

COMMUNITY HEALTH NURSING- I

PLACEMENT: V SEMESTER

THEORY: Theory: 5Credits (100hours) includes Labhours also

PRACTICUM: Clinical: 2 Credits (160hours)

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

COMMUNITY HEALTH NURSING I

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 Problems of India</p>	<p>Concepts of Community Health and Community Health Nursing</p> <ul style="list-style-type: none"> • Definition of Public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • <i>Review:</i> Concepts of Health & Illness/ disease: Definition, • Dimensions and determinants of health and disease • Natural history of disease • Levels of prevention: Primary, Secondary & tertiary prevention – Review • Health problems (Profile) of India 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain nursing chart, graphs • Community need assessment (Field survey on identification of demographic characteristics, health determinants and resources of rural and urban community) • Explain using examples 	<ul style="list-style-type: none"> • Short answer • Essay • Objective type • Survey report
II	8(T)	<p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p>	<p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-center (SC), PHC, CHC, District level, state level and national level 	<ul style="list-style-type: none"> • Lecture • Discussion • Field visits to CHC, PHC, SC/Health Wellness Centers (HWC) • Directed reading 	<ul style="list-style-type: none"> • Short Answer • Essay • Evaluation of Field visit reports & presentation

		<p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p>	<ul style="list-style-type: none"> • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/ • Health Wellness • Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations • National Health Policy (1983, 2002, 2017) • National Health Mission (NHM): National Rural • Health Mission (NRHM), National • Urban Health Mission (NUHM), NHM • National Health Protection Mission (NHPM) <ul style="list-style-type: none"> ○ Ayushman Bharat ○ Universal Health Coverage 		
III	15(T)	<p>Identify the role of an individual in the 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>Environmental Health, and Sanitation</p> <ul style="list-style-type: none"> • <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 • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • <i>Ecosystem:</i> Concept, structure and functions of ecosystems, Types & Characteristics – Forest 	<ul style="list-style-type: none"> • Lecture • Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides 	<ul style="list-style-type: none"> • Short answer • Essay • Field visit reports

		<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>ecosystem, Grassy and ecosystem, Desert ecosystem, Aquatic Eco system, Energy flow in ecosystem</p> <ul style="list-style-type: none"> • <i>Biodiversity:</i> • Classification, value of biodiversity, threats to • biodiversity, conservation of biodiversity • <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 & their impact on health • <i>Climate change, global warming:</i> ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • <i>Social issues and environment:</i> sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation 	<ul style="list-style-type: none"> • Directed reading • Visits to water supply & purification sites 	
		<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, rainwater harvesting and watershed management</p> <p>Explain waste management</p>	<p>Environmental Health & Sanitation</p> <ul style="list-style-type: none"> • Concept of environmental health and sanitation • Concept of safe water, sources of water, water borne diseases, water purification processes, household purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water 	<ul style="list-style-type: none"> • Observe rain water harvesting plants • Visit to sewage disposal and treatment sites, and waste disposal sites 	

			<ul style="list-style-type: none"> • Concepts of water conservation: rain water harvesting and water shed management • Concept of Pollution prevention • Air&noisepollution • Role of nurse in prevention of • pollution • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides 		
IV	7(T)	<p>Describe the various nutrition assessment methods at the community level Plan and provide diet plans for all age groups including the therapeutic diet</p> <p>Provide nutrition counseling and education to all age groups and describe</p>	<p>Nutrition Assessment and Nutrition Education</p> <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ◦ Concepts, types ◦ Meal planning: aims, steps & diet plan for different age groups ◦ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, Principles & methods and Rehabilitation 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role-play • Market visit • Nutritional assessment for different age groups • Lecture • Discussion 	<ul style="list-style-type: none"> • Performance assessment of nutritional assessment for different age groups • Evaluation of nutritional assessment reports • Short answer • Essay
		<p>The national nutrition programs and Identify early the foodborne diseases, and perform initial management and referral appropriately</p>	<ul style="list-style-type: none"> • <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases</p> <ul style="list-style-type: none"> • Definition, & burden, Causes And 	<ul style="list-style-type: none"> • Field visits to milk purification plants, slaughterhouse • Refer Nutrition module- BPCCHN Block 2-unit I & UNIT 	<ul style="list-style-type: none"> • Field visit reports

			<p>Classification Signs Symptoms</p> <p>Transmission of foodborne pathogens & toxins Early identification, initial</p> <p>Management and referral</p> <p>Food poisoning & food intoxication</p> <ul style="list-style-type: none"> • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication-features, preventive & control measures • Public health response to foodborne diseases 	5	
V	6(T)	<p>Describe behavior Change Communication skills</p> <p>Counsel and provide health education to individuals, families and community for promotion of healthy lifestyle practices</p>	<p>Communication management and Health Education</p> <ul style="list-style-type: none"> • Behaviour change communication skills <ul style="list-style-type: none"> ○ Human behaviour ○ Health belief model: concepts & definition, ways to influence ○ behaviour ○ Steps of behaviour change ○ Techniques of ○ Behavior change: Guiding principles in planning BCC activity ○ Steps of BCC ○ Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients ○ Barriers to effective 	<ul style="list-style-type: none"> • Lecture • Discussion • Role-play • Demonstration : BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoH FW & USAID) 	<ul style="list-style-type: none"> • Short answer • Essay • Performance evaluation of health

		using appropriate methods and media	communication, and methods to overcome them <ul style="list-style-type: none"> • Health promotion and Health education: methods/techniques, and • audio-visual aids 		education sessions to individuals and families
VI	7(T)	Describe community health nursing approaches and concepts Describe and identify the activities of community health nurse to promote and maintain family health through home visits	<p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • <i>Review:</i> Primary healthcare and Comprehensive Primary Health Care (CPHC) <p>Home Visits:</p> <ul style="list-style-type: none"> • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review:</i> Principles & techniques of counseling 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role-plays • Supervised field practice 	<ul style="list-style-type: none"> • Short answer • Essays <p>Assessment of supervised field practice</p>
VII	10(T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	<p>Assisting individuals and families to promote and maintain their health</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"> • Lecture • Discussion • Demonstration • Roleplays 	<ul style="list-style-type: none"> • Short answer • Essay <p>Assessment of clinical performance in the field practice area</p>

			<ul style="list-style-type: none"> • Assessment of children, women, adolescents, elderly etc. 		
		<p>Provide primary care at home/ health centers (HWC) using standing orders/protocols as per public health standards/approved by MoH&FW and INC regulation</p> <p>Develop skill in maintenance of records and reports</p>	<ul style="list-style-type: none"> • Children: <ul style="list-style-type: none"> Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <p><i>B. Provision of health services/primary healthcare:</i></p> <ul style="list-style-type: none"> • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health center level <ul style="list-style-type: none"> ○ Care based on standing orders/protocols approved by MoH&FW ○ Drugs dispensing and injections at health center <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> • Maintenance of client records 	<ul style="list-style-type: none"> • Document and maintain: <ul style="list-style-type: none"> • Individual records 	<ul style="list-style-type: none"> • Assessment of procedural skills in lab procedures • Evaluation of records and reports

			<ul style="list-style-type: none"> • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits 		
		<p>Develop beginning skills in handling social issues affecting the health and development of the family 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"> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centers • Hospice care centres • Assisted living facility 	<ul style="list-style-type: none"> • Family records • Health center records • Field visits 	<ul style="list-style-type: none"> • Evaluation of field visit reports
VII I	10(T)	Describe the concepts, approaches and methods of epidemiology	<p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role-play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of Communicable 	<ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office

			<ul style="list-style-type: none"> • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental Principles of control measures/levels of Prevention of disease 	e disease	
		Investigate an epidemic of communicable disease	<ul style="list-style-type: none"> • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention 		Report and presentation on investigating an epidemic of communicable disease
IX	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>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vectorborne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following vector borne diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and followup <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of 	<ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of client with communicable diseases 	<ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

			<p>thefollowing infectiousdiseases</p> <ul style="list-style-type: none"> • Prevention & Controlmeasures • Screening,diagnosingthefol lowing conditions,primary management,referraland follow-up <ul style="list-style-type: none"> ○ Leprosy ○ Tuberculosis ○ Vaccine preventablediseases– Diphtheria,whooping cough,tetanus,poliomyel itis 		
		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	<p>And measles</p> <ul style="list-style-type: none"> ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections(STIs/RTIs) 		
			<ul style="list-style-type: none"> ○ Diarrhoea ○ Respiratory tract infections ○ COVID-19 ○ Helminthic – soil &food transmitted and parasitic infections –Scabies and pediculosis <p>3. Communicablediseases: Zoonoticdiseases</p> <ul style="list-style-type: none"> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow-up <ul style="list-style-type: none"> ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of communicable diseases <p>National Health Programs</p>		

			<ol style="list-style-type: none"> 1. UIP: Universal Immunization Program(Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis) 2. National Leprosy Eradication Program(NLEP) 3. Revised National Tuberculosis Control Program(RNTCP) 4. Integrated Disease Surveillance Program(IDSP):Enteric fever, Diarrhea, Respiratory 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>Non-Communicable Diseases and National Health Program(NCD)</p> <ul style="list-style-type: none"> • National response to NCDs(Every disease will be dealt under the following headlines • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/identification and primary management, referral and follow up care <p>NCD-1</p> <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases 	<ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay

			<ul style="list-style-type: none"> ○ Stroke&Obesity ○ Blindness:Categoriesofvis ual impairment andnational program forcontrolof blindness ○ Deafness: nationalprogramforpreve ntionandcontrolofdeafnes s ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries andoperationalguidelinesfo rtrauma care facility onhighways <p>NCD-2Cancers</p> <ul style="list-style-type: none"> ○ CervicalCancer ○ BreastCancer ○ Oralcancer ○ Epidemiologyofspecificca ncers,Riskfactors/ 		
			<p>Causes, Prevention,Screening, diagnosis – signs,Signs&symptoms,and early management &referral</p> <ul style="list-style-type: none"> ○ Palliativecare ○ Role of a nurse in non- communicable diseasecontrolprogram <p>NationalHealthPrograms</p> <ul style="list-style-type: none"> • National program forprevention and control ofcancer, Diabetes,Cardiovascular DiseasesandStroke(NPCD CS) • Nationalprogramforcon trolofblindness • National program forprevention and control ofdeafness • Nationaltobacco control program • Standard treatment protocols used in 	<p>Participation in nationalhealthpr ograms</p>	

			National Health Programs		
XI	3(T)	Enumerate the school health activities and the role/function of a school health nurse	School Health Services <ul style="list-style-type: none"> Objectives Health problems of school children Components of school health services Maintenance of school health records Initiation and planning of school health services Role of a school health nurse 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Role-play Suggested field visits Field practice 	<ul style="list-style-type: none"> Short answer Essay Evaluation of health counseling to school children Screen, diagnose, manage and refer school children OSCE assessment

Note: Lab hours less than 1 Credit is not specified separately.

DISTRIBUTION OF TEACHING HOURS IN COMMUNITY HEALTH NURSING

STRATEGY		Teaching hours	
Didactic	Lectures including lab hours	90+10	100
Non didactic hours	Clinical (UPH, RPH, Educational Visit)	144	160
	Tutorial	10	
	Integrated Teaching Program/MPBL	6	
Total			260 Hrs.

TOPICS & OUTCOMES COMMUNITY HEALTH NURSING

Subject	Number of Themes	Number of outcomes
COMMUNITY HEALTH NURSING- I	11	76

DISTRIBUTION OF THEORY HOURS

S. N	Theme	Topics	Teaching hrs.
1	Concepts of Community Health and Community Health Nursing	Concepts of Community Health and Community Health Nursing	4HRS
2	Health Care Planning and Organization of Health Care at various levels	Health Care Planning and Organization of Health Care at various levels	8HRS
3	Environmental Science, Environmental Health, and Sanitation	Environmental Science, Environmental Health, and Sanitation	15 HRS
4	Nutrition Assessment and Nutrition Education	Nutrition Assessment and Nutrition Education	7HRS
5	Communication management and Health Education	Communication management and Health Education	6HRS
6	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel	7HRS
7	Assisting individuals and families to promote and maintain their health	Assisting individuals and families to promote and maintain their health	10HRS
8	Introduction to Epidemiology – Epidemiological Approaches and Processes	Introduction to Epidemiology – Epidemiological Approaches and Processes	10 HRS
9	Communicable Diseases and National Health Programs	Communicable Diseases and National Health Programs	15HRS
10	Non-Communicable Diseases and National Health Program (NCD)	Non-Communicable Diseases and National Health Program (NCD)	15 HRS
11	School Health Services	School Health Services	3HRS
TOTAL			100 Hours

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

CLINICAL POSTINGS: (4 weeks x 40 hours per week)

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	<ul style="list-style-type: none"> Interviewing skills using communication and 	<ul style="list-style-type: none"> Community needs assessment/Survey 	<ul style="list-style-type: none"> Evaluation of survey report

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Rural	2 Weeks	<p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform</p>	<p>interpersonal relationship</p> <ul style="list-style-type: none"> Conducting community needs assessment/survey to identify health determinants of a community Observation skills Nutritional assessment 	<p>– Rural/urban – 1 Field visits:</p> <ul style="list-style-type: none"> SC/HWC, PHC, CHC Water resources & purification site – water quality standards Rain water harvesting Sewage disposal <p>Observation of</p> <ul style="list-style-type: none"> milk diary slaughterhouse – meat hygiene Observation of nutrition programs Visit to market Nutritional 	<ul style="list-style-type: none"> Evaluation of field visit and observation reports Health

		<p>nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family/community on</p> <ul style="list-style-type: none"> - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p>	<p>skills</p> <ul style="list-style-type: none"> • Skill in teaching individual/family on: <ul style="list-style-type: none"> ○ Nutrition, including food hygiene and safety ○ Healthy lifestyle ○ Health promotion • Health assessment including nutritional assessment for clients of different age groups • Documentation skills 	<p>assessment of an individual (adult) – 1</p> <ul style="list-style-type: none"> • Health teaching (Adult) – 1 • Use of audio-visual aids <ul style="list-style-type: none"> ○ Flash cards ○ Posters ○ Flannel graph ○ Flip charts • Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 <ul style="list-style-type: none"> Document and maintain: • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1 	<p>talk evaluation</p> <ul style="list-style-type: none"> • Assessment of clinical performance • Evaluations of reports &
Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods

		<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>	<ul style="list-style-type: none"> • Investigating an epidemic – Community health survey • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs • Conduct home visit • Participation in implementation of national health programs • Participation in school health program 	<p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> • Communicable disease – 1 • Non-communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health program – 1 	<p>records</p> <ul style="list-style-type: none"> • Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit
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COMMUNITY HEALTH NURSING – I

Core competencies							Non-core competencies	Total Hours
Theme and total hours allotted	Objectives	Topic	Code No	Competency	Must know	Desirable to know	Nice to know	
I (4Hrs)	At the end of unit students able to Knowledge Define ,understand and discuss the dimensions of health Skill: Contribution of health members in improving health indications Attitude :Incorporate this knowledge in nursing practice	Concepts of Community Health and Community Health Nursing		Definition of public health, community health and community health nursing Describe the Public health in India and its evolution and Scope of community health nursing Concepts of Health & Illness/ disease	<ul style="list-style-type: none"> • Definition of public health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing Concepts of Health & Illness/ disease 			2hour
			N-COMH (I)310: VSEM 1.2	Describe dimensions and determinants of health and disease. Natural history of disease Levels of prevention: Primary, Secondary & tertiary prevention – Review		<ul style="list-style-type: none"> •Definition, dimensions and determinants of health and disease. • Natural history of disease Levels of prevention: Primary, Secondary & tertiary prevention – Review 		2hour
II (8Hrs)	At the end of unit students able to	Health Care Planning and	N-	Explain Health care deliverysystem in	<ul style="list-style-type: none"> • Health care deliverysystem in 			1hour

	<p>Knowledge Understands and discuss the health care delivery system in India</p> <p>Skill: Organize health care delivery system and contribute in improving health status of the community</p> <p>Attitude: Contribute effectively in implementing health policies plans.</p>	<p>Organization of Health Care at various levels:</p>	<p>COMH (I)310: VSEM 2.1</p>	<p>India:Infrastructure and Health sectors, Delivery of health services at sub-center(SC), PHC, CHC, District level, state level and national level</p>	<p>India:Infrastructure and Health sectors, Delivery of health services at sub-center(SC), PHC, CHC, District level, state level and national level</p>			
			<p>N-COMH (I)310: VSEM 2.2</p>	<p>Describe Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles CPHC through SC/Health Wellness Center (HWC)</p>	<ul style="list-style-type: none"> • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles CPHC through SC/Health Wellness Center (HWC) 			1hour

			N-COMH (I)310: VSEM 2.3	Describe Role of MLHP/CHP, National Health Care Policies and Regulations, National Health Policy (1983, 2002, 2017),	• Role of MLHP/CHP, National Health Care Policies and Regulations, National Health Policy (1983, 2002, 2017),			1 hour
			N-COMH (I)310: VSEM 2.4	Describe National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM		National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM		1 hour
			N-COMH (I)310: VSEM 2.5	Explain Health planning steps, Health planning in India: various committees and commissions on health and family welfare and Five Year plans Participation of community and stakeholders in health planning		• Health planning steps, Health planning in India: various committees and commissions on health and family welfare and		2 hour
			N-COMH (I)310: VSEM 2.6	Describe Five Year plans Participation of community and stakeholders in health planning		Five Year plans Participation of community and stakeholders in health planning		1 hour
			N-COMH	Explain National Health Protection Mission (NHPM)			• National Health Protection	1 hour

			(I)310: VSEM 2.7	Ayushman Bharat Universal Health Coverage			Mission (NHPM) Ayushman Bharat Universal Health Coverage	
III (15Hrs)	At the end of unit students able to Knowledge Define, understand and discuss the Environmental health and sanitation Skill : Use this knowledge in nursing practice and contribute as a efficient health team member in achieving national goal Attitude : Educate and motivate people in promoting their own health	Environmental Science, Environmental Health, and Sanitation	N- COMH (I)310: VSEM 3.1	Describe Environmental pollution:, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health	•Environmental pollution: Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health			2hour
			N- COMH (I)310: VSEM 3.2	Explain Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health	•Climate change, global warming: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health			1hour

			N-COMH (I)310: VSEM 3.3	Elaborate Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics	<ul style="list-style-type: none"> •Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics 			1hour
			N-COMH (I)310: VSEM 3.4	Describe the act related to environmental protection and preservation	<ul style="list-style-type: none"> •Acts related to environmental protection and preservation 			1/2hour
			N-COMH (I)310: VSEM 3.5	Explain the Concept Of environment health and sanitation Describe Concept of safe water,sources of water,waterbornediseases,waterpurification processes,household purification ofwater	<ul style="list-style-type: none"> • Conceptofenvironme nt Health\and sanitation • Concept of safe water,sources of water,waterbornediseases,waterpurification processes,household purification ofwater 			2hours
			N-COMH (I)310: VSEM 3.6 N-COMH (I)310:	<ul style="list-style-type: none"> • Describe Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Describe water conservation: rain water harvesting and water shed management, 	<ul style="list-style-type: none"> • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation: rain water harvesting and water shed management • Concept of Pollution 			1hour

			VSEM 3.7	Pollution prevention	prevention			
			N- COMH (I)310: VSEM 3.8	• Illustrate Air & noise pollution, Role of nurse in prevention of pollution ,		• Air & noise pollution Role of nurse in prevention of pollution		1hour
			N- COMH (I)310: VSEM 3.9	Explain Solid waste management, human excreta disposal & management of sewage disposal		Solid waste management, human excreta disposal & management and sewage disposal and management		1hour
			N- COMH (I)310: VSEM 3.10	Describe Commonly used insecticides and pesticides		Commonly used insecticides and pesticides		1/2hour
			N- COMH (I)310: VSEM 3.11	Describe Natural resources: Renewable and non- renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources		• <i>Natural resources:</i> Rene wable and non- renewable resources,natura l resources andassociated problems:Forest resources, waterresources, mineral sources, food resources,energ yresourcesand land resources		2hours

			N-COMH (I)310: VSEM 3.12	<ul style="list-style-type: none"> Describe role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles 	Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles			1 hours
			N-COMH (I)310: VSEM 3.13	<ul style="list-style-type: none"> Explain Ecosystem: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem 			Ecosystem: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem	1 hour
			N-COMH (I)310: VSEM 3.14	Describe Biodiversity: Classification, value of biodiversity, threats to biodiversity, conservation of biodiversity			<ul style="list-style-type: none"> <i>Biodiversity</i>: Classification, value of biodiversity, threats to biodiversity, conservation of biodiversity 	1 hour

							sity	
IV (7 Hrs)	At the end of unit students are able to Knowledge : Understand and explain importance of nutrition and balance diet Skill: Assess the nutrition pattern Attitude :Educate the client	NutritionAsses smentandNutri tionEducation	N- COMH (I)310: VSEM 4.1	Describe Food Borne Diseases and Food Safety , burden,Causesandclassification Signs&Symptoms Transmission of foodborne pathogens toxins Earlyidentification,initialmanagement and referral	Food Borne Diseases and Food Safety • Definition, & burden,Causesandclassification • Signs&Symptoms • Transmission of foodbornepathogens&toxins • Early identification, initial management and referral			1hour
			N- COMH (I)310: VSEM 4.2	Illustrate food poisoning &food intoxication types of food poisoning ,food intoxication features , Publichealthresponse to foodborne diseases	Food poisoning & foodintoxication • Epidemiologicalfeatures/clinicalcharacteristics, Types offoodpoisoning • Food intoxication-features, preventive &controlmeasures Publichealthresponse tofoodborne diseases			1hour
			N- COMH (I)310: VSEM 4.3	Describe nutritional concept types meal planning aims ,steps &diet plan for different age group		Nutrition Concepts, types meal planning: aims, steps & diet plan for different age groups Nutrition assessment of individuals,		2 hours

						families and community by using appropriate methods		
			N-COMH (I)310: VSEM 4.4	Explain Nutrition assessment of individuals, families and community by using appropriate methods		Nutrition assessment of individuals, families and community by using appropriate methods		1 hour
			N-COMH (I)310: VSEM 4.5	Describe Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status		•Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status		1hour
			N-COMH (I)310: VSEM 4.6	Explain General nutritional adviceNutrition education purpose, principles & methods and RehabilitationNutritional deficiency disordersNational nutritional policy & programs in India			General nutritional advice Nutrition education purpose, principles & methods and Rehabilitation Nutritional deficiency disordersNational nutritional policy & programs in	1hour

							India	
V (6 Hrs)	At the end of unit students are able to Knowledge Understand and describe process elements of communication Skill :Identify barriers of communication Attitude Recognize the effective techniques of communication	Communication management and Health Education	N-COMH (I)310: VSEM 5.1	Describe Behaviour change communication skills And communication	Behaviour change communication skills And communication			1 hour
			N-COMH (I)310: VSEM 5.2	Explain Human behaviour Health belief model: concepts & definition, ways to influence behaviour Steps of behaviour change	Human behaviour Health belief model: concepts & definition, ways to influence behaviour Steps of behaviour change			1 hour
			N-COMH (I)310: VSEM 5.3	Describe the Techniques of behaviour change: Guiding principles in planning BCC activity	Techniques of behaviour change: Guiding principles in planning BCC activity			1 hour

			N-COMH (I)310: VSEM 5.4	Illustrate Steps of BCC Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients	Steps of BCC Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients			1hour
			N-COMH (I)310: VSEM 5.5	Describe Barriers to effective communication, and methods to overcome them	Barriers to effective communication, and methods to overcome them			1 hour
			N-COMH (I)310: VSEM 5.6	Explain the Health promotion and Health education: methods/techniques, and audio-visual aids		Health promotion and Health education methods/techniques, and audio-visual aids		1 hour
VI (7Hrs)	At the end of unit students are able to Knowledge Illustrate various approaches of community health nursing practice and discuss the	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel	N-COMH (I)310: VSEM 6.1	Elaborate Nursing process Epidemiological approach	Nursingprocess Epidemiological approach			1hour

	<p>accountability of nurse in CHN</p> <p>Skill :Utilize data for planning health services and organizing in- service education programme for various categories of personnel in health care system</p> <p>Attitude: appreciate the importance of team work and inter-sector coordination and cooperation</p>							
			<p>N-COMH (I)310: VSEM 6.2</p>	<p>Enumerate the ProblemSolving Approach Evidence basedapproach Empowering People</p>	<p>Problem solving approach Evidence based approach Empowering people to care for themselves</p>			<p>1hour</p>

				To care for themselves				
			N-COMH (I)310: VSEM 6.3	Illustrate Home Visits Concept, Principles, Process, & Techniques :Bag technique	HomeVisits Concept, Principles,Process,			1 hour
			N-COMH (I)310: VSEM 6.4	Describe Bag technique		Bag technique		1hour
			N-COMH (I)310: VSEM 6.5	Elaborate Qualities OfCommunityHealth Nurse		Qualities of Community Health Nurse		1hours
			N-COMH (I)310: VSEM 6.6	Describe Roles and responsibilities of community health nursing personnel in family health services		Principles &techniquesofcou nseling		1hour
			N-COMH (I)310: VSEM 6.7				Primary health care and Comprehensive Primary Health Care (CPHC)	1hour
VII (10Hrs)	At the end of unit students are able to Knowledge	Assisting individuals and families to	N-COMH (I)310: VSEM	Explain Assessment of individuals and families (Review from Child health	Assessment of individuals and families (Review from Child health nursing,			1/2 hour

	<p>:Assess and interpret health status of individuals and community correctly</p> <p>Skill: Organize and provide need-based health services</p> <p>Attitude :Appreciate the importance of team work and inter-sectoral coordination' s and cooperation</p>	<p>promote and maintain their health</p>	<p>7.1</p>	<p>nursing, Medical surgical nursing and OBG Nursing)</p>	<p>Medical surgical nursing and OBG Nursing)</p>			
			<p>N-COMH (I)310: VSEM 7.2</p>	<p>Describe Assessment of children, women, adolescents, elderly etc.</p>	<p>Assessment of children, women, adolescents, elderly etc.</p>			<p>1hour</p>
			<p>N-COMH (I)310: VSEM 7.3</p>	<p>Explain Children: Monitoring growthand development, milestones Anthropometric measurements, BMI</p>	<p>Children: Monitoring growth and development, milestones Anthropometric measurements, BMI</p>			<p>1hour</p>

			N-COMH (I)310: VSEM 7.4	Describe Social development Temperature and Blood pressure monitoring	Social development Temperature and Blood pressure monitoring			1/2 hour
			N-COMH (I)310: VSEM 7.5	Describe Breast self-examination (BSE) and testicles self-examination (TSE)Warning Signs of various diseases	Breast self-examination (BSE) and testicles self-examination (TSE)Warning Signs of various diseases			½ hour
			N-COMH (I)310: VSEM 7.6	Elaborate Tests: Urine for sugar and albumin, blood sugar, Hemoglobin	Tests:Urineforsugar and albumin, blood sugar, Hemoglobin			½ hour
			N-COMH (I)310: VSEM 7.7	Elaborate Routine check-up, Immunization, counseling, and diagnosis	Routine check-up, Immunization, counseling, and diagnosis			½ hour
			N-COMH (I)310: VSEM 7.8	Describe Care based on standing orders/protocols approved by MoH&FW	Care based on standing orders/protocols approved by MoH&FW			½ hours
			N-COMH (I)310: VSEM 7.8	Explain Drugs dispensing and injections at health center	Drugs dispensing and injections at health centre			½ hour
			N-COMH (I)310: VSEM	Describe Continue medical care and follow-up in community	Continue medical care and follow upin community or various diseases/disabilities			½ hour

			7.9	For various diseases/disabilities				
			N-COMH (I)310: VSEM 7.10	Explain Carry out therapeutic procedures as prescribed/required for client and family	Carry out therapeutic procedures as prescribed/required for client and family			½ hour
			N-COMH (I)310: VSEM 7.11	Describe Maintenance of health records and reports Maintenance of client records		Maintenance of health records and reports Maintenance of client records		½ hour
			N-COMH (I)310: VSEM 7.12	Maintenance of health records at the facility level		Maintenance of health records at the facility level		½ hour
			N-COMH (I)310: VSEM 7.13	Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits		Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits		½ hour
			N-COMH (I)310: VSEM 7.14	Describe Women empowerment Women and child abuse Abuse of elders Female foeticide		Women empowerment Women and child abuse, Abuse of elders, Female foeticide Commercial sex workers Substance abuse		½ hour
			N-COMH	Explain Traumaservices,		<ul style="list-style-type: none"> •Trauma services •Old age homes 		½ hour

			(I)310: VSEM 7.15	Oldagehomes, Orphanages		•Orphanages		
			N- COMH (I)310: VSEM 7.16	Describe Homes for physicallychallenge dindividuals,			Homes for physicallych allengedindi viduals	½ hour
			N- COMH (I)310: VSEM 7.17	Explain Homesfordestitute, Palliativecarecentres, Hospicecarecentres Assistedlivingfacili ty			<ul style="list-style-type: none"> • Homesforde stitute • Palliativecar e centres • Hospicecare centres Assistedlivin gfacility 	½ hour
VIII 10(T)	At the end of unit students are able to Knowledg e: define epidemiolo gy enumerate uses and state aims and terminologi es used in epidemiolo gy. Understand and explain epidemiolo	Introducti on to Epidemiol ogy – Epidemiol ogical Approach es and Processes	N- COMH (I)310: VSEM 8.1	Describe Epidemiology: ConceptandDefinitio n, Distributionandfrequ encyofdisease	<ul style="list-style-type: none"> • Epidemiology: ConceptandDefinitio n • Distributionandfrequen cyofdisease 			1hour

	gical traid .discuss the level of prevention Attitude :Incorporat e and use this knowledge in nursing practice							
			N- COMH (I)310: VSEM 8.2	Describe Aims&usesofepide miology Epidemiologicalmod elsofcausationof disease	<ul style="list-style-type: none"> • Aims&usesof epidemiology Epidemiologicalmodel sofcausationof disease 			1hour
			N- COMH (I)310: VSEM 8.3	Explain Conceptsofdiseasetr ansmission Modes of transmission:Direct, Indirectandchainofin fection	<ul style="list-style-type: none"> • Conceptsofdis easetransmissi on Modes of transmission: Direct,Indirec tandchainofin fection 			2hours
			N- COMH (I)310: VSEM 8.4	Describe Timetrendsorfluctuatio nsindiseaseoccurrence	<ul style="list-style-type: none"> • Timetrendsorfluctuatio nsindiseaseoccurrence 			1hour
			N- COMH (I)310: VSEM 8.5	Describe Epidemiologicalappr oaches: Descriptive,analytica l andexperimental		Epidemiological approaches: Descriptive, analytical and experimental		2hours

			N-COMH (I)310: VSEM 8.6	Explain Principles of control measures/level of prevention of disease		Principles of control measures/level of prevention of disease		1 hour
			N-COMH (I)310: VSEM 8.7	Explain Use of basic epidemiological tools to make community diagnosis for effective planning and intervention			Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	1 hour
			N-COMH (I)310: VSEM 8.8	Describe Investigation of an epidemic of communicable disease			Investigation of an epidemic of communicable disease	1 hour
IX 15(T)	At the end of unit students are able to Knowledge : Understand and describe the communicable diseases and national health program Skill :Contribute in research work Attitude :Incorporate	Communicable Diseases and National Health Programs	N-COMH (I)310: VSEM 9.1	Explain Prevention & control measures Malaria, Filariasis	• Prevention & Control measures Malaria, Filariasis			1 hour

	knowledge in nursing practice							
			N-COMH (I)310: VSEM 9.2	Explain Kala-azar, Japaneseencephalitis,	Kala-azar, Japaneseencephalitis,			1hour
			N-COMH (I)310: VSEM 9.3	Describe Dengue, Chickungunya	Describe Dengue, Chickungunya			1hour
			N-COMH (I)310: VSEM 9.4	Describe Leprosy, Tuberculosis	• Leprosy, Tuberculosis			1hour
			N-COMH (I)310: VSEM 9.5	Elaborate Vaccine preventablediseases– Diphtheria,whooping cough,tetanus,poliomyelitis andmeasles	Vaccine preventablediseases– Diphtheria,whooping cough,tetanus,poliomyelitis andmeasles			1hour
			N-COMH (I)310: VSEM 9.6	Describe Entericfever, Viralhepatitis, HIV/AIDS/RTI infections	Entericfever, Viralhepatitis, HIV/AIDS/RTI infections			1hour
			N-COMH (I)310: VSEM 9.7	Explain HIV/AIDS, andSexually TransmittedDiseases/ Reproductivetract infections(STIs/RTIs)	○ HIV/AIDS, andSexually TransmittedDiseases / Reproductivetract infections(STIs/RTIs)			1hour

			N-COMH (I)310: VSEM 9.8	Describe Diarrhoea, Respiratory tractinfections COVID-19	<ul style="list-style-type: none"> ○ Diarrhoea ○ Respiratory tractinfections ○ COVID-19 			1hour
			N-COMH (I)310: VSEM 9.9	Explain Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis	Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis			1hour
			N-COMH (I)310: VSEM 9.10	Describe Epidemiology of Zoonotic diseases Prevention & control measures	<ul style="list-style-type: none"> • Epidemiology of Zoonotic diseases • Prevention & control measures 			1hour
			N-COMH (I)310: VSEM 9.11	Explain Rabies: Identify, suspect, primary management and referral to a health facility	Rabies: Identify, suspect, primary management and referral to a health facility			1hour
			N-COMH (I)310: VSEM 9.12	Describe UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)	UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)			1hour
			N-COMH (I)310: VSEM	Explain National Leprosy Eradication Program (NLEP) Revised		National Leprosy Eradication Program (NLEP)		1hour

			9.13	National Tuberculosis Control Program (RNTCP)		P) Revised National Tuberculosis Control Program (RNTCP)		
			N-COMH (I)310: VSEM 9.14	Describe National Aids Control Organization (NACO) National Vector Borne Disease Control Program		National Aids Control Organization (NACO) National Vector Borne Disease Control Program		1 hour
			N-COMH (I)310: VSEM 9.15				National Air Quality Monitoring Program Any other newly added program	1 hour
X 15(T)	At the end of unit students are able to Knowledge : Understand and describe the non communicable diseases and national health program Skill :Contribute in	Non-Communicable Diseases and National Health Program (NCD)						

	research work Attitude :Incorporate knowledge in nursing practice							
			N-COMH (I)310: VSEM 10.1	Explain DiabetesMellitus, Hypertension, Cardiovasculardiseases	DiabetesMellitus, Hypertension, Cardiovasculardiseases			2hours
			N-COMH (I)310: VSEM 10.2	Stroke&Obesity	Stroke&Obesity			1hour
			N-COMH (I)310: VSEM 10.3	Describe Blindness: Categories of visual impairment and national program for control of blindness	o Blindness: Categories of visual impairment and national program for control of blindness			2hours
			N-COMH (I)310: VSEM 10.4	Explain Deafness national program for prevention and control of deafness	o Deafness: national program for prevention and control of deafness			1hour
			N-COMH (I)310: VSEM 10.5	Explain Thyroid diseases	o Thyroid diseases			1hour
			N-COMH (I)310: VSEM	Describe Injury and accidents :Risk factors for Road traffic injuries and	•Injury and accidents :Risk factors for Road traffic injuries and operational guidelines			1hour

			10.6	operational guidelines for trauma care facility on highways	for trauma care facility on highways			
			N-COMH (I)310: VSEM 10.7	Illustrate Cervical Cancer Breast Cancer, Oral cancer management & referral	Cervical Cancer, Breast Cancer, Oral cancer management & referral			1hour
			N-COMH (I)310: VSEM 10.8	Elaborate the Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis –signs, Signs & symptoms, and early	Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis –signs, Signs & symptoms, and early			1hour
			N-COMH (I)310: VSEM 10.9	Describe National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke(NPCDCS)	•National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke(NPCDCS)			1hour
			N-COMH (I)310: VSEM 10.10	Explain National program for control of blindness		National program for control of blindness		1hour
			N-COMH (I)310: VSEM 10.11	Describe National program for prevention and control of deafness		National program for prevention and control of deafness		1hour
			N-COMH (I)310:	Explain National tobacco control program		National tobacco control program		1hour

			VSEM 10.12					
			N- COMH (I)310: VSEM 10.13	Describe Standard treatment protocols used in National Health Programs			Standard treatment protocols used in National health Programs	1hour
XI (3hrs)	At the end of unit students are able to Knowledge : Understand and discuss school health services Skill : Motivate health team members to achieve school health services Attitude: Appreciate the importance of effective contribution of school health services and improving health status of the children	School Health Services	N- COMH (I)310: VSEM 11.1	• Describe Healthproblems of schoolchildren	Health problems of schoolchildren			1hour
			N- COMH (I)310:	Elaborate Components of school health	Components of school health services and			1hour

			VSEM 11.2	services and Maintenance of school health records	Maintenance of school health records			
			N- COMH (I)310: VSEM 11.3	Describe Initiation and planning of school health services, Role of a school health nurse		Initiation and planning of school health services, Role of a school health nurse		1hour

Distribution of Lab/Skill hours

S. N	Comp. no	Topics	Domain	T-L Method	Teaching hours
1	N-COMH(I)310: VSEM6.4	Bag technique	K,S	Demonstration	2hours
2	N-COMH(I)310: VSEM7.1	Urine analysis (albumin ,sugar)	K,S	Demonstration	2hours
3	N-COMH(I)310: VSEM1.26	Hemoglobin estimation	K,S	Demonstration	2hours
4	N-COMH(I)310: VSEM1.12	Physical examination (infant ,Toddler geriatric)	K,S	Demonstration	2hours
5	N-COMH(I)310: VSEM1.2	ANC ,PNC Examination	K,S	Demonstration	1hour
6	N-COMH(I)310: VSEM1.1	History taking in community	K,S	Demonstration	1hour
	Total				10

Modified tutorial

Sr. No	Comp. no	TOPIC	Domain	T-L Method	Teaching Hrs
1.	N-COMH(I)310:VSEM1.2	Levels of prevention: Primary, Secondary & tertiary prevention	KS	Tutorials	1 Hour
2.	N-COMH(I)310:VSEM2.1	•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	K,S	Tutorials	1 Hour
3.	N-COMH(I)310:VSEM1.3	Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health	K,S	Tutorials	1 Hour
4.	N-COMH(I)310:VSEM1.4	Women empowerment	K,S	Tutorials	1 Hour
5.	N-COMH(I)310:VSEM1.5	Abuse of elders	K,S	Tutorials	1 Hour
6.	N-COMH(I)310:VSEM1.6	Epidemiological models of causation of disease	K,S	Tutorials	1 Hour
7.	N-COMH(I)310:VSEM1.7	<ul style="list-style-type: none">o Malariao Filariao Kala-azar	K,S	Tutorials	1 Hour
8.	N-COMH(I)310:VSEM1.8	HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)	K,S	Tutorials	1 Hour
9.	N-COMH(I)310:VSEM1.9	Revised National Tuberculosis Control Program (RNTCP)	K,S	Tutorials	1 Hour
10.	N-COMH(I)310:VSEM1.10	School Health Services	K,S	Tutorials	1 Hour
TOTAL					10 Hours

Distribution of Non Didactic Hours

SR NO	Competency no	Competency	Domain	T-L Method	Teaching Hrs
1.	N-COMH(I)310:VSEM1.1	Describe the Screening,diagnosing,management and referral of clients with common conditions/emergencies	K,S	Small group discussion	02 Hours
2.	N-COMH(I)310:VSEM1.2	Explain Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn	K,S	Small group discussion	03 Hours
3.	N-COMH(I)310:VSEM1.3	Describe the Community needs assessment/ Survey Rural/urban	K,S	Small group discussion	03 Hours
4.	N-COMH(I)310:VSEM1.4	Illustrate SC/HWC, PHC, CHC	K,S	Demonstration , Small group discussion & Role play	10 Hours
5.	N-COMH(I)310:VSEM1.5	Explain the Rain water harvesting	K,S	Demonstration , Small group discussion & Role play	10Hours
6.	N-COMH(I)310:VSEM1.6	Illustrate the Sewage disposal	K,S	Demonstration , Small group discussion & Role play	10Hours
7.	N-COMH(I)310:VSEM1.7	Explain the milk diary	K,S	Demonstration , Small group discussion & Role play	10 Hours
8.	N-COMH(I)310:VSEM1.8	Explain the slaughterhouse – meat hygiene	K,S	Demonstration , Small group discussion & Role play	10Hours
9.	N-COMH(I)310:VSEM1.9	Describe the, Observation of nutrition programs	K,S	Demonstration , Small group discussion & Role play	10Hours
10.	N-COMH(I)310:VSEM1.10	Elaborate the Visit to market	K,S	Demonstration , Small group discussion & Role play	10Hours
11.	N-COMH(I)310:VSEM1.11	Explain Nutritional assessment of an individual (adult)	K	Small group discussion	05 Hours

12.	N-COMH(I)310:VSEM1.1 2	Describe the Health assessment of woman, infant/under five , adolescent , adult	K,S	Small group discussion	05 Hours
13.	N-COMH(I)310:VSEM1.1 3	Explain Growth monitoring of under-five children –	K,S	Small group discussion	02 Hours
14.	N-COMH(I)310:VSEM1.1 4	Explain the Individual record, Family record Health center record	K,S	Small group discussion	05 Hours
15.	N-COMH(I)310:VSEM1.1 5	Explain Community health survey to investigate an epidemic	K,S	Small group discussion	02 Hours
16.	N-COMH(I)310:VSEM1.1 6	Illustrate Community health survey to investigate an epidemic	K,S	Small group discussion	04 Hours
17.	N-COMH(I)310:VSEM1.1 7	Illustrate Investigating an epidemic – Community health survey	K,S	Small group discussion	02 Hours
18.	N-COMH(I)310:VSEM1.1 8	Explain the Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs	K,S	Small group discussion	05 Hours
19.	N-COMH(I)310:VSEM1.1 9	Explain the Conduct home visit	K,S	Demonstration , Small group discussion & Role play	03 Hours
20.	N-COMH(I)310:VSEM1.2 0	Illustrate the Participation in implementation of national health programs	K,S	Small group discussion	03 Hours
21.	N-COMH(I)310:VSEM1.2 1	Elaborate the Participation in school health program	K,S	Small group discussion	02 Hours
22.	N-COMH(I)310:VSEM1.2 2	Describe on environmental protection and preservation	K,S	Small group discussion	02 Hours
23.	N-COMH(I)310:VSEM1.2 3	Explain Nutrition module	K,S	Demonstration , Small group discussion, Role play	02 Hours
24.	N-COMH(I)310:VSEM1.2 4	Describe communicable disease hospital & Entomology office	K,S	Small group discussion	03 Hours
25.	N-COMH(I)310:VSEM1.2 5	Explain Assessment of clients with communicable diseases	K,S	Small group discussion	03 Hours
26.	N-COMH(I)310:VSEM1.2 6	Enumerate Assessment of clients with non- communicable diseases	K, S	Small group discussion	05 Hours
TOTAL					144 Hours

Integration/MPBL- 06 hrs

Sr. No	Comp. no	TOPIC	Domain	T-L Method	Teaching Hrs
1	N-COMH(I)310:VSEM8.1 TO N-COMH(I)310:VSEM8.10	Epidemiology – Epidemiological Approaches and Processes	K	Lecture cum discussion	06 Hours

TEACHING STRATEGY:

Total Hours: 260

Theory Hours: 100

Clinical/Practical Hours: 160

Theory

Continuous Assessment: 10Marks

Sr. No	Assignments	Percentage of Attendance required	Allotted marks	Total Marks for attendance
1	Attendance	95-100%	2	2 marks
		90-94%	1.5	
		85-89%	1	
		80-84%	0.5	
		<80%	0	
	Number of assignments required	Marks	Total Marks allotted	
2	Written Assignments	2	2X5	10
3	Seminar/Microteaching/Individual presentation	2	2x6	12
4	Group work/Work/Report	1	1x6	06
Total				30/3=10Marks

1. Continuous assessment: 20 marks(Double the weightage as 20 marks for continuous assessment)

Sr. No	Assignments	Percentage of Attendance	Allotted marks	Total Marks for attendance
1	Attendance	95-100%	2	2 marks
		90-94%	1.5	
		85-89%	1	
		80-84%	0.5	
		<80%	0	
		Number assignments	Marks	Total Marks
2	Clinical performance evaluation (one in RPH &UPH)	2x50	100	10marks
3	Community survey & diagnosis	2x10	20	
4	Visit Report(All Visit)	1x20	20	
5	Family care plan	2x20	40	10marks
6	End of posting OSCE	01	05marks	05marks
7	Completion of procedures and clinical requirements		03marks	03marks
Total				30/3=10=10X2=20

Formative Assessment

Sessional Examinations I

Name of the Institute: SRMM College of Nursing

Name of Examination: Fifth Semester B.Sc. Nursing program

Semester V/ Sessional I: Community Health Nursing -I

N-COMH(I)310: V -SEM/Primary/2021-2025

	Must to Know (MK)	Desirable to know (DK)	Nice to know (NK)	Marks=30
Essay/Situation type (2) 1/2	(2) Level-I-1 Level-II-1			10Mx1=10M
Short(3) 2/3	(2) Level I-1 Level II-1	(1) Level I-1		5Mx2=10M
Very Short (4) 3/4	(2) Level I-1 Level II-1	(1) Level I-1	(1) Level-I-1	2Mx3=6M
MCQ (4) 4/4	(2) Level I-1 Level II-1	(1) Level I-1	(1) Level-1	1Mx4=4M
About 60:30:10 (MK:DK:NK) Level of Learning 80:20				Total =30

1. Formative Assessment: Practical

a. Practical: Sessional examinations: I

Exam pattern	Sessional examination I	Total
OSCE	10 marks	30Marks
DOP (Directly observed practical in the clinical setting)	20marks	

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

2. Sessional Examinations: Theory: II

Name of the Institute: SRMM College of Nursing

Name of Examination: Fifth Semester B.Sc Nursing program

Semester V/ Sessional II: Community Health Nursing -I

N-COMH(I)310: V -SEM/Primary/2021-2025

	Must to Know (MK)	Desirable to know (DK)	Nice to know (NK)	Marks=75
Essay/Situation type (4) 2/4	(4) Level-I-2 Level-II-2			15Mx2=30M
Short(6) 5/6	(3) Level I-2 Level II-1	(1) Level I-1 Level II-1	(1) Level I-1	5Mx5=25
Very Short (5) 4/5	(3) Level I-2 Level II-1	(1) Level I-1	(1) Level-I-1	4Mx2=8M
MCQ(12) 12/12	(7) Level I-5 Level II-2	(4) Level I-3 Level II-1	(1) Level-1	12Mx01=12M
About 60:30:10 (MK:DK:NK) Level of Learning 80:20				Total =75 Marks

1. Formative Assessment: Practical

a. Practical: Sessional examinations: II

Exam pattern	Sessional examination II	Total
OSCE	15 marks	50Marks
DOP (Directly observed practical in the clinical setting)	35marks	

Note: For Adult Health Nursing I, Adult Health Nursing II, Community Health Nursing I & Community Health Nursing II, the marks can be calculated as per weightage. Double the weightage as 20 marks for continuous assessment and 30 for sessional exams.

Name of the Institute: SRMM College of Nursing

Name of Examination: Fifth Semester B.Sc. Nursing program

Semester V/University Exam: Community Health Nursing -I

N-COMH (I)310: V -SEM/Primary/2021-2025

	Must to Know (MK)	Desirable to know (DK)	Nice to know (NK)	Marks=75
Essay/Situation type (4) 2/4	(4) Level-I-2 Level-II-2			15Mx2=30M
Short(6) 5/6	(3) Level I-2 Level II-1	(2) Level I-1 Level II-1	(1) Level I-1	5Mx5=25
Very Short (5) 4/5	(3) Level I-2 Level II-1	(1) Level I-1	(1) Level-I-1	4Mx2=8M
MCQ(12) 12/12	(7) Level I-5 Level II-2	(4) Level I-3 Level II-1	(1) Level-1	12Mx01=12M
About 60:30:10 (MK:DK:NK) Level of Learning 80:20				Total =75 Marks

1. Summative Assessment: Practical

a. University Practical examination

Exam pattern	University Practical examination	Total
OSCE	15 marks	50Marks
DOP (Directly observed practical in the clinical setting)	35marks	

