

Subject No.2
CLINICAL SPECIALITY -II
COMMUNITY HEALTH NURSING

Total Hours: 1110 Theory Hours: 150 Clinical Hours: 960

AIM:

The course is designed to assist students in developing expertise and in depth understanding in the field of community health nursing. It will help students to develop advance skills for nursing interventions in various aspects of community care settings. It will enable the students to function as community health nurse fractioned /specialist. It will further enable the students to function educator, managers and researcher in the field of community health nursing.

OBJECTIVES:

At the end of the course the students are able to:

- Appreciate trends and issues related to community health nursing- reproductive and child health, school health, occupational health, international health, rehabilitation, geriatric and mental health.
- Apply epidemiological concept and principles in community nursing practice.
- Perform community health assessment and plan health programmers.
- Describe various components of reproductive and child health programme.
- Demonstrate leadership abilities in organizing community health nursing services by using inter sectoral approach.
- Describe the role and responsibilities of community health nurse in various national health and family welfare programmers'.
- Participate in the implementation of various national health and family welfare programme.
- Demonstrate competencies in providing family centered nursing care independently.
- Participate /conduct research for new insights and innovative solutions to health problems.
- Teach and supervise nurses and allied health workers.
- Design a layout of sub center/primary health center/community health center and develop standards for community health nursing practice.

COURSE CONTENTS:

Unit I -Epidemiology:

- Introduction – Concepts, scope, definition, trends, History and development of modern epidemiology, Contribution of epidemiology, Implications, Epidemiological methods, Measurement of health and disease.
- Health policies. Epidemiological approaches: Study of disease causatives, health promotion, Levels of prevention. Epidemiology of communicable diseases and non-communicable diseases. Emerging and reemerging disease epidemics. National Integrated disease Surveillance Programme. Health information system. Epidemiology study and reports. Role of community health nurse.

Unit II -National Health and Family welfare programmers:

- Objectives, Organization/manpower/resources, Activities, goals, Intersectoral approach, item/purpose, role and responsibilities of community health nurse:
- National Vector Borne Disease Control Programme, National Filaria control programme .National Leprosy eradication programme, Revised National TB control programme, National programme for control of Blindness, National Iodine Deficiency control programme, National Mental Health Programme, National AIDS control programme, National Cancer control programme.
- NRHM. Health Schemes: ESI, CGHS, Health Insurance.

Unit III -School Health:

- Introduction: Definition, concepts and objectives Health assessment, screening, identification, referral and follow up. Safe environment. Services, programmers' and plans – first aid, treatment of minor ailments. Intersectoral coordination. Adolescent health. Disaster: Preparedness and management. School health records: maintenance and its importance. Role and responsibilities of community health nurse.

Unit IV -International Health:

- Global burden of disease. Global health rules and halt disease spread. Global health priorities and programmers. International quarantine, Health tourism, International cooperation and assistance. International travel and trade. Health and food legislation,

laws, adulteration of food. Disaster management. Migration. International Health agencies: World Health Assembly. International health issues and problems. International nursing practice standards. International health vis a vis national health. International health days and their significance.

Unit V -Education and Administration:

- Quality assurance. Standards, protocols, Policies and procedures. Infection control: standard safety measures. Nursing audit. Design of sub centre, primary health centre and community health centre. Staffing, supervision and monitoring performance. Budgeting. Material Management. Role and responsibilities of different categories of personnel in community health. Referral chain, community outreach services. Transportation. Public relations.

Unit VI –Geriatric Nursing:

- Concepts, trends, problems and issues. Aging process and changes. Theories of aging. Health problems and needs. Psycho- physical stressors and disorders. Myths and facts of aging. Health Assessment. Rehabilitation of elderly. Care of elderly. Elderly abuse. Training and supervision of care givers. Government welfare measures- programmers' for elderly and role of NGOs. Role and responsibilities of Geriatric nurse in the community.

Unit VII -Rehabilitation:

- Introduction: Concept, principles, trends and issues. Rehabilitation team, Modes and methods, Community based rehabilitation. Ethical issues. Rehabilitation council of India. Disability and rehabilitation – Use of various prosthetic devices. Psychological rehabilitation, Rehabilitation of client with chronic disease conditions. Restorative rehabilitation, Vocational rehabilitation. Role of voluntary organizations. Guidance and counseling, Welfare measures. Role and responsibilities of community health nurse.

Unit VIII -Community Mental Health:

- Magnitude, trends and issues. National Mental Health Program- Community Mental Health Programme. The changing focus of care. The Public Health model. Case

management: Collaborative management. Crisis intervention. Welfare agencies. The community as a client: Primary prevention, Population at risk, Secondary prevention, Tertiary prevention. Community based rehabilitation. Human rights of mentally ill. Role of community health nurse.

Unit IX -Occupational Health:

- Introduction: Trends, issues, definition, aims, objectives, workplace safety. Ergonomics and ergonomic solutions. Occupational environment – Physical, social, decision making, critical thinking. Occupational hazards for different categories of people- physical, chemical, biological, mechanical, accidents. Occupational diseases and disorders. Measures for health promotion of workers: prevention of occupational diseases, disability limitation and rehabilitation. Women and occupational health. Occupational education and counseling. Violence at work place. Child labour. Disaster preparedness and management. Legal issues: Legislation, Labour Unions, ILO and WHO recommendations, Factories Act, ESIS Act. Role of community health nurse and occupational health team.

COMMUNITY HEALTH NURSING

<i>Unit No. & Hrs.</i>	<i>Objectives</i>	<i>Contents</i>
		<i>Must know</i>
<p>I (20 Hrs.)</p>	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and discuss the concept, principles and importance of epidemiology in community health nursing.</p> <p>Skill: Use the knowledge of epidemiology in the practice of community health nursing.</p> <p>Attitude: Apply the principles of epidemiology in establishing relationship between disease causation and disease prevalence and Contribute in control of epidemics and improving the health of the given community.</p>	<p>Epidemiology: Introduction:</p> <ul style="list-style-type: none"> • Introduction – Concepts, scope, definition, trends, History and development of modern epidemiology. Contribution of epidemiology. Implications. • Epidemiological methods. • Measurement of health and disease. • Health policies. • Epidemiological approaches: Study of disease causatives, health promotion, Levels of prevention. • Epidemiology of communicable diseases and non communicable diseases. • Emerging and re emerging disease epidemics.(3 Hrs) • National Integrated disease Surveillance Programme.(2 Hrs), • Health information system. • Epidemiology study and reports. • Role of community health nurse.(15 Hrs)
Unit: I Epidemiology		

<i>Course outcome</i>	<i>Program outcome</i>						
	<i>Clinician/Nurse educator</i>	<i>Professional</i>	<i>Communicator</i>	<i>Leader and member of the health care team and system</i>	<i>Lifelong learner</i>	<i>Critical thinker</i>	<i>Researcher</i>
	<i>P01</i>	<i>P02</i>	<i>P03</i>	<i>P04</i>	<i>P05</i>	<i>P06</i>	<i>P07</i>
CO1: Understand historical development and scope of epidemiology.	3	3	1	2	2	3	3
CO2: Identify the use of epidemiology and explain types of epidemiology.	3	3	3	3	3	3	3
CO3: Recognize the objective of epidemiology and basic components of epidemiology.	3	3	3	3	3	3	3
CO4: Explain the principles of epidemiology and types of epidemiology	3	3	3	3	3	3	3
CO4: Describe the epidemiological transition model and enumerate kinds of time fluctuations in disease occurrence.	3	3	2	2	2	2	3
CO5: Describe disease load in terms of prevalence and incidence.	3	3	3	2	3	3	3
CO6: Explain the epidemiological methods.	3	3	3	3	3	3	3
CO7: Explain the Health information system	3	3	3	3	3	3	3
CO8: Describe National Integrated disease Surveillance Programme	3	3	2	2	3	3	3

Unit No. & Hrs.	Objectives	Contents						
		Must know 60%			Desirable to know 30%	Nice to know 10%		
II (40 Hrs)	<p>Knowledge: Illustrate the objectives of National Health Programme and discuss the activities undertaken in implementation of each national Health Programme.</p> <p>Skill: Understand and incorporate provisions made for each national Health Programme in the field of community health nursing practice.</p> <p>Attitude: Appreciate the importance of inter sectoral approach in achieving the goals and targets.</p>	<p>National Health and Family welfare programmers:</p> <ul style="list-style-type: none"> • Objectives, Organization/manpower/ resources, Activities, goals, Inter sectoral approach, item/purpose, role and responsibilities of community health nurse: • National Vector Borne Disease Control Programme. • National Filaria control programme. • National Leprosy eradication programme. • Revised National TB control programme. • National programme for control of Blindness. • National Iodine Deficiency control programme. • National Mental Health Programme. • National AIDS control programme. • National Cancer control programme. NRHM • RCH I and II (30 Hrs) • Non- communicable diseases programmes .(5 Hrs) • NRHM • Health Schemes: ESI, CGHS, Health Insurance.(5 Hrs) 						
Unit:11								
National Health and Family welfare programmers:								
Course outcome		Program outcome						
		Clinician/Nurse educator	Professional	Communicator	Leader and member	Lifelong learner	Critical thinker	Researcher

				of the health care team and system			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Student should be able to-							
1) CO-1 : Define health and explain objectives of community health nursing.	3	3	3	2	2	2	2
CO-2: . Describe components District Mental Health Programme	2	2	2	3	3	2	3
CO-3: Describe the aims of Mental Health Services.	3	3	3	2	2	2	2
CO-4. Explain the objective of National Program for control of blindness and infrastructure development.	3	3	3	2	2	2	2
CO-5: . Enlist the objectives iodine deficiency disorder programme and explain the component. .	3	3	3	2	2	2	2
CO-6: Determine the goals to be achieved by NRHM at national & community level.	3	3	3	2	2	2	2
CO-7: Explain the scope of Employees state insurance act. .	3	3	3	2	2	2	2

CO-8 List the aims of NRHM, and describe the plan of action to strengthen infrastructure	3	3	3	2	2	2	2
CO-9 List the objective of family planning explain scope of family planning services CO-1o. Describe the attributable factors of the HIV spread.	3	3	3	2	2	2	2
CO-11 Explain the aim and objective of RCH Phase-I and RCH Phase-II	3	3	3	2	2	2	2
CO-12: . Describe the Components of RCH programme	3	3	3	2	2	2	2
CO-13 Define RCH and explain Special Schemes in the RCH Programme	3	3	3	2	2	2	2
CO- 14 Determine the training under RCH Programme	3	3	3	2	2	2	2
CO-15: Explain the objectives and strategies of STDs	3	3	3	2	2	2	2

CO-16 Explain STDs. control program		3	3	3	2	2	2	2
CO-17 Explain the components of the Central Government Health Scheme		3	3	3	2	2	2	2
III (15 Hrs	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain the concept and objectives of school health programme.</p> <p>Skill: Work as effective member of school health team, teach nursing students to work as member of school health team.</p> <p>Attitude: Recognize the importance of school health services and motivate children to develop health habits. Encourage teachers and parents to cooperate and contribute in school health services.</p>	<p>School Health:</p> <ul style="list-style-type: none"> • Introduction: Definition, Concepts and objectives. • Health assessment, screening, identification, referral and follow up. • Safe environment. • Services, programmers' and plans – first aid, treatment of minor ailments. • Inter-sectoral coordination. • Adolescent health. (10 Hr) • Disaster: Preparedness and management. • Guidance and Counseling. • School health records: maintenance and its importance. • Role and responsibilities of community health nurse. (5 Hrs) 						
III- School Health:								

<i>Course outcome</i>	<i>Program outcome</i>						
	<i>Clinician/Nurse educator</i>	<i>Professional</i>	<i>Communicator</i>	<i>Leader and member of the health care team and system</i>	<i>Lifelong learner</i>	<i>Critical thinker</i>	<i>Researcher</i>
CO1: Definition, Concepts and objectives school health.	3	3	1	2	2	3	3
CO2: Enumerate the aims of school health services. And the need of school health services.	3	3	3	3	3	3	3
CO3: Define school health service, identify the health problems among school children, and school health team.	3	3	3	3	3	3	3
CO4: Describe School health records and maintenance and its importance.	3	3	3	3	3	3	3
CO5: Enumerate the Role and responsibilities of community health nurse.	3	3	2	2	2	2	3
CO6: Describe the Intersectoral coordination.	3	3	3	2	3	3	3
CO7: Illustrate the common health problems among school children	3	3	3	3	3	3	3
CO8: Explain the components of school health	3	3	3	3	3	3	3
CO9: -Describe principal of school health	3	3	2	2	3	3	3

<p>IV (15 Hrs)</p>	<p>At the end of unit students are able to:</p> <p>Knowledge: Know global health priorities, health related issues and problems.</p> <p>Elaborate international nursing practice standards.</p> <p>Skill: Educate others and Participate as a member of disaster management team following international nursing practice standards.</p> <p>Attitude: Appreciate the importance of health related rules and regulations and promote health tourism in the institution</p>	<p>International Health:</p> <ul style="list-style-type: none"> • Global burden of disease. • Global health rules and halt disease spread. • Global health priorities and programmers. • International quarantine. • Health tourism. • International cooperation and assistance. • International travel and trade (5 Hrs) • Health and food legislation, laws, adulteration of food. (1Hrs) • Disaster management. • Migration. (1 Hr) • International Health agencies: World Health organizations, World Health Assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID, AusAID etc. (3 Hrs) • International health issues and problams • International nursing practice standards. • International health vis a vis national health. • International health days and their significance. (5 Hrs) 						
<p>IV--International Health:</p>								
<p>Course outcome</p>	<p>Program outcome</p>							
	<p>Clinician/Nurse educator</p>	<p>Professional</p>	<p>Communicator</p>	<p>Leader and member of the</p>	<p>Lifelong learner</p>	<p>Critical thinker</p>	<p>Researcher</p>	

				health care team and system			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Student should be able to- CO-1: . Define disaster, explain the types of disaster and describe the management of disaster	3	3	3	2	2	2	2
CO-2: Enlist the strategy of United Nations International Children’s Fund, explain the function of UNICEF AND describe the food and agriculture organization	2	2	2	3	3	2	3
CO-3: Enlist the objective of world health organization, explain the function and describe specific global targets of WHO	3	3	3	2	2	2	2
CO-4: Define Food Adulteration Vs Food Additives ,explain Food Adulteration - Contro Approach and health hazards of food adulteration	3	3	3	2	2	2	2

CO-5: Define Healthcare tourism enlist reasons for the medical tourism and describes the medical tourism in india: prospects and problems	3	3	3	2	2	2	2
CO-6: Enlist the goals of the the united nations population fund, explain the links to the health workforce crisis and describe the main activities united nations population fund	3	3	3	2	2	2	2
V (15 Hrs.)	<p>At the end of unit students are able to:</p> <p>Knowledge: Discuss the institutional, national and international standards, policies, protocols and procedures.</p> <p>Skill: Strive for improving quality of health services and does the critical evaluation of quality of rendered health services.</p> <p>Attitude: Emphasize quality and standards in nursing practice.</p>						
<p>Education and Administration:</p> <ul style="list-style-type: none"> • Quality assurance. • Standards, protocols, Policies and procedures. • Infection control: standard safety measures. • Nursing audit. (5 Hrs) • Design of sub centre, primary health centre and community health centre.(2 Hrs) • Staffing, supervision and monitoring performance appraisal. • Budgeting. • Material Management • Role and responsibilities of different categories of personnel in community health. (5 Hrs) • Referral chain, community outreach services. • Transportation. • Public relations. • Planning in service education programme and teaching. • Training of various categories of health worker – preparation of manuals. • CBME (5 Hrs) 							

Unit: V Education and administration							
<i>Course outcome</i>	<i>Program outcome</i>						
	<i>Clinician/Nurse educator</i>	<i>Professional</i>	<i>Communicator</i>	<i>Leader and member of the health care team and system</i>	<i>Lifelong learner</i>	<i>Critical thinker</i>	<i>Researcher</i>
	<i>PO1</i>	<i>PO2</i>	<i>PO3</i>	<i>PO4</i>	<i>PO5</i>	<i>PO6</i>	<i>PO7</i>
CO1: Explain the Standards, protocols, Policies and procedures of Quality assurance.	3	3	1	2	2	3	3
CO2: Describe the Infection control standard safety measures.	3	3	3	3	3	3	3
CO3: Describe the Nursing audit	3	3	2	3	3	3	3
CO4: Define Staffing and principal of staffing Identify the types staffing	3	3	3	3	3	3	3
CO5: Illustrate the supervision and monitoring performance.	3	3	2	2	2	2	3
CO6: Describe role and responsibilities of different categories of personnel in community health.	4	4	3	3	4	3	3

CO7: Illustrate referral chain in community level.	3	3	3	2	3	3	3
CO8: , Write down the community outreach services	3	3	3	3	3	3	3
CO9:Describe the Material Management and budgeting	3	3	3	3	3	3	3
CO10: Describe design of sub center, primary health center and community health center.	3	3	2	2	3	3	3
CO11:- Explain about the CBME	3	3	3	2	3	3	3
VI (10 Hrs)	At the end of unit students are able to: Knowledge: Discuss the concept, problems and issues related to geriatric nursing. Skill: Provide comprehensive care to old people and educate students, colleagues and family members for caring geriatric population. Attitude: Respect elderly; use their skills and knowledge wherever possible.	Geriatric: <ul style="list-style-type: none"> • Concepts, trends, problems and issues. • Aging process and changes. • Theories of aging. (1 Hr) • Health problems and needs. • Psycho- physical stressors and disorders. • Myths and facts of aging. • Health Assessment. • Home for aged –various agencies. • Rehabilitation of elderly. • Care of elderly. • Elderly abuse. • Training and supervision of care givers. (6 Hrs) • Government welfare measures- programmers' for elderly and role of NGOs. • Role and responsibilities of Geriatric nurse in the community. (3 Hrs) 					

VI- Geriatric:							
Course outcome	Program outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
Student should be able to-	3	3	3	2	2	2	2
CO-1: Explain psychosocial aspect of aging, and mental health problems in older adults.							
CO-2: Enlist the changes in cardiovascular system and explain promotion of cardiovascular health	2	2	2	3	3	2	3
CO-3: Enlist the changes in Respiratory System and explain promotion of Respiratory health	3	3	3	2	2	2	2
CO-4 Enlist the changes in Reproductive System and explain promotion of Reproductive System .	3	3	3	2	2	2	2

CO-5: Enlist the changes in Genitourinary System and explain promotion of Genitourinary System	3	3	3	2	2	2	2
CO-6: Enlist the changes in Gastrointestinal System and explain promotion of Gastrointestinal System)	3	3	3	2	2	2	2
CO-7 Define Elder Abuse and explain types of Elder Abuse	3	3	3	2	2	2	2
CO-8: . Describe the Genitourinary System health problem in old age and Health promotion activities	3	3	3	2	2	2	2
VII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Explain the concept, principles and models & methods of rehabilitation.</p> <p>Skill: Rehabilitate all types of challenged individuals in all settings. Motivate and educate individuals and family members to overcome their disability and become useful member of the society.</p> <p>Attitude: Shows concern towards challenged members of the society</p> <p>Rehabilitation:</p> <ul style="list-style-type: none"> • Introduction: Concept, principles, trends and issues. • Rehabilitation team. • Models and methods • Community based rehabilitation. • Ethical issues. • Rehabilitation council of India. (4 Hrs) • Disability and rehabilitation – Use of various prosthetic devices. • Psychological rehabilitation. • Rehabilitation of client with chronic disease conditions. • Restorative rehabilitation. • Vocational rehabilitation. 						

	and recognize the importance of team approach and inter sectoral coordination in rehabilitation.	<ul style="list-style-type: none"> • Role of voluntary organizations. • Guidance and counseling. (4 Hrs) • Welfare measures. • Role and responsibilities of community health nurse. (2 Hrs)
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VII- Rehabilitation:

<i>Course outcome</i>	<i>Program outcome</i>						
	<i>Clinician/Nurse educator</i>	<i>Professional</i>	<i>Communicator</i>	<i>Leader and member of the health care team and system</i>	<i>Lifelong learner</i>	<i>Critical thinker</i>	<i>Researcher</i>
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Explain Concept, principles, trends and issues. Rehabilitation	3	3	1	2	2	3	3
CO2: Describe the rehabilitation team	3	3	3	3	3	3	3
CO3: Explain Community based rehabilitation	3	3	3	3	3	3	
CO4: Illustrate Psychological rehabilitation.	3	3	3	3	3	3	3
CO5: Write down Rehabilitation of client with chronic disease conditions	3	3	2	2	2	2	3

CO6:Describe restorative rehabilitation		3	3	3	3	3	3	3
CO7:Explain vocational rehabilitation		3	3	3	2	3	3	3
CO8: Illustrate role of voluntary organizations.		3	3	3	3	3	3	3
CO9: Write down vocational rehabilitation		3	3	3	3	3	3	3
CO10:Write down role of voluntary organizations		3	3	2	2	3	3	3
CO11: Explain Guidance and counseling		3	3	3	3	3	3	3
CO12: role and responsibilities of community health nurse.		3	3	3	3	3	3	3
CO13: Identify Ethical issues in nursing		3	3	3	3	3	3	3
CO14:Describe disability and rehabilitation		4	4	3	3	3	3	3
CO15: Explain use of various prosthetic devices.		4	4	3	3	3	3	3
VIII (10 Hrs)	At the end of unit students are able to: Knowledge: Discuss the changing trend in mental health nursing and National mental health programme. Skill: Utilize services of welfare agencies while providing comprehensive nursing care to mentally	Community Mental Health: <ul style="list-style-type: none"> ● Magnitude, trends and issues. ● National Mental Health Program- Community Mental Health Programme. ● The changing focus of care. ● The Public Health model.(2 Hr) ● Case management: Collaborative care management. ● Crisis intervention. 						

	ill client. Attitude: Integrate mental health services in general health services and contribute in preventing mental health problems.	<ul style="list-style-type: none"> • Welfare agencies. • Population at risk • The community as a client: Primary prevention, Secondary prevention, Tertiary prevention. • Community based rehabilitation. Human rights of mentally ill. • Substance use (6 Hrs) • Mentally challenged groups • Role of community health nurse. (2 Hrs)
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VIII- Community Mental Health:

<i>Course outcome</i>	<i>Program outcome</i>						
	<i>Clinician/Nurse educator</i>	<i>Professional</i>	<i>Communicator</i>	<i>Leader and member of the health care team and system</i>	<i>Lifelong learner</i>	<i>Critical thinker</i>	<i>Researcher</i>
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1: Describe Magnitude, trends and issues in Community Mental Health	3	3	1	2	2	3	3
CO2: Illustrate National Mental Health Program	3	3	3	3	3	3	3
CO3: Write down Community Mental Health Programme.	3	3	3	3	3	3	

CO4:Elaborate Case management		3	3	3	3	3	3	3
CO5:ElaborateCollaborative management		3	3	2	2	2	2	3
CO6: Write down Crisis intervention in mental health		3	3	3	3	3	3	3
CO7: Identify Welfare agencies.		3	3	3	2	3	3	3
CO8: Explain the level of prevention in community mental health		3	3	3	3	3	3	3
CO9:Describe Community based rehabilitation.in mental health		3	3	3	3	3	3	3
CO10:Describe Human rights of mentally ill		3	3	2	2	3	3	3
CO11: Write down on public health model		3	3	3	3	3	3	3
IX (15 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Illustrate ergonomics, ergonomics solutions and components & legal provisions for preventing occupational diseases.</p> <p>Skill: Contribute as efficient team member in preventing occupational health hazards and</p>	<p>Occupational Health:</p> <ul style="list-style-type: none"> • Introduction: Trends, issues, definition, aims, objectives, workplace safety. • Ergonomics and ergonomic solutions. (2 Hrs) • Occupational environment – Physical, social, decision making, critical thinking. • Occupational hazards for different categories of people- physical, chemical, biological, mechanical, accidents. • Occupational diseases and disorders. • Measures for health promotion of workers: prevention of occupational diseases, disability limitation and rehabilitation. • Women and occupational health. • Challenges and occupational health of women (5 Hrs) • Occupational education and counseling 						

<p>promoting health of the employees.</p> <p>Attitude: Educate and motivate employees to use safety devices.</p>	<ul style="list-style-type: none"> • . Violence at work place. • Child labor. • Disaster preparedness and management. (5 Hrs) • Legal issues: Legislation, Labor Unions, ILO and WHO recommendations, Factories Act, ESIS Act. <ul style="list-style-type: none"> • Role of community health nurse. <p style="text-align: right;">Role of occupational health team. (3 Hrs)</p>
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IX--Occupational Health:

Course outcome	Programm outcome						
	Clinician/Nurse educator	Professional	Communicator	Leader and member of the health care team and system	Lifelong learner	Critical thinker	Researcher
	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<p>Student should be able to- CO-1: Define occupational health explain the aim and goal of occupational health</p>	3	3	3	2	2	2	2
CO-2: Explain diseases due to physical agents in occupational health (2	2	2	3	3	2	2
CO-3: Explain psychosocial hazards in occupational health							
CO-4: Explain chemical hazards in occupational health	2	2	2	3	3	2	2

CO-5: . Illustrate the diseases due to biological agents	3	3	3	2	2	2	2
CO-6: . Explain medical measures in occupational health	2	2	2	3	3	2	2
CO-7: . Explain engineering measures in occupational health	3	3	3	2	2	2	2
CO-8: Explain Benefits of Workplace Safety	2	2	2	3	3	2	2
CO-9: Determine the benefits of workplace ergonomics	3	3	3	2	2	2	2
CO-10: Describe the causes of Occupational cancer	3	3	3	2	2	2	2
CO-11: Describe the measures for health promotion of workers	2	2	2	3	3	2	2
CO-12: Illustrate the types of child labour	3	3	3	2	2	2	2
CO-13: . Describe health problems due to industrialization	2	2	2	3	3	2	2
CO-14: Illustrate the occupational health problems of women as seen from a gender	3	3	3	2	2	2	2

perspective							
CO-15: Detect the challenges to ending child labour	3	3	3	2	2	2	2