

First Year

Community Health Nursing

Theory- 120 hours

Demonstration- 50 hours

Total- 170 hours

Learning objectives;

On completion of the course the student will be able to :

1. Describe the concept of community health, primary health (-are).
2. Understand health policies, plans and programmes of the country,
3. Understand the concept of community.
4. Appreciate the role of the health team.
5. Demonstrate home visit techniques and practices in the community
6. Describe structure, function, characteristics and administrative set up of a community.
7. Identify leaders, resources persons, community-based organizations, NGOs, and local resources.
8. Identify community health needs and problems
9. Describe concepts and methods of communication for health information.
10. Describe the purposes, principles and methods of health counseling.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1.	10		Define health and explain its dimensions List determinants of health Define Primary Health Care List components of Primary Health Care and their application within a community	Concept of Health • Health and its changing concepts. Dimensions of health Determinants of health • Primary health care, definition, components, significance, community, application	Lecture discussion. • Posters.
2.	10		• Describe health concepts and practices of community. • Enumerate health related cultural beliefs and practices	Community Health practices • Health concepts of people and health care providers. • Health behaviours, beliefs and cultural practices of community. • Ethics and behaviour related to community practices. • Method of home visiting.	Lecture discussion. • Practice session. • Demonstration
3.	15	5	• Describe National health problems • Explain specific health programmes at National, state and community levels • Trends and	Health problems and policies • Overview of health problems of communities in India. Participate in national health and family welfare	• Lecture discussion.

			<p>development in national health programmes and policies</p> <ul style="list-style-type: none"> • National health programmes and its implementation at community level. • Role and functions of Accredited Social health Activists (ASHA), Anganwadi worker, Dai etc. 	<p>programs</p> <ul style="list-style-type: none"> • Field Visits: Village, Sub center, Primary health center, Community health center. 	
4.	10	5	<ul style="list-style-type: none"> • Explain the organization of health services at different levels • Describe the referral system. • Explain the Role of National and International health agencies and Non-Governmental Organisations 	<p>Health Organization Organization of SC, PHC, CMC and district hospital.</p> <ul style="list-style-type: none"> • Organization of health care delivery system at different levels • Referral system • Health agencies: International: WHO, UNICEF, UNFPA, UNDPA, World Bank, FAO, DANIDA, European Commission. Red Cross, US aid, UNESCO. Colombo Plan, ILO, CARE etc. • National: Indian Red Cross, Indian Council for Child welfare, Family planning association 	<ul style="list-style-type: none"> • Lecture discussion. • Field Visits to various available organizations.

				of India etc Non-Governmental organizations	
			<ul style="list-style-type: none"> Describe health team with special focus on the ANM\ FHW 	Role of health team. Team concept and Functions of the health team Role and Responsibilities of ANM \ FHW <ul style="list-style-type: none"> Code of ethics for ANM 	<ul style="list-style-type: none"> Lecture discussion. Observation of activities rendered by the health team members.
6	10	5	Describe physical structure of village and urban area Identify social groups, organizations and leaders <ul style="list-style-type: none"> Explain administrative set up at the village 	Structure of community <ul style="list-style-type: none"> Rural community- . Characteristics, changes in the village community development, major rural problems Urban Community- Characteristics, changes and adjustments to urban environment, major urban problems Village: Physical structure - Administrative set up Function of Panchayat • 73^r and 74th amendments to Constitution and role of Panchayat in health. Structure of an urban community slum 	<ul style="list-style-type: none"> Lecture discussion. Field visits: village mapping, slum mapping, resource mapping. Drawing of Panchayat structure and urban wards. Listing of formal and informal leaders groups in the community. Visit to a village and meet Panchayat members, visit block office. List their role in health care.

				Social groups organizations. leaders • Community resources	
7.	10	5	Describe the interaction between different groups and communities within the village Describe social traditions and customs in the village.	Dynamics of community Social processes- individual and process of socialisation Interaction between different social groups in the village. Traditions and customs and their influence on health. Social stratification: Influence of Class. Caste and Race on health and health practices Family and marriage: Types Changes & legislations on family and marriage in India - marriage a els	Lecture discussion. Interaction with different groups in the village. Prepare a list of different customs and traditions.
8.	20	6	Demonstrate methods of community need assessment	Scope and Methodsof community need assessment Survey: Planning Preparation of tools: questionnaires, interview schedules, check list etc Community survey: Principles and methods: data collection, conducting interviews, focus group discussions	• Lecture discussion. Preparation of questionnaire • Field visits/ community: Conduct survey.

				(FGD) and case studies Participatory learning for action(PLA) Analysis of data, Preparation of report	
9.	20	15	Explain the concept, principles and methods of communication Prepare simple and low cost aids of communication. • Conduct health education	Communication methods & media Principles, Methods and Process of communication. Inter personal relationship (IPR): communication with different groups and health team members. Types and use of AV aids Use of local folk methods and media for disseminating health messages. BCC(Behavioural change communication), IEC (Information, Education and communication): Aims, Scope, concept and approaches Teaching learning process, concept , characteristics, steps of learning, characteristics of learner Principles, methodsof teaching • Planning of health education activities:	<ul style="list-style-type: none"> • Lecture discussion. <p>Demonstrationof different methods of communication</p> <ul style="list-style-type: none"> • Role/Play. <p>Prepare health messages using different media and methods.</p> <p>Preparation of IEC material.</p> <p>Practice using one folk method.</p> <p>Preparation of health educationplan</p> <p>Conduct BCC session.</p> <p>Evaluate and follow up of health education.</p>

			Role and responsibilities of ANM's/Health workers in BCC		
10.	5	5	Explain concept and principles of counseling Describe the technique of counseling Describe role of counsellor	Counseling. Concept, Principles and Techniques of counseling. Identifying needs and areas for counseling in the community. • Role of counselor Role of ANM/ Female Health worker as counselor	Lecture discussion. Conduct counseling session and follow up.
11.	5	2	State health conditions where rehabilitation is required. List the various resources available in a community.	Community based rehabilitation Health Conditions needing rehabilitation • Community Resources available Educate individuals, family and community.	Lecture discussion Case discussion

Suggested activities for Evaluation

- Health organizational chart.
- Return demonstration of home visit.
- Field visits
- Preparation of IEC material
- Demonstration of counseling technique.
- Village mapping.
- Community survey.

HEALTH PROMOTION

Theory - 120 hours

Demonstration - 75 hours

Total - 195 hours

Learning objectives:

On completion of the course the student will be able to :

1. Explain importance of nutrition in health and sickness.
2. Promote nutrition of a individual, family and community
3. Explain principles of hygiene and its effect on health.
4. Describe hygiene for self and individuals.
5. Describe importance of environmental sanitation and waste management.
6. Promote mental health of individual, family and community

A. Nutrition

Theory - 35 hrs.

Demonstration - 30 hrs.

Total - 65 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1	10	5	List essential nutrients • Describe classification of food and their nutritive values and functions. • Explain importance of nutrition in health and sickness.	Essential nutrients <ul style="list-style-type: none">Importance of nutrition in health and sicknessEssential nutrients, functions, sources and requirements Classification of foods and their nutritive value	Lecture discussion. <ul style="list-style-type: none">Explain using Models and Charts.Exhibit raw food item showing balanced diet

			Plan balanced diet for different age groups	Normal requirements at different ages. Balanced diet for different age group	
2.	10	5	<ul style="list-style-type: none"> Identify malnutrition and nutritional deficiencies. • Counsel women with anaemia. Describe special diet for sick. • Explain role of ANM's/FHW/ AWWs. 	<p>Nutritional problems</p> <p>Nutritional deficiencies:</p> <ul style="list-style-type: none"> • Deficiencies, correction, treatment and referral - protein energy malnutrition • Vitamin and mineral deficiencies: Nutritional anaemia in women • Under five nutrition • The role of ANM's/ FHW/ AWWs in supplementary food. • Special diets of individuals for different age group. 	<ul style="list-style-type: none"> • Lecture discussion. <p>Visit ICDs project and discuss the program.</p> <ul style="list-style-type: none"> • Explain using Models and Charts. • Planning diets for anemic women and other deficiency conditions
3.	5	5	<ul style="list-style-type: none"> • Assess nutritional status of individual and family. • Identify local foods for enriching diet. • Identify good food habits from harmful food fads and customs. 	<p>Nutritional assessment</p> <ul style="list-style-type: none"> • Methods of nutritional assessment of individual and family: mother and child • Identification of local food sources and their value in enriching diet. 	<ul style="list-style-type: none"> • Lecture discussion. <ul style="list-style-type: none"> • Demonstration • Field visits.

				Food fads, taboos, customs and their influence on health.	
4.	10	15	<ul style="list-style-type: none"> • Plan diet for a family • Counsel for improving diet of the family. • Demonstrate safe preparation and cooking methods. • Explain methods of safe 	<p>Promotion of nutrition</p> <ul style="list-style-type: none"> • Planning diets and special diets for a family • Methods of using locally available foods for special diet • Principles and methods of cooking • Promotion of kitchen gardens • Food hygiene and safe preparation • Storage and preservation • Food adulteration • Precautions during festivals and Melas. 	<ul style="list-style-type: none"> • Lecture discussion. • Plan diet for the family assigned. • Health education. • Visit a milk pasteurization plant. <p>Demonstration of various methods of cooking.</p>

Suggested activities for Evaluation

- Cooking of special diet.
- Nutrition education to a group.
- Planning diet of a family assigned.

B. Human body and hygiene

Theory - 35 hrs.
Demonstration - 20 hrs.
Total - 55 hrs

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1.	20		<p>Describe the structure and functions of the various systems of body</p> <ul style="list-style-type: none"> • State functions of different organs. 	<p>The human body</p> <ul style="list-style-type: none"> • Structure and functions of human body. • Body systems and their functions <p>digestive system respiratory system. genito urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs.</p>	<p>Lecture discussion.</p> <ul style="list-style-type: none"> • Identification of body parts. • Explain using Models and Charts.
2.	5	15	<ul style="list-style-type: none"> • Understand importance of personal hygiene for self and individuals health. • Care for sick to maintain their personal hygiene and comfort 	<p>Hygiene of the body</p> <ul style="list-style-type: none"> • Personal and individual hygiene Care of mouth skin, hair and nails. - Sexual hygiene - Menstrual hygiene. • Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of pressure points, position changing, • Care of hair: hair wash • Care of hand and nails: hand washing 	<ul style="list-style-type: none"> • Lecture discussion. • Demonstration.

				Care of eyes: eye wash, • Mouth care: Elimination Care of bowels and bladder	
3.	5	5	State the basic human needs. • Explain importance of fulfilling these basic needs.	Optimal functioning of the body • Basic human needs Rest, sleep, activity, exercise, posture etc - Food, eating and drinking habits - Participation in social activities. - Self-actualisation and spiritual need. - Interpersonal and human relations - Lifestyle and healthy habits.	Lecture discussion. • Health education regarding healthy life style.

Suggested activities for Evaluation

- Preparation of anatomy practical book
- Return demonstration of personal hygiene including care of various organs of body.

