

## COMMUNITY HEALTH NURSING-I

### Including Environmental science and Epidemiology

**Placement: V semester**

**THEORY:** 5 Credits (100 hours) includes Lab hours also

**PRACTICUM:** Clinical: 2 Credits (160 hours)

**DESCRIPTION:** This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.

**COMPETENCIES:** On completion of the course, the students will be able to

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings
10. Describe community health nursing approaches and concepts
11. Describe the role and responsibilities of community health nursing personnel
12. Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings
13. Make effective home visits applying principles and methods used for home visiting
14. Use epidemiological approach in community diagnosis
15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non- communicable diseases
16. Investigate an epidemic of communicable diseases
17. Assess, diagnose, manage and refer clients for various communicable and non- communicable diseases appropriately at the primary health care level

18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

## COURSE OUTLINE

### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	<p>Define public health, community health and community health nursing</p> <p>Explain the evolution of public health in India and scope of community health nursing</p> <p>Explain various concepts of health and disease, dimensions and determinants of health</p> <p>Explain the natural history of disease and levels of prevention</p> <p>Discuss the health</p>	<p><b>Concepts of Community Health and Community Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition of public health, community health and community health nursing</li> <li>• Public health in India and its evolution and Scope of community health nursing</li> <li>• <i>Review:</i> Concepts of Health &amp; Illness/ disease: Definition, dimensions and determinants of health and disease</li> <li>• Natural history of disease</li> <li>• Levels of prevention: Primary, Secondary &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using chart, graphs</li> <li>• Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community)</li> <li>• Explain using examples</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Survey report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		problems of India	tertiary prevention – Review <ul style="list-style-type: none"> <li>• Health problems (Profile) of India</li> </ul>		
<b>II</b>	8 (T)	Describe health planning and its steps, and various health plans, and committees  Discuss health care delivery system in India at various levels  Describe SDGs, primary health care and comprehensive primary health care (CPHC)  Explain health care policies and regulations in India	<b>Health Care Planning and Organization of Health Care at various levels</b> <ul style="list-style-type: none"> <li>• Health planning steps</li> <li>• Health planning in India: various committees and commissions on health and family welfare and Five Year plans</li> <li>• Participation of community and stakeholders in health planning</li> <li>• Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level</li> <li>• Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles</li> <li>• CPHC through SC/Health Wellness Center (HWC)</li> <li>• Role of MLHP/CHP</li> <li>• National Health Care Policies and Regulations               <ul style="list-style-type: none"> <li>○ National Health Policy (1983, 2002, 2017)</li> <li>○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM</li> <li>○ National Health Protection Mission (NHPM)</li> <li>○ Ayushman Bharat</li> <li>○ Universal Health Coverage</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC)</li> <li>• Directed reading</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of Field visit reports &amp; presentation</li> </ul>
<b>III</b>	15 (T)	Identify the role of an individual in the	<b>Environmental Science, Environmental Health, and</b>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>conservation of natural resources</p> <p>Describe ecosystem, its structure, types and functions</p> <p>Explain the classification, value and threats to biodiversity</p> <p>Enumerate the causes, effects and control measures of environmental pollution</p> <p>Discuss about climate change, global warming, acid rain, and ozone layer depletion</p> <p>Enumerate the role of an individual in creating awareness about the social issues related to environment</p>	<p><b>Sanitation</b></p> <ul style="list-style-type: none"> <li>• <i>Natural resources:</i> Renewable and non- renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources</li> <li>• Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles</li> <li>• <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types &amp; Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem</li> <li>• <i>Biodiversity:</i> Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity</li> <li>• <i>Environmental pollution:</i> Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards &amp; their impact on health</li> <li>• <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation &amp; its impact on health</li> <li>• <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics</li> <li>• Acts related to environmental protection and preservation</li> </ul> <p><b>Environmental Health &amp;</b></p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Debates on environmental protection and preservation</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Directed reading</li> <li>• Visits to water supply &amp; purification sites</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Field visit reports</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>List the Acts related to environmental protection and preservation</p> <p>Describe the concept of environmental health and sanitation</p> <p>Describe water conservation, rain water harvesting and water shed management</p> <p>Explain waste management</p>	<p><b>Sanitation</b></p> <ul style="list-style-type: none"> <li>• Concept of environment health and sanitation</li> <li>• Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water</li> <li>• Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water</li> <li>• Concepts of water conservation: rain water harvesting and water shed management</li> <li>• Concept of Pollution prevention</li> <li>• Air &amp; noise pollution</li> <li>• Role of nurse in prevention of pollution</li> <li>• Solid waste management, human excreta disposal &amp; management and sewage disposal and management</li> <li>• Commonly used insecticides and pesticides</li> </ul>	<ul style="list-style-type: none"> <li>• Observe rain water harvesting plants</li> <li>• Visit to sewage disposal and treatment sites, and waste disposal sites</li> </ul>	
IV	7 (T)	<p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all</p>	<p><b>Nutrition Assessment and Nutrition Education</b></p> <ul style="list-style-type: none"> <li>• <i>Review of Nutrition</i> <ul style="list-style-type: none"> <li>◦ Concepts, types</li> <li>◦ Meal planning: aims, steps &amp; diet plan for different age groups</li> <li>◦ Nutrition assessment of individuals, families and community by using appropriate methods</li> </ul> </li> <li>• Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Market visit</li> <li>• Nutritional assessment for different age groups</li> </ul>	<ul style="list-style-type: none"> <li>• Performance assessment of nutrition assessment for different age groups</li> <li>• Evaluation on nutritional assessment reports</li> </ul>

	age groups including therapeutic diet	<ul style="list-style-type: none"> <li>• General nutritional advice</li> <li>• Nutrition education: purpose, principles &amp; methods and Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>
	Provide nutrition counseling and education to all age groups and describe			

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the national nutrition programs and  Identify early the food borne diseases, and perform initial management and referral appropriately	<ul style="list-style-type: none"> <li>• <i>Review:</i> Nutritional deficiency disorders</li> <li>• National nutritional policy &amp; programs in India</li> </ul> <p><b>Food Borne Diseases and Food Safety</b></p> <p><b>Food borne diseases</b></p> <ul style="list-style-type: none"> <li>• Definition, &amp; burden, Causes and classification</li> <li>• Signs &amp; Symptoms</li> <li>• Transmission of food borne pathogens &amp; toxins</li> <li>• Early identification, initial management and referral</li> </ul> <p><b>Food poisoning &amp; food intoxication</b></p> <ul style="list-style-type: none"> <li>• Epidemiological features/clinical characteristics, Types of food poisoning</li> <li>• Food intoxication-features, preventive &amp; control measures</li> <li>• Public health response to food borne diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visits to milk purification plants, slaughterhouse</li> <li>• Refer Nutrition module-BPCCHN Block 2-unit I &amp; UNIT 5</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> </ul>
V	6 (T)	Describe behaviour change communication skills	<p><b>Communication management and Health Education</b></p> <ul style="list-style-type: none"> <li>• Behaviour change communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play</li> <li>• Demonstration: BCC skills</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> </ul>

		Counsel and provide health education to individuals, families and community for promotion of healthy life style practices	<ul style="list-style-type: none"> <li>○ communication</li> <li>○ Human behaviour</li> <li>○ Health belief model: concepts &amp; definition, ways to influence behaviour</li> <li>○ Steps of behaviour change</li> <li>○ Techniques of behaviour change: Guiding principles in planning BCC activity</li> <li>○ Steps of BCC</li> <li>○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients</li> <li>○ Barriers to effective</li> </ul>	<ul style="list-style-type: none"> <li>• Supervised field practice</li> <li>• Refer: BCC/SBCC module (MoHFW &amp; USAID)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance evaluation of health</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		using appropriate methods and media	<p>communication, and methods to overcome them</p> <ul style="list-style-type: none"> <li>• Health promotion and Health education: methods/techniques, and audio-visual aids</li> </ul>		education sessions to individuals and families

VI	7 (T)	<p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p>	<p><b>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</b></p> <ul style="list-style-type: none"> <li>• <i>Approaches:</i> <ul style="list-style-type: none"> <li>○ Nursing process</li> <li>○ Epidemiological approach</li> <li>○ Problem solving approach</li> <li>○ Evidence based approach</li> <li>○ Empowering people to care for themselves</li> </ul> </li> <li>• <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC)</li> </ul> <p><b>Home Visits:</b></p> <ul style="list-style-type: none"> <li>• Concept, Principles, Process, &amp; Techniques: Bag technique</li> <li>• Qualities of Community Health Nurse</li> <li>• Roles and responsibilities of community health nursing personnel in family health services</li> <li>• <i>Review:</i> Principles &amp; techniques of counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role plays</li> </ul> <p>• Supervised field practice</p>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essays</li> </ul> <p>• Assessment of supervised field practice</p>
VII	10 (T)	<p>Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health</p>	<p><b>Assisting individuals and families to promote and maintain their health</b></p> <p>A. <i>Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> <li>• Assessment of children, women, adolescents, elderly etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of clinical performance in the field practice area</li> </ul>



			<ul style="list-style-type: none"> <li>• Children: Monitoring growth and development, milestones</li> <li>• Anthropometric measurements, BMI</li> <li>• Social development</li> <li>• Temperature and Blood pressure monitoring</li> <li>• Menstrual cycle</li> <li>• Breast self-examination (BSE) and testicles self-examination (TSE)</li> <li>• Warning Signs of various diseases</li> <li>• Tests: Urine for sugar and albumin, blood sugar, Hemoglobin</li> </ul> <p><i>B. Provision of health services/primary health care:</i></p> <ul style="list-style-type: none"> <li>• Routine check-up, Immunization, counseling, and diagnosis</li> <li>• Management of common diseases at home and health centre level <ul style="list-style-type: none"> <li>○ Care based on standing orders/protocols approved by MoH&amp;FW</li> <li>○ Drugs dispensing and injections at health centre</li> </ul> </li> </ul> <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></p> <p><i>D. Carry out</i></p>		<ul style="list-style-type: none"> <li>• Assessment of procedural skills in lab procedures</li> </ul>
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			<p>Develop skill in maintenance of records and reports</p>	<p><i>therapeutic procedures</i> as prescribed/required for client and family</p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> <li>• Maintenance of client records</li> <li>• Maintenance of health records at the facility level</li> <li>• Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Document and maintain:</li> <li>• Individual records</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of records and reports</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p>	<p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> <li>• Women empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female foeticide</li> <li>• Commercial sex workers</li> <li>• Substance abuse</li> </ul> <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> <li>• Trauma services</li> <li>• Old age homes</li> <li>• Orphanages</li> <li>• Homes for physically challenged individuals</li> <li>• Homes for destitute</li> <li>• Palliative care centres</li> <li>• Hospice care centres</li> <li>• Assisted living facility</li> </ul>	<ul style="list-style-type: none"> <li>• Family records</li> <li>• Health center records</li> </ul> <ul style="list-style-type: none"> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of field visit reports</li> </ul>

VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	<p><b>Introduction to Epidemiology – Epidemiological Approaches and Processes</b></p> <ul style="list-style-type: none"> <li>• Epidemiology: Concept and Definition</li> <li>• Distribution and frequency of disease</li> <li>• Aims &amp; uses of epidemiology</li> <li>• Epidemiological models of causation of disease</li> <li>• Concepts of disease transmission</li> <li>• Modes of transmission: Direct, Indirect and chain of infection</li> <li>• Time trends or fluctuations in disease occurrence</li> <li>• Epidemiological approaches: Descriptive, analytical and experimental</li> <li>• Principles of control measures/levels of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Field visits: communicable disease hospital &amp; Entomology office</li> </ul> <ul style="list-style-type: none"> <li>• Investigation of an epidemic of</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Report on visit to communicable disease hospital</li> <li>• Report on visit to entomology office</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Investigate an epidemic of communicable disease	<p>prevention of disease</p> <ul style="list-style-type: none"> <li>Investigation of an epidemic of communicable disease</li> <li>Use of basic epidemiological tools to make community diagnosis for effective planning and intervention</li> </ul>	communicable disease	<ul style="list-style-type: none"> <li>Report and presentation on investigating an epidemic of communicable disease</li> </ul>
<b>IX</b>	15 (T)	<p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p>	<p><b>Communicable Diseases and National Health Programs</b></p> <p>1. <i>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</i></p> <ul style="list-style-type: none"> <li>Epidemiology of the following vector born diseases</li> <li>Prevention &amp; control measures</li> <li>Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>Malaria</li> <li>Filaria</li> <li>Kala-azar</li> <li>Japanese encephalitis</li> <li>Dengue</li> <li>Chickungunya</li> </ul> </li> </ul> <p>2. <i>Communicable diseases: Infectious diseases (Every</i></p>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion,</li> <li>Demonstration</li> <li>Role play</li> <li>Suggested field visits</li> <li>Field practice</li> <li>Assessment of clients with communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Field visit reports</li> <li>Assessment of family case study</li> <li>OSCE assessment</li> <li>Short answer</li> <li>Essay</li> </ul>

			<p><i>disease will be dealt under the following headlines)</i></p> <ul style="list-style-type: none"> <li>• Epidemiology of the following infectious diseases</li> <li>• Prevention &amp; Control measures</li> <li>• Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>○ Leprosy</li> <li>○ Tuberculosis</li> <li>○ Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis</li> </ul> </li> </ul>		
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<b>Unit</b>	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>	<b>Assessment Methods</b>
			<p>and measles</p> <ul style="list-style-type: none"> <li>○ Enteric fever</li> <li>○ Viral hepatitis</li> <li>○ HIV/AIDS/RTI infections</li> <li>○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)</li> <li>○ Diarrhoea</li> <li>○ Respiratory tract infections</li> <li>○ COVID-19</li> <li>○ Helminthic – soil &amp; food transmitted and parasitic infections – Scabies and pediculosis</li> </ul> <p><b>3. Communicable diseases:</b> <i>Zoonotic diseases</i></p>		

		<p>Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs</p>	<ul style="list-style-type: none"> <li>• Epidemiology of Zoonotic diseases</li> <li>• Prevention &amp; control measures</li> <li>• Screening and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> <li>◦ Rabies: Identify, suspect, primary management and referral to a health facility</li> </ul> </li> <li>• Role of a nurses in control of communicable diseases</li> </ul> <p><b>National Health Programs</b></p> <ol style="list-style-type: none"> <li>1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)</li> <li>2. National Leprosy Eradication Program (NLEP)</li> <li>3. Revised National Tuberculosis Control Program (RNTCP)</li> <li>4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory</li> </ol>		
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	<b>Time (Hrs)</b>	<b>Learning Outcomes</b>	<b>Content</b>	<b>Teaching/Learning Activities</b>	<b>Assessment Methods</b>
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		



X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	<p><b>Non-Communicable Diseases and National Health Program (NCD)</b></p> <ul style="list-style-type: none"> <li>• National response to NCDs (Every disease will be dealt under the following headlines)</li> <li>• Epidemiology of specific diseases</li> <li>• Prevention and control measures</li> <li>• Screening, diagnosing/ identification and primary management, referral and follow up care</li> </ul> <p><b>NCD-1</b></p> <ul style="list-style-type: none"> <li>○ Diabetes Mellitus</li> <li>○ Hypertension</li> <li>○ Cardiovascular diseases</li> <li>○ Stroke &amp; Obesity</li> <li>○ <b>Blindness:</b> Categories of visual impairment and national program for control of blindness</li> <li>○ <b>Deafness:</b> national program for prevention and control of deafness</li> <li>○ <b>Thyroid diseases</b></li> <li>○ <b>Injury and accidents:</b> Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways</li> </ul> <p><b>NCD-2 Cancers</b></p> <ul style="list-style-type: none"> <li>○ Cervical Cancer</li> <li>○ Breast Cancer</li> <li>○ Oral cancer</li> <li>○ Epidemiology of specific cancers, Risk factors/</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> <li>• Assessment of clients with non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Field visit reports</li> <li>• Assessment of family case study</li> <li>• OSCE assessment</li> <li>• Short answer</li> <li>• Essay</li> </ul>
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Unit t e (Hrs )	Time	Learning Outcomes	Content	Teaching/Learning Activities	Assessme nt Methods
			<p>Causes, Prevention, Screening, diagnosis – signs, Signs &amp; symptoms, and early management &amp; referral</p> <ul style="list-style-type: none"> <li>○ Palliative care</li> <li>○ Role of a nurse in non-communicable disease control program</li> </ul> <p><b>National Health Programs</b></p> <ul style="list-style-type: none"> <li>• National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)</li> <li>• National program for control of blindness</li> <li>• National program for prevention and control of deafness</li> <li>• National tobacco control program</li> <li>• <b>Standard treatment protocols used in National Health Programs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Participatio n in national health programs</li> </ul>	

XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	<b>School Health Services</b> <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Health problems of school children</li> <li>• Components of school health services</li> <li>• Maintenance of school health records</li> <li>• Initiation and planning of school health services</li> <li>• Role of a school health nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play</li> <li>• Suggested field visits</li> <li>• Field practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Evaluation of health counseling to school children</li> <li>• Screen, diagnose, manage and refer school children</li> <li>• OSCE assessment</li> </ul>
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**Note:** Lab hours less than 1 Credit is not specified separately.

## CLINICAL PRACTICUM

**CLINICAL: 2 Credits (160 hours)**

**CLINICAL POSTINGS: (4 weeks X 40 hours per week)**

<b>Clinical Area/Unit</b>	<b>Duration (Weeks)</b>	<b>Learning Outcomes</b>	<b>Procedural Competencies/ Clinical Skills</b>	<b>Clinical Requirements</b>	<b>Assessment Methods</b>
Urban	2 weeks	<p>Build and maintain rapport</p> <p>Investigate epidemic of communicable disease</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols</p> <p>Participate in implementation of national health programs</p> <p>Participate in school health program</p>	<p>Interviewing skills using communication and</p> <ul style="list-style-type: none"> <li>• Investigating an epidemic – Community health survey</li> <li>• Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs</li> <li>• Conduct home visit</li> <li>• Participation in implementation of national health programs</li> <li>• Participation in school health program</li> </ul>	<p>Community needs assessment/survey</p> <p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> <li>• Communicable disease – 1</li> <li>• Non-communicable diseases – 1</li> <li>• Home visits – 2</li> <li>• Participation in any two national health programs</li> <li>• Participation in school health program – 1</li> </ul>	<p>Evaluation of survey report and records</p> <ul style="list-style-type: none"> <li>• Clinical performance assessment</li> <li>• OSCE</li> <li>• Final clinical examination</li> <li>• Evaluation of home visit</li> </ul>

