

Community Health Nursing – I

Placement : Second Year

Time : Theory – 90 hours

Practical – 135 hours

Course Description : This course is designed for students to appreciate the principles of promotion and maintenance of health

Unit	Time (Hrs)	Learning Objectives	Content and Teaching Learning Methods
I	2	<ul style="list-style-type: none"> Describe concept and dimensions of health 	<p>Introduction</p> <ul style="list-style-type: none"> Community health nursing Definition, concept and dimensions of health Promotion of health Maintenance of health <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> Lecture discussion
II	20	<ul style="list-style-type: none"> Describe determinants of health 	<p>Determinants of health</p> <ul style="list-style-type: none"> Eugenics Environment : <ul style="list-style-type: none"> Physical : Air, light, Ventilation, Water, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: infrastructure facilities and Linkages Acts regulating the environment: National Pollution control board Bacterial & viral: Agents, host carriers and immunity Arthropods and Rodents Food hygiene: Production, Preservation, Purchase, Preparation, Consumption Acts regulating food hygiene- Prevention of food adulteration act, drugs and cosmetic act Socio-cultural <ul style="list-style-type: none"> Customs, taboos Marriage system Family structure Status of special groups; Females, Children, Elderly, challenged groups and Sick persons Life Style Hygiene Physical activity <ul style="list-style-type: none"> Recreation and sleep Sexual life Spiritual life philosophy

			<ul style="list-style-type: none"> <input type="checkbox"/> Self reliance <input type="checkbox"/> Dietary pattern <input type="checkbox"/> Education <input type="checkbox"/> Occupation • Financial Management <input type="checkbox"/> Income <input type="checkbox"/> Budget <input type="checkbox"/> Purchasing power <input type="checkbox"/> Security <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs, Models, films, slides • Visits to water supply, sewage disposal, milk plants, slaughter house etc
III	10	<ul style="list-style-type: none"> • Describe concept, scope, uses methods and approaches of epidemiology 	<p>Epidemiology</p> <ul style="list-style-type: none"> • Definition, concept, aims, scope, uses and terminology used in epidemiology • Dynamics of disease transmission : epidemiological traid • Morbidity and mortality : measurements • Levels of prevention • Methods of epidemiology of <input type="checkbox"/> Descriptive <input type="checkbox"/> Analytical: Epidemic investigation <input type="checkbox"/> Experimental <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides
IV	25	<ul style="list-style-type: none"> • Describe Epidemiology and nursing management of common Communicable diseases 	<p>Epidemiology and nursing management of common Communicable Diseases</p> <ul style="list-style-type: none"> • Respiratory infections <input type="checkbox"/> Small Pox <input type="checkbox"/> Chicken Pox <input type="checkbox"/> Measles <input type="checkbox"/> Influenza <input type="checkbox"/> Rubella <input type="checkbox"/> ARI's & Pneumonia <input type="checkbox"/> Mumps <input type="checkbox"/> Diphtheria <input type="checkbox"/> Whooping cough <input type="checkbox"/> Meningococcal meningitis <input type="checkbox"/> Tuberculosis <input type="checkbox"/> SARS • Intestinal Infections <input type="checkbox"/> Poliomyelitis <input type="checkbox"/> Viral Hepatitis <input type="checkbox"/> Cholera

			<ul style="list-style-type: none"> <input type="checkbox"/> Diarrhoeal diseases <input type="checkbox"/> Typhoid Fever <input type="checkbox"/> Food poisoning <input type="checkbox"/> Amoebiasis <input type="checkbox"/> Hook worm infection <input type="checkbox"/> Ascariasis <input type="checkbox"/> Dracunculiasis • Arthropod infections <input type="checkbox"/> Dengue <input type="checkbox"/> Malaria <input type="checkbox"/> Filariasis • Zoonoses <p style="text-align: center;">Viral</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rabies <input type="checkbox"/> Yellow fever <input type="checkbox"/> Japanese encephalitis <input type="checkbox"/> Kyasnur Forest Disease • Bacterial <input type="checkbox"/> Brucellosis <input type="checkbox"/> Plague <input type="checkbox"/> Human Salmonellosis <input type="checkbox"/> Anthrax <input type="checkbox"/> Leptospirosis • Rickettsial diseases <input type="checkbox"/> Rickettsial Zoonoses <input type="checkbox"/> Scrub typhus <input type="checkbox"/> Murine typhus <input type="checkbox"/> Tick typhus <input type="checkbox"/> Q fever • Parasitic zoonoses <input type="checkbox"/> Taeniasis <input type="checkbox"/> Hydatid disease <input type="checkbox"/> Leishmaniasis • Surface infection <input type="checkbox"/> Trachoma <input type="checkbox"/> Tetanus <input type="checkbox"/> Leprosy <input type="checkbox"/> STD & RTI <input type="checkbox"/> Yaws <input type="checkbox"/> HIV/AIDS <p>Any other</p> <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Seminar • Supervised field practice - health centers, clinics and homes • Group projects/ Health education
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V	10	<ul style="list-style-type: none"> Describe Epidemiology and nursing management of common Non-communicable diseases 	<p>Epidemiology and nursing management of Non-communicable diseases</p> <ul style="list-style-type: none"> Malnutrition: under nutrition, over nutrition, nutritional deficiencies Anaemia Hypertension Stroke Rheumatic Heart Disease Coronary Heart Disease Cancer Diabetes mellitus Blindness Accidents Mental illness Obesity Iodine deficiency Fluorosis Epilepsy <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> Lecture discussion Explain using Charts, graphs Models, films, slides Seminar Supervised field practice - health centers, clinics and homes Group projects/ Health education
VI	6	<ul style="list-style-type: none"> Describe the concepts & scope of Demography Describe methods of data collection, analysis & interpretation of demographic data 	<p>Demography</p> <ul style="list-style-type: none"> Definition, concept and scope Methods of collection, analysis & interpretation of demographic data Demographic rates and ratios <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> Lecture discussion Community identification survey Assessment of survey report
VII	17	<ul style="list-style-type: none"> Identify the impact of population explosion in India Describe methods of population control 	<p>Population and its control</p> <ul style="list-style-type: none"> Population explosion and its impact on social, economic development of individual, society and country Population control : <ul style="list-style-type: none"> Overall development: Women empowerment, social, economic and educational development Limiting family size : <ul style="list-style-type: none"> Promotion of small family norm

			<ul style="list-style-type: none">❑ Methods : spacing (natural, biological, chemical, mechanical methods etc)❑ Terminal : surgical methods❑ Emergency contraception <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none">● Lecture discussion● Population survey● Counseling● Demonstration● Practice session● Supervised field practice● Assessment of survey report
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Community Health Nursing I – Practical

Placement : Second Year

Time : Practical – 135 hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment methods
Community health nursing	2 wks urban and 2 wks rural	<ul style="list-style-type: none"> • Build and Maintain rapport • Identify demogra-phic characteristics, health deter - minants & community health resources • Diagnose health needs of individual and families • Provide primary care in health centre • Counsel & educate individual, family & community 	<ul style="list-style-type: none"> • Use techniques of inter-personal relationship • Identification of health determinants of community • History taking • Physical examination • Collect specimens- sputum, malaria smear • Perform simple lab tests at centre - blood for Haemoglobin and sugar, urine for albumin and sugar • Administer vaccines and medications to adults • Counsel and teach individual, family and community □ Nutrition □ Hygiene □ Self health monitoring □ Seeking health services □ Healthy life style □ Family welfare methods □ Health promotion 	<ul style="list-style-type: none"> • To work with 2 assigned families each in urban & rural • Family study –1 • Observation report of comm-unity – 1 • Health talks 2 (1 in urban & in rural) 	<ul style="list-style-type: none"> • Assess clinical per- formance with rating scale • Assess each skill with checklist • Evaluation of family study, observation report and health talk • Completion of activity record