procedure (carrying out project)
   5. Anecdotal records
   6. Critical maiden technique
   7. Discussion skills

   Scaling techniques:
   - Rating scale
   - Point scale
   - Differential (LL Thurston)
   - Summated (Likert)
   - Scalogram
   - Q-short scaling
   - Semantic differential scale

C. **Psychomotor domain:**
   1. Performance appraisal
   2. Rating scale:
      - Numerical
      - Graphic
      - Descriptive
   3. Observation check list
   4. Anecdotal record
   5. Cumulative record
   6. Critical maiden technique
   7. Oral examination
   8. Practical examination
   9. Objective structured clinical examination (OSCE)

**2. a. Classify educational objectives.**

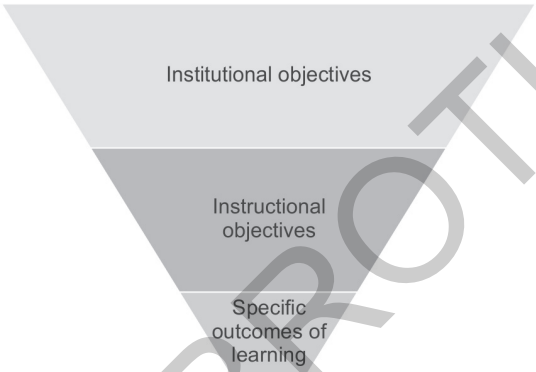
**Educational objectives can be written for the following three common levels:**

1. **Institutional objectives:** Institutions, such as universities, colleges, professional institutions, schools and other organizations offering educational programs, write

JAYPEE BROTHERS

very few broad and all inclusive objectives. Such objectives serve as a guide to the administrators who manage educational programs.

2. **General instructional objectives:** General instructional objectives are the intended outcome of the instructions that have been stated in general terms to encompass a set of specific learning outcomes. *– Grounlund and Linn, 1990*
3. **Specific outcomes of learning (SOL) – instructional objectives:** Unlike institutional objectives and general instructional objectives, SOLs:
   i. Are very specific statements
   ii. Define the learner's abilities, which should be developed at the end of the unit or course.
   iii. Describe the behavior of the learners, nor the educators. Define the general instructional objectives in a way that can be measured.




**b. Explain the principles in selection of learning experiences.**

**General principles of selecting learning experiences:**

1. All learning needs should be in relation to the selected objectives.
2. Learning activities should be in relation to those real life situations where the students are expected to practice after being qualified.
3. Selection should be in a manner that there is an effective integration between theory and practice.
4. Reactions sought must be within the range of possibility for the students concerned.
5. The same learning experience will result in several outcomes and several learning experiences may bring out the same outcome.
6. Learning experiences should be selected in such a way that learners are constantly motivated.
7. Learning experiences should be planned and organized in such a way that the students' gets meaning out of each experience and the students should see the relationship between past and present experiences and focus on the future needs.
8. Learning is enhanced by utilizing a while variety of teaching-learning methods.
9. Students will learn effectively if the experiences are satisfactory to them.
10. Learning experiences should be considering the students ability to undergo the desired changes in behavior.
11. Learning experiences selected should not be beyond the particular stages of development of the students.

JAYPEE BROTHERS

12. Learning experiences selected should be according to the needs of the students and every student should be given similar learning experiences.
13. Learning experiences selected should provide same or equal chances for all students.

**c. Describe the different methods used in clinical teaching.**

## Clinical Teaching Methods

In nursing commonly used clinical teaching methods include:

- Client family centered method
- Observation:
  - Participant
  - Nonparticipant
- Conferences:
  - Individual conferences
  - Group conference
  - Staff conference
  - Nursing care conference
  - Health team conference
  - Team nursing conference
- Bedside clinics
- Nursing clinics
- Nursing rounds and medical rounds
- Demonstration and redemonstration
- Ward teaching program
- Ward class
- Ward clinics
- Case study/case presentation/case history method
- Group discussion
- Process recording
- Incidental and planned health talks
- Field trips

### *Client Family Centred Approach*

Individualized care will be provided in holistic manner. Hence not only the client will be assisted for therapeutic measures the family members also will be involved in education about illness and health concept, signs and symptoms, treatment prevention of the problem, thereby the client and the whole family will be aware and involved in meeting the client needs.

### *Conferences*

a. **Individual conference:** The individual conference sometimes described as a conversation with a purpose or as an interview. Here the teacher may introduce the students to new fields of knowledge, impart information to her regarding this field and strive to motivate her in the acquisition.
   **Purpose:**
   - To guide in teaching
   - To acquire more knowledge

JAYPEE BROTHERS

- To discover the interests, needs, and the problems of the individual
- To help the student to help herself/himself.

**Techniques of individual conference:**

- Teacher should establish good rapport with the students
- Allow him to talk freely
- Teacher should not show any prejudice, emotional reaction or bias.

**Principles of individual conference:**

- Establishment of different purpose and specific issues to be covered
- Knowledge of the student
- Provide privacy
- Provide sufficient time
- Establish sufficient time
- Establish good rapport
- Good listening
- Positive listening
- Recording of data.

**Practical uses:**

- Diagnostic and remedial teaching in individual conference
- Supplemental teaching
- Discipline
- Clinical teaching:
  - The nursing care study
  - Diagnostic and remedial purposes
  - The nursing care plan
  - Preparation and orientation to new clinical areas
  - Evaluation

**Use of individual conference in nursing courses:**

- It can be used to clarify class material
- It helps in supplement instructions
- It can also help to explain answers to questions of individuals
- It can be used as a means of assisting the individual who is having difficulties in keeping up with the classroom situation.

Hence the individual conference can be a means of bringing unity to the entire nursing cause, by aiding the student in integrating her previous knowledge and experience in relation to the present learning experience.

b. **Group conference:** A conference is the act of consulting together, any coming together of two or more individuals in an formal meeting for the purpose of giving or exchanging ideas. It involves a two way flow of conversation.

**Purpose:**

- To set objectives and criteria for nursing care.
- To plan methods for improving care.
- To solve problems which interfere with nursing care.
- To evaluate results of efforts.

c. **Staff conference:**

- These type of conferences will be held in teaching institutions, e.g., faculty meeting in hospitals. For example, nursing superintendent will conduct conference to all nurses.
- The leader of the conference opens it by briefly stating purpose even though the staff should already know the problem or subjects to be discovered.

JAYPEE BROTHERS

- She starts the discussion by asking a carefully thought out question or making a statement, designed to bring out needs, suggestion or problems of various staff members.
- The leader should accept each persons' suggestions as worthy of consideration make a note on the blackboard on small pad.
- Each member should encourage to express their thoughts.
- The leader then summarize the suggestions. A group discussion is usually in order.
- Finally the leader ends the conference by stating the next steps and delegating any responsibility that may be entailed.

d. **Nursing care conference:** Nursing care conference is a method of teaching which provides an opportunity for an informal discussion of a problem and free exchange of knowledge and experience about the common interest and it consist of a group discussion using problem solving techniques and nursing process.

- A nursing conference is designed around a consultation visit of a clinical nurse specialist
- In nursing care conference, the focus is on assessing the nursing problem assessing at a possible solutions, helping staff to examine a patients.

**Planning and preparation:**

- The organizer should prepare well in advance regarding particular conference.
- Before presenting, the student should gather all the data regarding the patient, e.g., signs and symptoms, since how long the patient is sick, laboratory findings, etc.
- The conference should be planned in relation to the objective of the conference and it should be spontaneous in nature.
- The student should be given sample of opportunity to work in the ward for a good amount of time, before she is assigned to present in the conference.

**Techniques:**

- The nursing conference is used as a consultation tool to help in problem as a consultation tool to help in problem solving.
- The teacher must be flexible and she will help the student during discussion.
- The conference should involve all the student involve all the students in discussion. The teacher involves all the students by putting questions giving guidance and rechannelling.

**Phases:** It has got three phases:

1. **Opening phase:** Opening phase is the first 2 minute of the conference. The task here is to make a commitment to work as an problem relating to particular patient.
2. **Working phase:** The task here is to arrive at a consensus on problem identification and solution
3. **Closing phase:** Once the group has worked through problem solving and has decided on solutions, the next phase is closure. The task here is to delegate responsibility to one or more of the staff to act on the problem.

**Advantages:**

- It helps students to collect the information in creative way.
- It provide real practical learning environment to the students.
- It fortifies the thinking of students, thereby the creativity and judgment capacity will be increased.

JAYPEE BROTHERS

- It provides free opportunity to think.
- Each member will be actively participating in the conference.

**Disadvantages:**

- It will be of little use if the students do not accustom to such situation
- There are chances of using these conference hours for classroom teaching.

e. **Health team conference:**

**Definition:** Health team conference is a group of professional persons involved in accomplishing common goals for the purpose of interchange of ideas and solving problems which are centered around the client, provides a useful tool for building and maintaining mutual understanding through which it is possible to attain and maintain optimum, mental, physical and social health.In the hospital, physician will be the leader of the team and followed by various members:

- The client and his family
- The graduate staff nurse
- The social worker
- The nutritionist
- The occupational therapist
- The physiotherapist and other allied professional workers.

**Objectives of health team conference:** To assess the health needs of the client and to solve these needs through comprehensive approaches by the contributors of all the members of the team.

**Principles of the health team conference:**

- There must be an objective or purpose that is to be accomplished.
- Adequate preparation by the leader for all conference.
- Prior announcement of time, place, purpose, and duration of conferences to all concerned promotes assembly of a group well prepared and ready to focus attention on the purposes of the conferences.
- Obtaining the most recent data available prior to conference assures the leader that imparted information is pertinent and accurate.
- Interaction of conferences members on an equal basis encourages active participation and leads to usable solution to objective.
- Sharing of feelings through conferences unifies and integrates the membership and allow work to progress.
- Periodic review conferences held with the members of the team and provide a mechanism for the physician (leader) to validate medical care given and maintain quality control**.**

f. **Nursing team conference:** Team nursing as stated by Miss Dorathy funkbiner " the assignment method should be used which will make possible the best nursing care to the patient, provides the best experience to the staff members, giving them interest and challenge and that will keep the unit functioning smoothly and effectively."

**Advantages of nursing team conference:**

- It is planned for the daily continuity of nursing care that best meets the patient needs.
- As a teaching tool, nursing team conference offers valuable opportunities for learning.
- It gives an ability to observe report and analyse significant findings input to its greatest tests as students are confronted with their daily activities.

JAYPEE BROTHERS

d information on nursing books, visit our website www.jaypeebrothers.com, for detailed information on nursing books, visit our

# NURSING

## MSc Solved Question Papers for 1st Year (2019–2014)

***Salient Features***

- A lifelong companion for postgraduate (PG) nursing student
- Solved with practical approach aspects of answers
- Appropriate answer book
- Concise and compact textbook
- Comprehensive explanation with answers for all subjects questions
- Simple language and easy to understand
- Updated university question papers
- Completely examination-oriented text
- Helps students to perform in the examination confidently
- Guidelines for all patterns of question
- Student-oriented presentation

**Elakkuvana Bhaskara Raj D** MSN MPhil (Psy) PGDHM PGD (Biostat) PhD in Nursing (Pursuing) RN RP is Principal, Indira Gandhi School and College of Nursing, Amethi, Uttar Pradesh, India. He is a triple graduate, a double postgraduate, obtained MPhil degree in 2007. He is a PhD student under National Consortium in Nursing by Indian Nursing Council (INC). He is life member in various national professional organizations and alumnae associations. He has about 22 years of teaching experience in undergraduate (UG) and postgraduate (PG) nursing programs. He has published several articles in various national and state journals. He has participated and presented several research papers in various national and international workshop and conferences. He is actively associated in the field of Nursing Management, Psychiatric Nursing, Research and Biostatistics. He bagged many books to his credit, such as *Nursing Research and Biostatistics, Nursing Theories, Nursing Management Services and Education, Nursing Informatics, Nursing Education, Practical Book for PC BSc, BSc and GNM,* and *Solved Question Papers of GNM and PC BSc Nursing*.

*Printed in India*

**Available at all medical bookstores or buy online at www.jaypeebrothers.com**

**JAYPEE BROTHERS**
**Medical Publishers (P) Ltd.**
**EMCA House, 23/23-B, Ansari Road, Daryaganj, New Delhi - 110 002, INDIA**
**www.jaypeebrothers.com**

Join us on facebook.com/JaypeeMedicalPublishers

ISBN 978-93-90020-89-8

9 789390 020898