

**Vocational Higher Secondary
Education (VHSE)**

Second Year

**BASIC NURSING AND
PALLIATIVE CARE**

Reference Book - Teachers' Version



Government of Kerala
Department of Education

State Council of Educational Research and Training (SCERT),
KERALA
2016

Foreword

Dear Teachers

This reference book (**Teachers' Version**) is intended to serve as a transactional aid to facilitate classroom transaction and as a ready reference for teachers of Vocational Higher Secondary Schools. It offers some guidelines for the transaction of the course content and for undertaking the practical work listed in the course content. As the curriculum is activity based, process oriented and rooted in constructivism focusing on the realisation of learning outcomes, it demands higher level proficiency and dedication on the part of teachers for effective transaction.

In the context of the Right- based approach, quality education has to be ensured for all learners. The learner community of Vocational Higher Secondary Education in Kerala should be empowered by providing them with the best education that strengthens their competences to become innovative entrepreneurs who contribute to the knowledge society. The change of course names, modular approach adopted for the organisation of course content, work-based pedagogy and the outcome focused assessment approach paved the way for achieving the vision of Vocational Higher Secondary Education in Kerala. The revised curriculum helps to equip the learners with multiple skills matching technological advancements and to produce skilled workforce for meeting the demands of the emerging industries and service sectors with national and global orientation. The revised curriculum attempts to enhance knowledge, skills and attitudes by giving higher priority and space for the learners to make discussions in small groups, and activities requiring hands-on experience.

The SCERT appreciates the hard work and sincere co-operation of the contributors of this book that includes subject experts, industrialists and the teachers of Vocational Higher Secondary Schools. The development of the teachers' version of reference books has been a joint venture of the State Council of Educational Research and Training (SCERT) and the Directorate of Vocational Higher Secondary Education.

The SCERT welcomes constructive criticism and creative suggestions for the improvement of the book.

With regards,

Dr. J. Prasad
Director
SCERT, Kerala

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“Every handicraft has to be taught not merely mechanically as is done today, but scientifically. This is to say, the child should learn the why and wherefore of every process.” -

Gandhi's

Philosophy of Education

ABOUT THE COURSE

Basic nursing and palliative care course is intended to offer training to students at the higher secondary level with knowledge and skills in basic nursing procedures, first aid, geriatric care, palliative care, and community health.

As per world health organisation the average life expectancy at birth of the global population in is 71 years. In Kerala, now the average life expectancy is more than 71 years and the greater longevity of life give rise to more complex health concerns, there is also a paradigm shift in disease pattern from communicable diseases to non communicable diseases and emergence and re-emergence of diseases. In social scenario breaking up of extended families to small nuclear units, less number of children in each family, people going abroad in search of jobs, changes in food habits, changes in work culture, westernisation of our culture, increased incidence of accidents etc had contributed to many physical and psychological health problems. Now the health policies are being framed to reduce hospital stay and focus on promotive and preventive aspects of health.

The Health care industry is facing a severe shortage of skilled manpower. Insufficient knowledge and lack of skill can lead to mistakes that are costly for people's health. This course is designed in such a way that after the successful competition, the students can provide quality promotive, preventive and curative health care at nursing homes, assisted living, hospice, homes, hospitals, schools, industries, community based long-term care, other long-term care settings and health projects.

There is an ample scope and opportunities for nursing professionals all over the world as it is described as one of the most dignified profession. This curriculum helps students to inculcate a positive attitude towards nursing profession and make them eligible to join higher studies in nursing. This course gives a sound foundation for aspiring nurses.

JOB ROLES (CAREER PATH)

After the completion of Basic Nursing and Palliative Care course, job roles are available in Government/ Semi government and Private sector institutions. As the need for health care outside hospital is increasing, those who completes Basic Nursing and Palliative Care course can also explore various self employment opportunities available in society.

<p align="center">Government / Semi Government Private Sector</p>	<p align="center">Self Employment</p>
<ol style="list-style-type: none"> 1. First Aid/Emergency Medical Care Provider 2. Emergency Medical Technician – Ambulances, Rescue Team, Disaster Management Team, Emergency Care Department 3. General Duty Assistant /Skilled Nurse Assistant/Nursing Aide/Patient Care Assistant/ Clinical Nursing Care Assistant 4. Nursing Assistant In Defense Services 5. Home Health Aid/Home Healthcare Attendant/Home Based Health Care 6. School Health Assistant/Hygienist 7. Palliative Care Provider 8. Geriatric Care Provider 9. Community/Public Health Care Provider 10. Diabetic Educator 11. Anaganawadi Worker 12. Anganawadi Helper 13. Basic Health Volunteer [Equivalent To Accredited Social Health Activist(ASHA)] 14. Care Giver in Well Baby Clinics 15. Centralised Sterile Services Department (CSSD) Assistant 16. Operation Theatre Assistant 17. Front Office Assistant/ Receptionist in a Health Care Setting 18. Lab Technical Assistant in VHSE Department 	<p>Entrepreneurship in</p> <ol style="list-style-type: none"> 1. Day Hospital/ Centres (For Elderly, Mentally Ill Patients, Persons With Dementia Etc) 2. Foster Homes (Voluntary Family) 3. Group Homes(For Mentally Ill Recovering Patients) 4. Half Way Homes(For Patients Who No Longer Need the Full Services of a Hospital) 5. Respite Care 6. Self Help Groups(Eg: Alcoholic Anonymous) 7. Hospices

MAJOR SKILLS (SUB SKILLS)

Module 3 – Geriatric and Palliative Care

After completion of the module 3 the student will have skill in;

1. Administration of medications
2. Oxygen Administration
3. Wound dressing
4. Provide palliative care
5. Care an elderly client
6. Meet the health needs of unconscious patient
7. Meet the health needs of Client’s with special needs

Module 4– Community health

After completion of the module 4 the student will have skill to;

1. Recognize health needs and problems of community
2. Provide promotive, preventive and curative health care at homes, elderly care homes, hospices, rehabilitation centres, schools, work places, public places like markets, shopping malls etc
3. Skill in providing health education

LEARNING OUTCOME OF THE COURSE

After completion of the course the learner will:

1. Provide preventive, promotive, restorative and emergency health care to individuals, family and community
2. Describe the basic structure and functions of human body
3. Describe the roles and responsibility of a nurse including ethics, communication, legal responsibilities.
4. Demonstrate professional communication skills including recording and reporting.
5. Demonstrate safety and infection control practices
6. Define common medical terms and abbreviations used in health care.
7. Demonstrate competence and proficiency in the following categories of skills:
 - 7.1 Communication and interpersonal relationships.
 - 7.2 Safety and infection control.
 - 7.3 Emergency care
 - 7.4 Basic nursing procedures
 - 7.5 Palliative care
 - 7.6 Geriatric care
 - 7.7 Care to clients with special needs
 - 7.8 Preventive and promotive care in community
8. Demonstrate behaviours consistent with professional work ethics
9. Provide need based information related to health of individuals, family and groups
10. Participate in national health and family welfare programmes at community level
11. Act as a team member in health care delivery system
12. Update knowledge and skills for professional and personal growth
13. Adhere to the policies and procedures of working institutions

COURSE STRUCTURE

The curriculum of the entire Basic Nursing and Palliative care course is in modular format. There are four modules of six month duration. The modules are;

Module NO.	NAME OF MODULE	PERIODS
1	INTRODUCTION TO BASIC NURSING AND FIRST AID (Certificate in First Aid)	340
2	BASIC NURSING PROCEDURES (Certificate in Skilled Nurse Assistant)	340
3	PALLIATIVE AND GERIATRIC CARE (Certificate in Palliative and Geriatric Care)	340
4	COMMUNITY HEALTH (Certificate in Community Health)	340

SYLLABUS

MODULE 3 PALLIATIVE AND GERIATRIC CARE (340 Hrs/Periods)

UNIT NO: 3.1 ADMINISTRATION OF MEDICATION PERIODS: 60

Administration of Medications

- Meaning of drug, medicine
- Nomenclature
- Forms of medicines
- Classification of medicines
- Abbreviations in common use
- Medication order
- Types of medication order
- Effects of drug on the body
- Dosage
- Weight and measures
- Calculation of dosage

- Storage of drugs
- Drug Delivery systems
- Routes of medication administration
- Safety measures
- Administration of Oral Medication
- Topical Medication Applications
 - a. Dermatologic (Skin Surface)
 - b. Transdermal Patch
 - c. Ophthalmic
 - Eye Drops
 - Eye Ointments
 - d. Otic (Ear)
 - e. Nasal Instillation
 - Administer nasal drops
 - Administer nasal spray
 - f. Administering Medication by Inhalation
 - Metered-dose inhalers and
 - Turbo inhalers.
- Nebulisation
- Injections
 - a. Types of injections
 - b. Purpose of injections
 - c. Complications of injections
 - d. Drugs and fluids administered
 - e. Safety measures
 - f. Selection of equipment for injections
 - g. Forms of medications available
 - h. Principles involved in the administration of injections
 - i. Administration of injections
 - 1. Subcutaneous injection including Insulin pen
 - 2. Intramuscular injections

UNIT NO: 3.2

OXYGEN ADMINISTRATION

PERIODS: 40

Oxygen administration

- Definition
- Indications for oxygen therapy
- Methods of Oxygen Administration
- Supply of oxygen

- Care of oxygen cylinder
- Complications of oxygen therapy
- General Instructions for oxygen administration
- Management of home oxygen therapy
- Applying nasal cannula, oxygen mask and nasal catheter
- Using Home Oxygen Equipment

UNIT NO: 3.3

CARE OF WOUND

PERIODS: 30

Care of wound

- Concept of wound
- Types of wound
- Factors affecting wound healing
- Wound dressing
- Types of wound dressing
- Purposes of wound dressing
- Dressing materials
- Complications of wound healing
- Principles involved in care of wounds
- General instructions for care of wounds
- Applying wound dressing

UNIT NO: 3.4

PALLIATIVE CARE

PERIODS: 100

Palliative Care

- Introduction to Palliative Care
- Definition
- Common conditions requiring palliative care
- Hospice Care
- Pharmacology - common drugs used in palliative care
- Pain Management
- Symptom Management (Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema)
- General care of patient
- Spirituality
- Care at the End of Life (Active Dying)

- Carry out last office (death care)
- Support during grief and bereavement

UNIT NO: 3.5 GERIATRIC CARE PERIODS: 50

Geriatric Care

- a) Concept of old age and related terms
- b) Factors affecting old age
- c) Changes in old age
- d) Health problems of the aged
- e) General care of elderly
- f) Prevention of accidents in elderly
- g) Elderly abuse

UNIT NO: 3.6 CARE OF UNCONSCIOUS PATIENT PERIODS:30

Care of Unconscious Patient

- Consciousness
- Levels of consciousness
- Unconsciousness
- Causes of unconsciousness
- Assessment of unconscious patient
- Care of an unconscious patient
- Management of complications

UNIT NO: 3.7 CARE OF CLIENTS WITH SPECIAL NEEDS PERIODS: 30

Care of Client's With Special Needs

- Ñ Dementia
- Ñ Challenged Children – Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy

MODULE 4 - COMMUNITY HEALTH (340 Hrs/Periods)

UNIT NO: 4.1 INTRODUCTION TO HEALTH PERIODS:20

Introduction to health

- Concept of Health and disease
- Determinants of health
- New trends in health care

UNIT NO: 4.2

HYGIENE

PERIODS:60

Hygiene

- Concepts of hygiene
- Types
 - a) Personal
 - b) Environmental
 - Personal Hygiene
 - a. Care of skin and hair
 - b. Care of teeth
 - c. Care of eyes, ears, hands & feet
 - d. Menstrual Hygiene
 - e. Rest and sleep, postures, exercises and recreation
 - Environmental Hygiene
 1. Water
 - Safe and wholesome water
 - Uses of water
 - Sources of water supply
 - Sanitary well
 - Water pollution
 - Water related diseases
 - Purification of water
 2. Air
 3. Ventilation
 4. Housing
 5. Lighting
 6. Noise
 7. Food hygiene
 8. Disposal of waste
 9. Control of Mosquitoes, flies, rodents.

UNIT NO: 4.3

NUTRITION

PERIODS:20

- Nutrition
- Relation of nutrition to health
- Functions of food
- Classification of food
- Constituents of food - Protein, fat and carbohydrates, Vitamins, Minerals and water
- Balanced diet
- Nutritional problems
- Community nutritional programmes

UNIT NO: 4.4 COMMUNICABLE AND NON COMMUNICABLE DISEASES PERIODS:80

- A. Prevention and Control of Infectious Diseases – Bacterial (Diphtheria, Whooping Cough/Pertussis, Tetanus, Tuberculosis , Typhoid, Leprosy or Hansen’s Diseases, Meningococcal meningitis (cerebro spinal fever), Leptospirosis (Weil’s disease) and Cholera, Viral {Chicken Pox (Varicella), Measles / Rubeola, German Measles/Rubella, Mumps (Infectious Parotiditis), Poliomyelitis, Viral Hepatitis, SARS, Dengue fever, Chikungunya and Acquired Immuno Deficiency Syndrome (AIDS)} and protozoan(malaria and filarisis)
- B. Prevention and Control of Non Communicable Diseases
1. Coronary Artery Disease
 2. Hypertension
 3. Stroke
 4. Cancers
 5. Diabetes Mellitus
 6. Obesity
 7. Blindness
 8. Accidents and injuries
- C. Mental Health

Alcoholism and drug dependence

UNIT NO: 4.5 MATERNAL AND CHILD HEALTH PERIODS:40

Maternal and child health

- a) Menstruation and Fertility
- b) Antenatal care
- c) Post-Natal Care
- d) Newborn Care
- e) Breast feeding

- f) Complementary feeding
- g) Immunization
- h) Family Planning Methods

UNIT NO: 4.6

ADOLESCENCE

PERIODS:20

Adolescence

- Physical and physiological changes in adolescence
- Problems of adolescents - physical, physiological and psychosocial
- Promoting optimum health during adolescence

UNIT NO: 4.7

NATIONAL HEALTH PROGRAMMES

PERIODS: 20

National Health Programmes

1. Mission Indradhanush
2. National Vector Borne Disease Control Programme
3. Revised National Tuberculosis Eradication Programme
4. National AIDS Control Programme
5. National Programme For Control Of Blindness
6. Universal Immunization Programme
7. Pulse Polio Immunization Programme
8. National Health Mission
9. Reproductive, Maternal, Newborn, Child and Adolescent Health
10. National Cancer Control Programme
11. National Mental Health Programme
12. Janani Shishu Suraksha Karyakram
13. Rashtriya Kishor Swasthya Karyakram
14. National Programme For Prevention And Control Of Diabetes, Cardiovascular Diseases And Stroke
15. National Family Welfare Programme

UNIT NO: 4.8

HEALTH CARE OF THE COMMUNITY

PERIODS:40

HEALTH CARE OF THE COMMUNITY

- Levels of health care
- Primary Health care
- Millennium development goals

- Primary Health care in India – Village level, Sub centre, Primary health centre, Community Health centre
- Integrated Child Development Scheme – Anganawadis
- Local self government - Panchayati Raj
- International health agencies - WHO, UNICEF, RED CROSS.
- National Health agencies – Bharat Sevak Samaj, Family planning association of India, Professional bodies

UNIT NO: 4.9

HEALTH EDUCATION

PERIODS:20

Health Education

- Concept
- Aims and Objectives
- Contents of Health education
- Principles of health education
- Settings for health education
- Methods of health education
- Audiovisual aids
- Steps for health education

UNIT NO: 4.10

DISASTER MANAGEMENT

PERIODS:20

Disaster

- Definition
- Types of disaster
- Phases of disaster

Disaster management

LIST OF PRACTICALS

MODULE 3 – GERIATRIC AND PALLIATIVE CARE

UNIT NO: 3.1 ADMINISTRATION OF MEDICATION

1. Administration of Oral Medication

2. Topical Medication Applications
 - A. Dermatologic (Skin Surface)
 - B. Transdermal Patch
 - C. Ophthalmic
 - i. Eye Drops
 - ii. Eye Ointments
 - D. Otic (Ear)
 - E. Nasal Instillation
 - i. Administer nasal drops
 - ii. Administer nasal spray
3. Administering Medication by Inhalation
 - a) Metered-dose inhalers and
 - b) Turbo inhalers.
4. Nebulisation
5. Preparation of drugs from ampoule
6. Preparation of drugs from vial
7. Subcutaneous injection including insulin pen
8. Intramuscular injection

UNIT NO: 3.2

UNIT NAME: OXYGEN ADMINISTRATION

- Applying nasal cannula, oxygen mask and nasal catheter
- Using Home Oxygen Equipment

UNIT NO: 3.3

UNIT NAME: CARE OF WOUND

1. Application of Wound Dressing

UNIT NO: 3.4

UNIT NAME : PALLIATIVE CARE

1. Preparation of a model/chart of pain scales
2. Preparation of model/chart of pain management
3. Preparation of charts on symptom management
4. Health education on pain management
5. Basic nursing procedures
6. Death body care
7. Care of fungating wound
8. Health education in management of symptoms
9. Visit to Palliative Care centre

UNIT NO: 3.5

UNIT NAME: GERIATRIC CARE

1. Basic Nursing Procedures
2. Visit to Geriatric Care centre
3. Health education on prevention of accidents in elderly, Elderly abuse

UNIT NO: 3.6

UNIT NAME: CARE OF UNCONSCIOUS PATIENT

1. Basic nursing procedures
2. Basic life support
3. Positions for unconscious patients and position chart

UNIT NO: 3.7

UNIT NAME: CARE OF CLIENTS WITH SPECIAL NEEDS

1. Preparation of memory aids for dementia patients
2. Health education on behavioural disorders in children
3. Preparation of care giver's guide

MODULE 4 - COMMUNITY HEALTH

UNIT NO: 4.1

UNIT NAME: INTRODUCTION TO HEALTH

Nil

UNIT NO: 4.2

UNIT NAME: HYGIENE

1. Preparation of chart on Environmental Hygiene
2. Health talk on Environmental Hygiene
3. Preparation of Model of Sanitary Well
4. Chlorination of well
5. Health talk on food hygiene
6. Field Visit to water purification plant
7. Field visit to restaurant
8. Field visit to milk processing plant

UNIT NO: 4.3

UNIT NAME: NUTRITION

1. Preparation of model of nutrition plate
2. Preparation of model of Food Pyramid
3. Health talk on balanced diet
4. Preparation of poster on nutritional problems

UNIT NO: 4.4 UNIT NAME: COMMUNICABLE AND NON COMMUNICABLE DISEASES

1. Survey of Infectious diseases
2. Source reduction
3. Health talk on infectious diseases
4. Visit to a PHC
5. Survey on Life style diseases
6. Health talk on Life style diseases
7. Chart preparation on healthy life style
8. Breast self examination
9. Oral self examination

- 3.1.1 Defines the selected terms related to administration of medications
- 3.1.2 Explains the forms of medications
- 3.1.3 Identifies the types of drugs
- 3.1.4 Identifies the essential parts of a medication order.
- 3.1.5 Explains the types of medication order
- 3.1.6 Identifies the abbreviations in common use related to administration of medications
- 3.1.7 Describes the effects of drugs on the body
- 3.1.8 Explains the dosage and factors affecting dose
- 3.1.9 Applies the systems of measurement in the administration of medications
- 3.1.10 Calculates the prescribed medication doses
- 3.1.11 Describes the various drug delivery systems
- 3.1.12 Describes the various routes of medication administration
- 3.1.13 Identifies the three checks and seven rights in medicine administration and apply them
- 3.1.14 Describe storage of drugs
- 3.1.15 Demonstrates the steps used in administering oral medications
- 3.1.16 Demonstrates the steps used in
 - Topical Medication Applications
 - a. Dermatologic (Skin Surface)
 - b. Transdermal Patch
 - c. Ophthalmic
 - Eye Drops
 - Eye Ointments
 - d. Otic (Ear)
 - e. Nasal Instillation
 - Nasal drops
 - Nasal spray
 - f. Administering Medication by Inhalation
 - ❖ Metered-dose inhalers
 - ❖ Turbo inhalers
 - Nebulisation
 - 3.1.17 Defines Injection
 - 3.1.18 Explains the types of injection
 - 3.1.19 Describes the complications of injections
 - 3.1.20 Enlists the types of drugs and fluids administered by parenteral route
 - 3.1.21 Demonstrates skill in:
 - a. Preparing medications from ampoules
 - b. Preparing medications from vials
 - 3.1.22 Identifies the sites used for:
 - a. Intradermal injection

- b. Subcutaneous injection
 - c. Intramuscular injection
- 3.1.23 Demonstrates the steps in administering parenteral medications by subcutaneous and intramuscular route
- 3.1.24 Demonstrates appropriate documentation and reporting of medication administration skills

UNIT NO: 3.2

UNIT NAME: OXYGEN ADMINISTRATION

The Learner:

- 3.2.1 Defines oxygen administration
- 3.2.2 Enlists the indications for oxygen therapy
- 3.2.3 Explains the methods of oxygen administration
- 3.2.4 Enlists the ways of supply of oxygen
- 3.2.5 Explains the care of oxygen cylinder
- 3.2.6 Describes the complications of oxygen therapy
- 3.2.7 Describes the general instructions for oxygen administration
- 3.2.8 Describes the management of home oxygen therapy
- 3.2.9 Demonstrates skill in applying nasal cannula, oxygen mask and nasal catheter
- 3.2.10 Demonstrates skill in using home oxygen equipment

UNIT NO: 3.3

UNIT NAME: CARE OF WOUND

The Learner:

- 3.3.1 Defines wound
- 3.3.2 Describes the types of wound
- 3.3.3 Describes the factors affecting wound healing
- 3.3.4 Defines wound dressing
- 3.3.5 Enlists the types of dressing
- 3.3.6 Describes the purposes of wound dressing
- 3.3.7 Enumerates the complications of wound healing
- 3.3.8 Explains the principles involved in wound dressing
- 3.3.9 Applies the principles of surgical asepsis in wound care
- 3.3.10 Demonstrates skill in wound dressing

UNIT NO: 3.4

UNIT NAME : PALLIATIVE CARE

The Learner:

- 3.4.1 Defines palliative care
- 3.4.2 Enlists Common conditions requiring palliative care
- 3.4.3 Explains Hospice care

- 3.4.4 Recognises the common drugs used in palliative care
- 3.4.5 Describes the pain management
- 3.4.6 Describes the management of Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema
- 3.4.7 Explains the general care of patient requires palliative care
- 3.4.8 Explains about meeting the spiritual needs of patient
- 3.4.9 Performs palliative care
- 3.4.10 Explains care at the end of life
- 3.4.11 Demonstrates skill in dead body care
- 3.4.12 Describes the support during grief and bereavement

UNIT NO: 3.5

UNIT NAME: GERIATRIC CARE

The Learner:

- 3.5.1 Describes the concept of old age
- 3.5.2 Enlists the factors affecting aging
- 3.5.3 Explains the changes in old age
- 3.5.4 Enlists the common health problems in old age
- 3.5.5 Explains the general care of elderly
- 3.5.6 Describes the prevention of accidents in elderly
- 3.5.7 Explains the elderly abuse
- 3.5.8 Demonstrate skill in providing care to elderly persons

UNIT NO: 3.6

UNIT NAME: CARE OF UNCONSCIOUS PATIENT

The Learner:

- 3.6.1 Defines consciousness and unconsciousness
- 3.6.2 Explains the levels of consciousness
- 3.6.3 Enlists the causes of unconsciousness
- 3.6.4 Assesses the levels of consciousness using Glasgow Coma Scale
- 3.6.5 Describes the care of unconscious patient
- 3.6.6 Explains the management of complications of unconsciousness
- 3.6.7 Demonstrates skill in giving care to an unconscious patient

UNIT NO: 3.7

UNIT NAME: CARE OF CLIENTS WITH SPECIAL NEEDS

The Learner:

- 3.7.1 Explains the care of patients with Dementia
- 3.7.2 Provides care to patients with Dementia
- 3.7.3 Explains the care of children with Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy

- 3.7.4 Provides care to children with Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy

MODULE 4 - COMMUNITY HEALTH

UNIT NO: 4.1

UNIT NAME: INTRODUCTION TO HEALTH

The Learner:

- 4.1.1 Explain the concept of health and disease
- 4.1.2 Explains determinants of health
- 4.1.3 Describes new trends in health care

UNIT NO: 4.2

UNIT NAME: HYGIENE

The Learner:

- 4.2.1 Defines Hygiene
- 4.2.2 Describes the types of hygiene
- 4.2.3 Explains the different aspects of personal Hygiene- Care of skin and hair, Care of teeth, Care of eyes, ears, hands & feet, Menstrual Hygiene, Rest and sleep, postures, exercises and recreation
- 4.2.4 Defines safe and whole some water
- 4.2.5 Enlists the uses of water
- 4.2.6 Enlists the sources of water supply
- 4.2.7 Explains the criteria for construction of sanitary well
- 4.2.8 Enlists the water related diseases
- 4.2.9 Explains purification of water
- 4.2.10 Explains air pollution
- 4.2.11 Explains the types of ventilation
- 4.2.12 Explains the standards of housing
- 4.2.13 Explains the requirements of good lighting
- 4.2.14 Enlists sources of noise
- 4.2.15 Describes the control of noise
- 4.2.16 Enlists the food borne diseases
- 4.2.17 Explains the sanitation of eating places
- 4.2.18 Explains the methods of refuse disposal
- 4.2.19 Explains the methods of excreta disposal
- 4.2.20 Describes the control of mosquitoes, flies and rodents

UNIT NO: 4.3

UNIT NAME: NUTRITION

The Learner:

- 4.3.1 Define nutrition
- 4.3.2 Relates nutrition and health

- 4.3.3 Explains the functions of food
- 4.3.4 Enlist the food types
- 4.3.5 Describes about the constituents of food
- 4.3.6 Explains the balanced diet
- 4.3.7 Describe the nutritional problems
- 4.3.8 Describes the community nutritional programmes

UNIT NO: 4.4 UNIT NAME: COMMUNICABLE AND NON COMMUNICABLE DISEASES

The Learner:

- 4.4.1 Describes the prevention and control of infectious diseases
- 4.4.2 Describe the prevention and control of non communicable diseases
- 4.4.3 Describes the mental health
- 4.4.4 Describes the various aspects of alcoholism and drug dependence

UNIT NO: 4.5 UNIT NAME: MATERNAL AND CHILD HEALTH

The Learner:

- 4.5.1 Recalls the concept of menstruation and fertility
- 4.5.2 Describes the antenatal care
- 4.5.3 Describes the postnatal care
- 4.5.4 Describes the newborn care
- 4.5.5 Explains the importance of breast feeding
- 4.5.6 Describes the Complementary feeding
- 4.5.7 Recognises the immunization schedule
- 4.5.8 Explains the family planning methods
- 4.5.9 Provides antenatal, postnatal and newborn care

UNIT NO: 4.6 UNIT NAME: ADOLESCENCE

The Learner:

- 4.6.1 Defines adolescence
- 4.6.2 Describes the physical and physiological changes in adolescence
- 4.6.3 Identifies the problems of adolescents
- 4.6.4 Practices the different ways of promoting optimum health during adolescence

UNIT NO: 4.7 UNIT NAME: NATIONAL HEALTH PROGRAMMES

The Learner:

- 4.7.1 Describes the national health programmes in India
- 4.7.2 Participates in the national health programmes

UNIT NO: 4.8

UNIT NAME: HEALTH CARE OF THE COMMUNITY

The Learner:

- 4.8.1 Describes the levels of health care
- 4.8.2 Defines the primary health care
- 4.8.3 Enlists the Millennium development goals
- 4.8.4 Explains the various aspects of primary health care
- 4.8.5 Explains the primary health care in India
- 4.8.6 Describes the Integrated Child Development Scheme
- 4.8.7 Describes the local self government
- 4.8.8 Describes about the national and international health agencies

UNIT NO: 4.9

UNIT NAME: HEALTH EDUCATION

The Learner:

- 4.9.1 Defines health education
- 4.9.2 Explains the aims and objectives of health education
- 4.9.3 Describes the content of health education
- 4.9.4 Explains the principles of health education
- 4.9.5 Enlists the settings for health education
- 4.9.6 Enumerates the methods of health education
- 4.9.7 Enlists the AV Aids used for health education
- 4.9.8 Explains the steps for health education
- 4.9.9 Organizes the health education programme

UNIT NO: 4.10

UNIT NAME: DISASTER MANAGEMENT

The Learner:

- 4.10.1 Defines Disaster
- 4.10.2 Enlists the types of disaster
- 4.10.3 Enlists the phases of disaster
- 4.10.4 Describes the disaster management

SCHEME OF WORK

MODULE 3 – GERIATRIC AND PALLIATIVE CARE (340 Periods)		
Month	Name of Units	Periods
June	ADMINISTRATION OF MEDICATION	60

	OXYGEN ADMINISTRATION	08
July	OXYGEN ADMINISTRATION	32
	CARE OF WOUND	30
	PALLIATIVE CARE	06
August	PALLIATIVE CARE	68
September	PALLIATIVE CARE	26
	GERIATRIC CARE	42
October	GERIATRIC CARE	8
	CARE OF UNCONCIOUS PATIENT	30
	CARE OF CLIENTS WITH SPECIAL NEEDS	30

MODULE 4 - COMMUNITY HEALTH (340 Periods)

Month	Name of Units	Periods
November	INTRODUCTION TO HEALTH	20
	HYGIENE	48
December	HYGIENE	12
	NUTRITION	20
	COMMUNICABLE AND NON COMMUNICABLE DISEASES	36
January	COMMUNICABLE AND NON COMMUNICABLE DISEASES	44
	MATERNAL AND CHILD HEALTH	24
February	MATERNAL AND CHILD HEALTH	16
	ADOLESCENCE	20
	NATIONAL HEALTH PROGRAMMES	20
	HEALTH CARE OF THE COMMUNITY	12
March	HEALTH CARE OF THE COMMUNITY	28
	HEALTH EDUCATION	20
	DISASTER MANAGEMENT	20

STRUCTURE OF MODULE 3

The second year VHSE course is divided into two modules. Each module is of Six months duration

MODULE 3 – GERIATRIC AND PALLIATIVE CARE (340 Periods)

UNIT NO.	NAME OF UNITS	PERIODS
3.1	ADMINISTRATION OF MEDICATION	60
3.2	OXYGEN ADMINISTRATION	40
3.3	CARE OF WOUND	30
3.4	PALLIATIVE CARE	100
3.5	GERIATRIC CARE	50
3.6	CARE OF UNCONSCIOUS PATIENT	30
3.7	CARE OF CLIENTS WITH SPECIAL NEEDS	30

30% Periods – Theory Sessions and 70% Periods – Practical Activities

STRUTURE OF MODULE 4

MODULE 4 - COMMUNITY HEALTH (340 Periods)

UNIT NO.	NAME OF UNITS	PERIODS
4.1	INTRODUCTION TO HEALTH	20
4.2	HYGIENE	60
4.3	NUTRITION	20
4.4	COMMUNICABLE AND NON COMMUNICABLE DISEASES	80
4.5	MATERNAL AND CHILD HEALTH	40
4.6	ADOLESCENCE	20
4.7	NATIONAL HEALTH PROGRAMMES	20
4.8	HEALTH CARE OF THE COMMUNITY	40
4.9	HEALTH EDUCATION	20
4.10	DISASTER MANAGMENT	20

30% Periods – Theory Sessions and 70% Periods – Practical Activities

CLASS ROOM ACTIVITIES

1. Discussions
2. Assignment
3. Seminars
4. Group discussion
5. Video shows
6. Models and Exhibits
7. Chart/poster preparation
8. Projects
9. Interaction with Nurses/Nurse leaders in class room
10. Debate
11. Collection
12. ICT enabled interactions
13. Quiz
14. Oral drill
15. Discussion
16. Animated CD/Multimedia Presentations
17. Hand out preparation
18. Role play
19. Refer books

PRACTICAL ACTIVITIES

1. Demonstration
2. Simulated teaching
3. Practical Experiments
4. Field visit
5. Health Awareness programmes
6. Surveys
7. Project preparation
8. Medical camps
9. School Health Programmes
10. Health talk
11. Health bulletin
12. Health and wellness club
13. Puppet show
14. Case study
15. Process recording
16. On the job Training
17. Service/Product cum training centres
18. Vocational Expo

OVERVIEW OF MODULE

MODULE 3 – GERIATRIC AND PALLIATIVE CARE

The module is designed to prepare care givers with specialized knowledge skills and attitude in providing quality care in the areas of palliative care, geriatric care and care of client's with special needs at primary, secondary and tertiary levels of care.

The first unit deals with Administration of Medicines. A Medicine may be defined as a substance used to promote health, to prevent illness, to diagnose, to alleviate or cure disease. This unit deeply discusses the meaning of drug, medicine, types and forms of medicines, abbreviations in common use, weight and measures, forms of medications, storage of drugs, drug delivery systems, routes of medication administration, rules of medication administration, oral administration of medicines and injections.

The second unit is on Oxygen administration. Oxygen therapy is the administration of oxygen as a medical intervention for both acute and chronic patient care. This unit discusses the concept of oxygen therapy, types, parts of an oxygen cylinder, indications for oxygen therapy, precautions for oxygen therapy, procedure of oxygen administration, complications of oxygen therapy and management of home oxygen therapy

Unit three is Care of Wound and a wound is a cut or break in the skin and wound dressing is a process of cleaning and dressing a wound. This unit contains the topics the concept of wound, types of wound, dressing materials, factors affecting wound healing, complications of wound, review of surgical asepsis and wound care.

The fourth unit is Palliative care which defined by WHO as an approach that improves the quality of life of patients and their families facing the problem associated with life-threatening illness, through the prevention and relief of suffering by means of early identification and impeccable assessment and treatment of pain and other problems, physical, psychosocial and spiritual. Here we discuss the concept

of palliative care, hospice care, pharmacology - common drugs used in palliative care, pain management, symptom management (constipation, incontinence, dyspnea, anorexia, nausea and vomiting, diarrhea, lymphedema), review of basic nursing procedures, meeting spiritual needs, care at the end of life (active dying), carry out last office (death care) and support during grief and bereavement

Unit five deals with Geriatric care. Geriatric care management is the process of planning and coordinating care of the elderly and others with physical and/or mental impairments to meet their long term care needs, improve their quality of life, and maintain their independence for as long as possible. Here we discuss the concept of old age and related terms, changes in old age, common health problems specific to old age and its management, general care of elderly, prevention of accidents in elderly and elderly abuse

The unit six is Care of unconscious patient. Unconsciousness is a state which occurs when the ability to maintain an awareness of self and environment is lost. It involves a complete or near-complete lack of responsiveness to people and other environmental stimuli. This unit contains the concept of consciousness, levels of consciousness, causes of unconsciousness, assessment of unconscious patient, care of an unconscious patient and complications and its management

Unit seven discusses the care of clients with special needs- cognitive disorders - Dementia and Alzheimer's disease. Care of challenged children – attention deficit hyperactivity disorder (ADHD), Autism, Mentally challenged, Cerebral palsy

UNIT WISE (ABOUT THE UNIT)

UNIT NO: 3.1 ADMINISTRATION OF MEDICATION

The administration of medication has become increasingly complex and diversified. Administration of correct medication and dosage by the specified route, using proper technique and taking appropriate precautions were once all that was expected. Today, there is increasing demand for a broader level of knowledge and skills. For safe administration of medication the care giver must be familiar with the sources of medication information, when and how to use them, ability to recognize unsafe and unclear medication orders, knowledge about what to do when such an order is encountered and also various components of safe administration of medication.

UNIT GRID

UNIT NO: 3.1		UNIT NAME: ADMINISTRATION OF MEDICATION		PERIODS: 60
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Administration of Medications</p> <ul style="list-style-type: none"> • Meaning of drug, medicine • Nomenclature • Forms of medicines • Classification of medicines • Abbreviations in common use • Medication order • Types of medication order • Effects of drug on the body • Dosage • Weight and measures • Calculation of dosage • Drug Delivery systems • Routes of medication administration • Safety measures • Storage of drugs • Administration of Oral Medication • Topical Medication Applications g. Dermatologic (Skin Surface) h. Transdermal Patch 	<p>The Learner:</p> <p>3.1.1 Defines the selected terms related to administration of medications</p> <p>3.1.2 Explains the forms of medications</p> <p>3.1.3 Identifies the types of drugs</p> <p>3.1.4 Identifies the essential parts of a medication order.</p> <p>3.1.5 Explains the types of medication order</p> <p>3.1.6 Identifies the abbreviations in common use related to administration of medications</p> <p>3.1.7 Describes the effects of drugs on the body</p> <p>3.1.8 Explains the dosage and factors affecting dose</p> <p>3.1.9 Applies the systems of measurement in the administration of medications</p> <p>3.1.10 Calculates the prescribed medication doses</p>	<ul style="list-style-type: none"> ☞ Interactive Lecture and Brain storming The learner has a basic knowledge of drugs from their personal experience Through brain storming the learner’s concept of drug can be developed ☞ PowerPoint Presentation on Nomenclature, Classification of medicines, Abbreviations in common use ☞ Collection – drug leaflets, different forms of medications and medication order. ☞ Discussion on forms of medication and medication order with the help of collected article ☞ Discussion with support of 	<ul style="list-style-type: none"> ❖ Participation in brain storming ❖ Evaluation of assignments – collection ❖ Chart ❖ Role-play ❖ OJT evaluation – rating scale ❖ Unit test (MCQ) ❖ Activity log 	

Basic Nursing and Palliative Care

<ul style="list-style-type: none"> i. Ophthalmic Eye Drops Eye Ointments j. Otic (Ear) k. Nasal Instillation Administer nasal drops Administer nasal spray l. Administering Medication by Inhalation Metered-dose inhalers and Turbo inhalers. <ul style="list-style-type: none"> • Nebulisation • Injections <ul style="list-style-type: none"> a. Types of injections b. Purpose of injections c. Complications of injections d. Drugs and fluids administered e. Safety measures f. Selection of equipment for injections g. Forms of medications available h. Principles involved in the administration of injections i. Administration of injections <ul style="list-style-type: none"> 3. Subcutaneous injection including Insulin pen 4. Intramuscular injections 	<ul style="list-style-type: none"> 3.1.11 Describes the various drug delivery systems 3.1.12 Describes the various routes of medication administration 3.1.13 Identifies the three checks and seven rights in medicine administration and apply them 3.1.14 Describe storage of drugs 3.1.15 Demonstrates the steps used in administering oral medications 3.1.16 Demonstrates the steps used in <ul style="list-style-type: none"> • Topical Medication Applications <ul style="list-style-type: none"> g. Dermatologic (Skin Surface) h. Transdermal Patch i. Ophthalmic Eye Drops Eye Ointments j. Otic (Ear) k. Nasal Instillation Nasal drops Nasal spray l. Administering Medication by Inhalation <ul style="list-style-type: none"> ❖ Metered-dose inhalers ❖ Turbo inhalers • Nebulisation 3.1.17 Defines Injection 	<p>PowerPoint on Effects of drug on the body, dosage, weights and measures, calculation of dosage</p> <ul style="list-style-type: none"> ☞ Discussion with support of PowerPoint on drug delivery systems ☞ Chart preparation on route of administration ☞ Roleplay on safety measures ☞ Animation or videos and Demonstration in lab – methods of administration of oral medication and Topical Medication Applications a. Dermatologic (Skin Surface) b. Transdermal Patch c. Ophthalmic - Eye Drops- Eye Ointments, d. Otic (Ear) e. Nasal Instillation - Administer nasal drops- Administer nasal spray, f. Administering Medication by Inhalation- Metered- 	
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Basic Nursing and Palliative Care

<p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Identifying • Inferring • Demonstrating • Planning • Implementing • Collecting 	<p>3.1.18 Explains the types of injection</p> <p>3.1.19 Describes the complications of injections</p> <p>3.1.20 Enlists the types of drugs and fluids administered by parenteral route</p> <p>3.1.21 Demonstrates skill in:</p> <p>c. Preparing medications from ampoules</p> <p>d. Preparing medications from vials</p> <p>3.1.22 Identifies the sites used for:</p> <p>d. Intradermal injection</p> <p>e. Subcutaneous injection</p> <p>f. Intramuscular injection</p> <p>3.1.23 Demonstrates the steps in administering parenteral medications by subcutaneous and intramuscular route</p> <p>3.1.24 Demonstrates appropriate documentation and reporting of medication administration skills</p>	<p>dose inhalers and Turbo inhalers. Nebulisation</p> <ul style="list-style-type: none"> ☞ Preparation of chart on types of injection ☞ Collection of different types of syringes and needles ☞ Discussion with the help of PowerPoint on Purpose of injections, Complications of injections, Drugs and fluids administered, Safety measures, Forms of medications available, Principles involved in the administration of injections ☞ Demonstration in lab administration of injections ☞ On the job training – practice under supervision in hospitals 	
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ADDITIONAL INFORMATION

MEDICATION ERRORS

One commonly used definition for a medication error is:

Any preventable event that may cause or lead to inappropriate medication use or patient harm while the medication is in the control of the health care professional, patient, or consumer. Such events may be related to professional practice, health care products, procedures, and systems, including prescribing; order communication; product labeling, packaging, and nomenclature; compounding; dispensing; distribution; administration; education; monitoring; and use.

Some of the factors associated with medication errors include the following:

- Medications with similar names or similar packaging
- Medications that are not commonly used or prescribed
- Commonly used medications to which many patients are allergic (e.g., antibiotics, opiates, and nonsteroidal anti-inflammatory drugs)
- Medications that require testing to ensure proper (i.e., nontoxic) therapeutic levels are maintained (e.g., lithium, warfarin, theophylline, and digoxin)

Look-alike/sound-alike medication names can result in medication errors. Misreading medication names that look similar is a common mistake. These look-alike medication names may also sound alike and can lead to errors associated with verbal prescriptions.

ASSESSMENT ACTIVITIES

1. **Collection** – drug leaflets, different forms of medications
2. Chart preparation on route of administration
3. Roleplay on safety measures
4. Preparation of chart on types of injection
5. Collection of different types of syringes and needles

LIST OF ITEMS IN PORTFOLIO

1. Collections
2. Chart
3. Role-play - Script
4. Activity log

TE QUESTIONS

- 1) Mr. Gopal 48 yr old is admitted with nausea and vomiting. Doctor ordered 3 pints of DNS solution over 12 hrs. Calculate the drops per minute.
- 2) An example of aerosol preparation is _____
- 3) Explain the safety precautions to be observed while administering medicines and injections.
- 4) Differentiate between the following:
 - A. Drug and medicine
 - B. The right dose and the right form of medication

UNIT NO: 3.2

UNIT NAME: OXYGEN ADMINISTRATION

Oxygen therapy is the administration of oxygen as a therapeutic modality. It is prescribed by the physician, who specifies the concentration, method of delivery, and litre flow per minute. In an emergency situation e.g. cardiac or respiratory arrest, oxygen may be commenced before a written prescription has been made. Any acutely hypoxic patient should have emergency oxygen administered whilst awaiting the arrival of a doctor. It is very important to ensure the prescribed dose of oxygen is delivered to the patient and this, and the patient's condition, is regularly monitored.

UNIT NO: 3.2		UNIT NAME: OXYGEN ADMINISTRATION		PERIODS: 50
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Oxygen administration</p> <ul style="list-style-type: none"> • Definition • Indications for oxygen therapy • Methods of Oxygen Administration • Supply of oxygen • Care of oxygen cylinder • Complications of oxygen therapy • General Instructions for oxygen administration • Management of home oxygen therapy • Applying nasal cannula, oxygen mask and nasal catheter • Using Home Oxygen Equipment <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>3.2.1 Defines oxygen administration</p> <p>3.2.2 Enlists the indications for oxygen therapy</p> <p>3.2.3 Explains the methods of oxygen administration</p> <p>3.2.4 Enlists the ways of supply of oxygen</p> <p>3.2.5 Explains the care of oxygen cylinder</p> <p>3.2.6 Describes the complications of oxygen therapy</p> <p>3.2.7 Describes the general instructions for oxygen administration</p> <p>3.2.8 Describes the management of home oxygen therapy</p> <p>3.2.9 Demonstrates skill in applying nasal cannula, oxygen mask and nasal catheter</p> <p>3.2.10 Demonstrates skill in using home oxygen equipment</p>	<ul style="list-style-type: none"> ☞ Review of anatomy of respiratory system and physiology of respiration with help of Powerpoint and Videos ☞ Discussion – concept of oxygen administration ☞ Preparation of chart on indications of oxygen therapy ☞ Prepare a picture album on methods of oxygen administration ☞ Discussion with PowerPoint on Care of oxygen cylinder, Complications of oxygen therapy, General Instructions for oxygen administration, Management of home oxygen therapy ☞ Demonstrate applying nasal cannula, oxygen mask and nasal catheter ☞ On the job training – practice under supervision in hospitals ☞ Demonstrate using home oxygen equipment 	<ul style="list-style-type: none"> ❖ Observation in activity log ❖ Participation in discussion ❖ Chart ❖ Picture album ❖ Evaluation of demonstration 	

ADDITIONAL INFORMATION

1. **AMBU BAG** – This concept was developed in 1953 by a German Engineer Dr. Holger Heve and his partner Danish Anaesthetist Henning Ruben in 1956. Ambu bag is a hand held device used to provide ventilation to a patient who is not breathing or breathing inadequately. The device is self filling with air, although additional oxygen can be added. Squeezing the bag once every 5 seconds for an adult or once 3 seconds for an infant or child provide adequate respiratory rate.
2. **Mechanical Ventilation** – Indication, types, modes, nursing care (Shebeer P Basheer,S Yaseen Khan (2012) Concise Text Book Of Advanced Nursing Practice, 1st Edition. Bangalore, Emmess Medical Publishers)

ASSESSMENT ACTIVITIES

- 1 Preparation of chart on indications of oxygen therapy
- 2 Prepare a picture album on methods of oxygen administration

LIST OF ITEMS IN PORTFOLIO

- ❖ Observation in activity log
- ❖ Chart on indication of oxygen therapy

TE QUESTIONS

1. Mrs. Samantha 50 yrs, suffering from interstitial lung disease is on home oxygen therapy. Briefly explain the safety precautions to be taken while administering oxygen in home situation.
2. Give Reason.
 - a. Oxygen cylinder is kept at cool temperature
 - b. Oxygen is humidified before administration
 - c.

3. Identify the method of oxygen administration



UNIT NO. 3.3

CARE OF WOUND

Wound care is a challenge for a care giver, given the complexity of wound care as well as the many factors affecting wound healing. Appropriate wound care is essential to prevent the complications of wound healing and effectively treat wounds.

Basic Nursing and Palliative Care

UNIT NO: 3.3	UNIT NAME: CARE OF WOUND	PERIODS: 30	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>Care of wound</p> <ul style="list-style-type: none"> • Concept of wound • Types of wound • Factors affecting wound healing • Wound dressing • Types of wound dressing • Purposes of wound dressing • Dressing materials • Complications of wound healing • Principles involved in care of wounds • General instructions for care of wounds • Applying wound dressing <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>3.3.1 Defines wound</p> <p>3.3.2 Describes the types of wound</p> <p>3.3.3 Describes the factors affecting wound healing</p> <p>3.3.4 Defines wound dressing</p> <p>3.3.5 Enlists the types of dressing</p> <p>3.3.6 Describes the purposes of wound dressing</p> <p>3.3.7 Enumerates the complications of wound healing</p> <p>3.3.8 Explains the principles involved in wound dressing</p> <p>3.3.9 Applies the principles of surgical asepsis in wound care</p> <p>3.3.10 Demonstrates skill in wound dressing</p>	<ul style="list-style-type: none"> ☞ Discussion with support of PowerPoint on concept of wound ☞ Preparation of poster on types of wound ☞ General discussion on dressing materials ☞ Preparation of chart on factors affecting wound healing ☞ Prepare a picture album on dressing materials ☞ Discussion with support of PowerPoint on complications of wound healing, principles involved in wound care and general instructions for care of wounds ☞ Demonstration of wound care ☞ On the job training – practice under supervision in hospitals 	<ul style="list-style-type: none"> ❖ Participation in discussion ❖ Observations in activity log ❖ Poster ❖ Chart ❖ Evaluation of demonstration ❖ Evaluation during OJT

ADDITIONAL INFORMATION

Wound healing process

Three phases

1. Inflammation phase
2. Proliferative or reconstruction phase
3. Maturation phase

(Refer Trained Nurses Association of India (2005) *Fundamentals of Nursing - A Procedure Manual*. First Edition, New Delhi, TNAI)

ASSESSMENT ACTIVITIES

1. Preparation of poster on types of wound
2. Preparation of chart on factors affecting wound healing
3. Prepare a picture album on dressing materials

LIST OF ITEMS IN PORTFOLIO

1. Activity log
2. Poster
3. Chart

TE QUESTIONS

1. Differentiate between
 - a. Wound evisceration and wound dehiscence
2. Appropriate wound care is essential to prevent the complications of wound healing. Describe the aseptic precautions to be followed while doing wound care.

UNIT 3.4

PALLIATIVE CARE

Palliative care is specialized medical care for people with serious illness. It focuses on providing relief from the symptoms and stress of a serious illness. The goal is to improve quality of life for both the patient and the family. Palliative care is provided by a specially-trained team of doctors, nurses, social workers, volunteers and other specialists who work together with the patient's personal physician to provide an extra layer of support.

In this unit we discuss about concept of palliative care, hospice care, common drugs used in palliative care, pain management, symptom management, meeting spiritual needs, care at the end of life (active dying), carry out last office (death care) and support during grief and bereavement.

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UNIT NO: 3.4		UNIT NAME : PALLIATIVE CARE		PERIODS: 90
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Palliative Care</p> <ul style="list-style-type: none"> • Introduction to Palliative Care • Definition • Common conditions requiring palliative care • Hospice Care • Pharmacology - common drugs used in palliative care • Pain Management • Symptom Management (Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema) • General care of patient • Spirituality • Care at the End of Life (Active Dying) • Carry out last office (death care) • Support during grief and 	<p>The Learner:</p> <p>3.4.1 Defines palliative care</p> <p>3.4.2 Enlists Common conditions requiring palliative care</p> <p>3.4.3 Explains Hospice care</p> <p>3.4.4 Recognises the common drugs used in palliative care</p> <p>3.4.5 Describes the pain management</p> <p>3.4.6 Describes the management of Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema</p> <p>3.4.7 Explains the general care of patient requires palliative care</p> <p>3.4.8 Explains about meeting the</p>	<ul style="list-style-type: none"> ☞ Discussion with support of PowerPoint and video on palliative care and hospice care ☞ PowerPoint presentation on common drugs ☞ Collection of leaflets of drugs used in palliative care ☞ PowerPoint on Assessment of Pain with Visual Analog Scale, Body Chart and Complete Assessment, Pain Assessment Videos by International Association for Study of Pain (IASP) ☞ Prepare a chart on analgesic ladder ☞ Prepare a brochure on symptom management - Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema ☞ Seminar on symptom management ☞ Group discussion on spiritual needs ☞ Discussion with support of PowerPoint and video on care palliative care and hospice care and active dying and dead body care ☞ Discussion on support during grief and bereavement 	<ul style="list-style-type: none"> ❖ Observations in Activity log ❖ Leaflets ❖ Report on group discussion ❖ Brochure ❖ Chart ❖ Seminar report ❖ Evaluation during OJT using rating scales ❖ Roleplay ❖ Report of visit 	

Basic Nursing and Palliative Care

<p>bereavement</p> <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>spiritual needs of patient</p> <p>3.4.9 Performs palliative care</p> <p>3.4.10 Explains care at the end of life</p> <p>3.4.11 Demonstrates skill in dead body care</p> <p>3.4.12 Describes the support during grief and bereavement</p>	<ul style="list-style-type: none"> ☞ Role play on grief and bereavement ☞ Visit to a palliative clinic ☞ OJT in palliative care ward 	
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ADDITIONAL INFORMATION

1. Clarification of Terms

Life-limiting illnesses: This term describes illnesses where all activities that make a person feel alive get restricted e.g. paraplegia. The term may also be used for diseases where death is expected as a direct consequence e.g. advanced cancer.

Hospice and hospice Care: This refers to a philosophy of care of the whole person and all that matters to her / him. It is NOT a specific building or service and may encompass a program of care and array of skills delivered in a wide range of settings – hospital, home or hospice.

Holistic approach to care: It is care, upholding all aspects of a person's needs including psychological, physical, social and spiritual needs.

Supportive care is all that helps the patient to maximise the benefits of treatment and to live as best as possible with the effects of the disease. This may be nutritional advice, physical therapy, antibiotics, symptom control, transfusions or counseling. It helps the patients and their families through periods of pre-diagnosis, diagnosis, treatment, cure, death and into bereavement.

Quality of life: WHO defines Quality of life as “an individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person’s physical health, psychological state, personal beliefs, social relationships and their relationship to their environment.”

Terminal Care: Palliative care is often misinterpreted as terminal care. However, it refers to the management of patients during their last few days or weeks of life when it becomes clear that the patient is in a progressive state of decline. Another term used is ‘End of life care’. Thus terminal care is a part of the spectrum of Palliative Care.

Continuum of care: It is a concept involving an integrated system of care that guides and supports a patient with chronic illnesses, through a comprehensive array of health services. This includes out-patient care (assessment, evaluation, and management),

patient family education, linking with community based care facilities (GPs, home based care programs, link centre's) and also acute episodic needs and care during advanced stages of the disease (in-patient services).

Caregivers: Refers to the relative or friend, who takes care of the patient. It may also refer to the paramedical professional who is involved in the program.

Multidisciplinary care: Multidisciplinary care occurs when professionals from a range of disciplines with different and complementary skills, knowledge and experience work together to deliver the most appropriate healthcare. Here, physiotherapist, social worker, psychologist, nutritionist etc. have significant roles to play along with doctors & nurses. This approach aims at best possible outcome based on the physical and psychosocial needs of a patient and family. As needs of the patients change with time, the composition of the team may also change to meet these needs.

Suffering: It is the distress associated with events that threaten the wellbeing or wholeness of the person.

Spiritual pain: Spirituality is that special dimension in human beings that gives a purpose to life. It includes searching and finding meaning in life and death, reason for suffering, and the need for love, acceptance and forgiveness. Faith in God, prayers, religious faith and its relevance may be a path chosen by some. A person may be spiritual without being religious. Spiritual pain is when these dimensions get disturbed or questioned leading to suffering. E.g. I did not drink, smoke, was kind and good throughout my life. Why did this happen to me?

Psychosocial pain: It includes anxiety, fear, apprehension, depression, loss of dignity, loneliness, a sense of being a burden on others and no longer being valued as a person.

Dying with dignity: Refers to the humanitarian concept that a terminally ill patient should be allowed to have peaceful, natural and comfortable death, rather than being subjected to aggressive, isolating, distressful, costly and invasive interventions. An example for an undignified death would be a patient with multisystem failure being kept "alive" with long term mechanical ventilation and regular dialysis in an ICU setting.

Bereavement support: When a person dies, we say that their family is bereaved. This means they have lost someone precious and close to them and are grieving. Support given to the family to go through this period and get back to regular productive life is called bereavement support.

2. http://www.searo.who.int/india/topics/cancer/Cancer_resource_Manual_5_Palliative_Care.pdf

ASSESSMENT ACTIVITIES

1. Collection of leaflets of drugs used in palliative care
2. Prepare a chart on analgesic ladder
3. Prepare a brochure on symptom management - Dyspnea, Nausea and Vomiting, Constipation, Fungating wounds, Dysphagia, Diarrhea, Urinary Incontinence, Urinary retention and hesitancy, Halitosis, insomnia, Bedsores, Lymphedema
4. Seminar on symptom management
5. Role play on grief and bereavement

LIST OF ITEMS IN PORTFOLIO

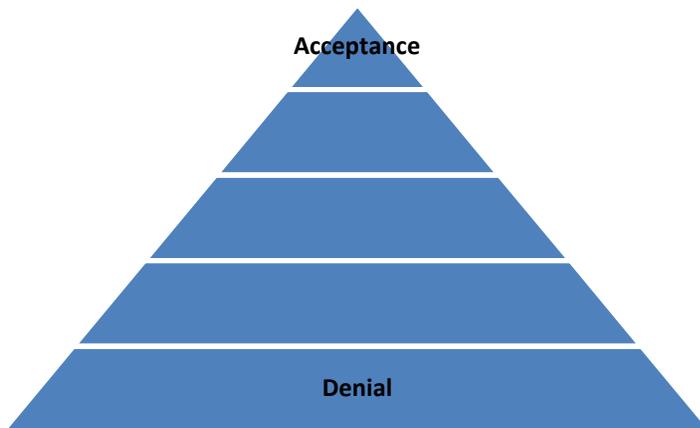
1. Activity log
2. Leaflets
3. Report on group discussion
4. Brochure
5. Roleplay - Script
6. Report of visit

TE QUESTIONS

1. Mrs Dole, a 68 year old is referred to Palliative Care from Oncology with Stage III Nasopharyngeal carcinoma. Since initiating chemotherapy, Nausea and vomiting are the key concern. Discuss the management of nausea and vomiting.

2. BJ, a 65 year old woman with known non-small cell lung cancer returns to your clinic for follow-up for her cancer-related pain. Explain briefly the WHO Analgesic Ladder.
3. Complete the figure

STAGES OF DYING (DR.ELIZABETH KUBLER ROSS)



UNIT NO: 3.5

UNIT NAME : GERIATRIC CARE

Our population is greying very fast. This increases the demand for caregivers for elderly dramatically in the coming decades. Informal or family care giving cannot be sustained in future and due to the social changes, it will be difficult to find family members for care giving except the living spouse. With families becoming smaller and jobs becoming increasingly demanding, more and more people prefer leaving their ailing parents or relatives to the care of a formal caregiver. Old age homes are spreading throughout India, both in urban and rural areas. This increases the demand for trained care givers in the field of geriatrics in an elder friendly environment.

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UNIT NO: 3.5		UNIT NAME : GERIATRIC CARE		PERIODS: 50
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Geriatric Care</p> <p>a) Concept of old age and related terms</p> <p>b) Factors affecting old age</p> <p>c) Changes in old age</p> <p>d) Health problems of the aged</p> <p>e) General care of elderly</p> <p>f) Prevention of accidents in elderly</p> <p>g) Elderly abuse</p> <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>3.5.1 Describes the concept of old age</p> <p>3.5.2 Enlists the factors affecting aging</p> <p>3.5.3 Explains the changes in old age</p> <p>3.5.4 Enlists the common health problems in old age</p> <p>3.5.5 Explains the general care of elderly</p> <p>3.5.6 Describes the prevention of accidents in elderly</p> <p>3.5.7 Explains the elderly abuse</p> <p>3.5.8 Demonstrate skill in providing care to elderly persons</p>	<p>☞ Discussion with support of PowerPoint on concept of old age</p> <p>☞ PowerPoint presentation on factors affecting old age</p> <p>☞ Seminar on changes in old age</p> <p>☞ Preparation of a chart on health problems of ages</p> <p>☞ Discussion with help of PowerPoint on general care of elderly and prevention of accidents in elderly</p> <p>☞ Visit to a old age home</p> <p>☞ Roleplay on elderly abuse</p> <p>☞ Preparation of a care giver's guide</p> <p>☞ Care of elderly during OJT</p>	<p>❖ Observations in Activity log</p> <p>❖ Chart</p> <p>❖ Seminar</p> <p>❖ Report on roleplay</p> <p>❖ Report of visit</p> <p>❖ Care givers guide</p> <p>❖ Evaluation during OJT with rating scale</p> <p>❖ Unit test</p>	

ADDITIONAL INFORMATION

- A. Constitutional and legislative provisions
 - 1. Article 41
 - 2. Section 20
 - 3. The finance act of 2000
 - 4. Retirement benefits
 - 5. The national social assistance program
- B. National Programme for Health Care of the Elderly (NPHCE)

ASSESSMENT ACTIVITIES

- 1. Seminar on changes in old age
- 2. Preparation of a chart on health problems of old age
- 3. Report of visit to a old age home
- 4. Roleplay on elderly abuse
- 5. Preparation of a care giver's guide

LIST OF ITEMS IN PORTFOLIO

- ❖ Activity log
- ❖ Report on roleplay
- ❖ Chart on health problems of old age
- ❖ Report of visit
- ❖ Care givers guide

TE QUESTIONS

- 1. Accidents are common problem in elderly. Suggest measures to prevent accidents in old age.

2. The physiological changes of aging make older adults more vulnerable to some common clinical conditions and diseases. Explain the major physiological changes during old age.
3. The study of physical and psychological changes of old age is called _____

UNIT NO: 3.6

UNIT NAME: CARE OF UNCONSCIOUS PATIENT

Unconsciousness is the state of unresponsiveness, where the patient is unaware of the environment and no purposeful response can be obtained. Unconsciousness is the condition in which cerebral function is depressed ranging from stupor to coma. Unconscious patients have no control over themselves or their environment and thus are dependent on the care giver. Therefore care giver needs to be abreast with appropriate knowledge and right attitude on how to care for the unconscious patient.

In this unit we discuss about Definition & levels of consciousness, Causes of unconsciousness, Assessment of unconscious patient, Care of an unconscious patient and Complications

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UNIT NO: 3.6		UNIT NAME: CARE OF UNCONSCIOUS PATIENT		PERIODS: 30
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Care of Unconscious Patient</p> <ul style="list-style-type: none"> • Consciousness • Levels of consciousness • Unconsciousness • Causes of unconsciousness • Assessment of unconscious patient • Care of an unconscious patient • Management of complications <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>3.6.1 Defines consciousness and unconsciousness</p> <p>3.6.2 Explains the levels of consciousness</p> <p>3.6.3 Enlists the causes of unconsciousness</p> <p>3.6.4 Assesses the levels of consciousness using Glasgow Coma Scale</p> <p>3.6.5 Describes the care of unconscious patient</p> <p>3.6.6 Explains the management of complications of unconsciousness</p> <p>3.6.7 Demonstrates skill in giving care to an unconscious patient</p>	<ul style="list-style-type: none"> ☞ General discussion on concept of consciousness ☞ Preparation of a chart showing levels of consciousness ☞ Discussion with support of PowerPoint on unconsciousness, causes of unconsciousness ☞ Preparation of a poster on GCS ☞ Discussion with support of PowerPoint on assessment of unconscious patient ☞ Assessing GCS during OJT ☞ Discussion with support of PowerPoint on care of an unconscious patient 	<ul style="list-style-type: none"> ❖ Observations in Activity log ❖ Chart ❖ Poster ❖ Participation in discussion ❖ Evaluation during OJT ❖ Unit test 	

ADDITIONAL INFORMATION

Consciousness is a function of the reticular formation (RF), which has its origins in the brainstem. The RF is a network of neurons that connect with the spinal cord, cerebellum, thalamus and hypothalamus. All sensory pathways link into the RF. The reticular activating system (RAS) is a feature of the RF and is responsible for arousal from sleep and maintaining consciousness. The RAS has a large number of projections that are linked to the cerebral cortex and are concerned with the arousal of the brain during sleep and wakefulness.

ASSESSMENT ACTIVITIES

- 1 Preparation of a chart showing levels of consciousness
- 2 Preparation of a poster on GCS

LIST OF ITEMS IN PORTFOLIO

- ❖ Activity log
- ❖ Chart on level of consciousness
- ❖ Chart on GCS

TE QUESTIONS

1. Unconsciousness is assessed using the GCS scale. Enlist the parameters in GCS scale.
2. The unconscious state leads to many complications.
 - a. Enlist the complications of unconsciousness
 - b. Explain measures to prevent pressure sores.

UNIT NO: 3.7

UNIT NAME: CARE OF CLIENTS WITH SPECIAL NEEDS

Patients with special needs are those who due to physical, medical, developmental or cognitive conditions require special consideration. This can include people with Dementia, autism, Alzheimer's disease, Down syndrome, spinal cord injuries and countless other conditions or injuries that can make standard care more difficult. Caring for a special needs patient takes compassion and understanding. This chapter outlines care of client's with dementia and challenged children

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UNIT NO: 3.7	UNIT NAME: CARE OF CLIENTS WITH SPECIAL NEEDS	PERIODS: 30	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>Care of Client's With Special Needs</p> <p>Ñ Dementia</p> <ul style="list-style-type: none"> • Challenged Children – Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>3.7.1 Explains the care of patients with Dementia</p> <p>3.7.2 Provides care to patients with Dementia</p> <p>3.7.3 Explains the care of children with Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy</p> <p>3.7.4 Provides care to children with Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy</p>	<ul style="list-style-type: none"> ☞ Discussion with support of PowerPoint on care of patient with cognitive disorders ☞ Roleplay on patient with dementia ☞ Visit to care home for dementia patients ☞ General discussion on Care of challenged children ☞ Visit to a home for mentally challenged ☞ Preparation of a care giver's guide 	<ul style="list-style-type: none"> ❖ Observations in Activity log ❖ Participation in discussion ❖ Report of visit ❖ Unit test ❖ Care giver's guide

ADDITIONAL INFORMATION

1. www.alz.co.uk
3. www.alzheimerindia.org
4. <http://www.alz.org/what-is-dementia.asp>

ASSESSMENT ACTIVITIES

1. Role play
2. Report of visit
3. Care giver's guide

LIST OF ITEMS IN PORTFOLIO

- ❖ Observations in Activity log
- ❖ Report of visit
- ❖ Care giver's guide

TE QUESTIONS

1. As part of the Alzheimer's Day celebrations of your school you are entrusted with the responsibility of presenting the topic care of clients with Dementia. Prepare a draft for the presentation.
2. A brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity that interferes with functioning or development is _____

AT THE END OF MODULE 3

EXTENDED ACTIVITIES

1. Field visit
2. Health exhibition
3. First aid – wound dressing
4. Help desk for palliative care
5. Help desk for geriatric care
6. Help desk for dementia care
7. Help desk for care of children with Attention Deficit Hyperactivity Disorder(ADHD), Autism, Mentally Challenged, Cerebral Palsy
8. Publishing of health care guide

OVERVIEW OF MODULE 4

MODULE 4 - COMMUNITY HEALTH (340 Hrs/Periods)

OVERVIEW OF MODULE 4

MODULE 4 - COMMUNITY HEALTH (340 Hrs/Periods)

The community health encompasses the entire gamut of community organised efforts for maintaining, protecting and improving health of the people. It involves motivating individuals and groups to change patterns of behaviour and to take such action, including seeking of medical care, as would enable them to achieve optimum health.

Health care and its delivery systems are changing rapidly in order to meet the needs and problems of the changing society. Health problems have been and still are the basis for planning and for providing health services. Mortality and morbidity rates associated with preventable conditions are high due to lack of adequate environmental sanitation such as safe drinking water supply, safe disposal of human excreta and refuse, control of flies, mosquitoes and other disease vectors and adequate housing.

Nutrition a basic requirement for health is inadequate in respect to quality and quantity for million of the people. Health facilities, particularly like preventive health facilities are inadequate and totally lacking in many areas. In spite of achievements and progress made in the field of health and welfare, India still has to go a long way in improving the standard of health and reducing health related problems.

This module is intended to equip the students to provide promotive, preventive and curative health care at homes, elderly care homes, hospices, rehabilitation centres, schools, work places, public places like markets, shopping malls etc.

The first unit is Introduction to health. According to WHO Health is a state of complete physical, mental, social well-being and not merely the absence of disease or infirmity. This unit deals with concept of Health and disease, Determinants of health and new trends in health care.

The second unit deals with hygiene. Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases. This unit contains the topics on personal and environmental hygiene.

Nutrition may be defined as the science of food and its relationship to health. In the third unit the various aspects of nutrition such as relation of nutrition to health, Functions of food, Classification of food, Constituents of food - Protein, fat and carbohydrates, Vitamins, Minerals and water, Balanced diet, Nutritional problem and Community nutritional programmes

The incidence of emerging infectious diseases in humans has increased within the recent past or threatens to increase in the near future. Also there is re-emergence of diseases which was once endemic but had since been eradicated or controlled. The number of people living with non-communicable diseases (NCDs) is also increasing. Urbanisation, an ageing population, and the adoption of unhealthy lifestyles that include poor diets, lack of exercise and excessive alcohol consumption are leading to a growing prevalence of conditions including diabetes, cancer and cardiovascular disease. The fourth unit discusses some major communicable and non communicable diseases.

Most maternal and newborn deaths can be prevented using existing, proven, cost-effective interventions. But the care providers at periphery level must have adequate knowledge skill and attitude in providing maternal child health interventions. Unit five discusses about various aspects of maternal and child health.

Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood. Unit six deals with the concept of Adolescence, Physical and physiological changes in adolescence, Problems of adolescents and Promoting optimum health during adolescence.

National Health Programmes have been launched by the Central Government for the control/eradication of the communicable diseases, improvement of environmental sanitation, raising the standard of nutrition, control of population and improving rural health. The unit seven focuses on some the important national health programmes launched by the central government.

The unit eight concentrates on health and social services in India. The main points discussed in this unit are Levels of health care, Primary Health care, Millennium development goals, Primary Health care in India, Integrated Child Development Scheme, Panchayati Raj and some national and international health agencies.

Health Education is an essential tool of community health. The unit nine deals in detail about health education and envisages preparing the students to provide health education on various topics at different settings

Disaster management is the creation of plans through which communities reduce vulnerability to hazards and cope with *disasters*. The final unit provides an introduction to disaster management.

UNIT WISE (ABOUT THE UNIT)

UNIT NO: 4.1

UNIT NAME: INTRODUCTION TO HEALTH

Health is a common theme in most culture. In fact all communities have their concepts of health as part of their culture. An understanding of health is the basis of all health care. The first session of this unit explains the concept of health and disease. In the next session determinants of health is discussed. The last session 'New trends in health care' discusses about the latest changes in health care sector (must be updated each year)

UNIT GRID

UNIT NO: 4.1		UNIT NAME: INTRODUCTION TO HEALTH		PERIODS: 20
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Introduction to health</p> <ul style="list-style-type: none"> • Concept of Health and disease • Determinants of health • New trends in health care <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Planning • Implementing 	<p>The Learner:</p> <p>4.1.1 Explain the concept of health and disease</p> <p>4.1.2 Explains determinants of health</p> <p>4.1.3 Describes new trends in health care</p>	<ul style="list-style-type: none"> ☞ Revision on health and disease ☞ Preparation of a picture album on healthy and diseased people ☞ Discussion on determinants of health ☞ Face to face interaction with a doctor on new trends in health care ☞ Preparation of questionnaire 	<ul style="list-style-type: none"> ❖ Participation in discussion ❖ Observation in activity log ❖ Report on face to face interaction ❖ Participation on interaction 	

ADDITIONAL INFORMATION

Here are some of the major transformations in health sector.

1. More Online Information in Health
2. Customised treatment in Health (customer is the king)
3. Sleep is the new medicine
4. TATT (Tired All The Time) Syndrome
5. Evidenced Based Practice (EBP)
6. Hospitals at Home
7. Ageing Trend is a Mega Trend
8. Technology development in health sector
9. Biotechnology and Health
10. Nanotechnology and Health
11. Depression: the shooter star of this decade
12. Biosimulations in Health
13. Imaging technology in health
14. Next Pandemic is coming.
15. International collaborations in health care
16. Health Insurance – Boom
17. Optical technology in Health care

ASSESSMENT ACTIVITIES

1. Preparation of a picture album on healthy and diseased people
2. Preparation of questionnaire for Face to face interaction with a doctor on new trends in health care
3. Report of interactive session

LIST OF ITEMS IN PORTFOLIO

1. Observation in activity log
2. Picture album on healthy and diseased people
3. Report on face to face interaction

TE QUESTIONS

1. Health is multifactorial. Explain the major determinants of health.
2. Health is evolved over the centuries as a concept from individual concern.
 - a. Define health.
 - b. Enlist the major concepts of health

UNIT NO: 4.2 UNIT NAME: HYGIENE

Hygiene is the science of health, which includes all the factors contributing to the healthful living. The main areas of hygiene are personal hygiene and environmental hygiene.

Good personal hygiene is one of the most effective ways to protect ourselves and others from many illnesses. The aim of personal hygiene is to promote standards of personal cleanliness within the setting of the condition where people live. Personal hygiene includes bathing, clothing, washing hands and toilet; care of nails, feet and teeth; spitting coughing, sneezing, personal appearance and inculcation of clean habits in young.

Environmental hygiene has two aspects – domestic and community. Domestic hygiene comprises that of the home, use of soap, need for fresh air, light and ventilation; hygienic storage of foods; hygienic disposal of waste, need to avoid pests rats, mice and insects. In community improvement of basic sanitary services consisting of water supply, disposal of human excreta, other solid and liquid wastes, vector control, food sanitation and housing.

This unit discusses about personal and environmental hygiene.

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UNIT NO: 4.2		UNIT NAME: HYGIENE		PERIODS:60
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Hygiene</p> <ul style="list-style-type: none"> • Concepts of hygiene • Types c) Personal d) Environmental <ul style="list-style-type: none"> • Personal Hygiene <ul style="list-style-type: none"> f. Care of skin and hair g. Care of teeth h. Care of eyes, ears, hands & feet i. Menstrual Hygiene j. Rest and sleep, postures, exercises and recreation • Environmental Hygiene <ul style="list-style-type: none"> 10. Water <ul style="list-style-type: none"> Safe and wholesome water Uses of water Sources of water supply Sanitary well Water pollution Water related diseases Purification of water 11. Air 12. Ventilation 13. Housing 	<p>The Learner:</p> <ul style="list-style-type: none"> 4.2.1 Defines Hygiene 4.2.2 Describes the types of hygiene 4.2.3 Explains the different aspects of personal Hygiene- Care of skin and hair, Care of teeth, Care of eyes, ears, hands & feet, Menstrual Hygiene, Rest and sleep, postures, exercises and recreation 4.2.4 Defines safe and wholesome water 4.2.5 Enlists the uses of water 4.2.6 Enlists the sources of water supply 4.2.7 Explains the criteria for construction of sanitary well 4.2.8 Enlists the water related diseases 4.2.9 Explains purification of water 4.2.10 Explains air pollution 4.2.11 Explains the types of ventilation 4.2.12 Explains the standards of housing 4.2.13 Explains the requirements of good lighting 	<ul style="list-style-type: none"> ☞ Discussion with the help of PowerPoint on hygiene ☞ Seminar - Divide the class into 5 group Topics - Care of skin and hair, Care of oral cavity, Care of eyes, ears, hands & feet, Menstrual Hygiene, Rest and sleep, postures, exercises and recreation ☞ Poster presentation on personal hygiene ☞ Discussion with the help of PowerPoint and video on water ☞ Visit to water treatment plant ☞ Preparation of flowchart on purification of water ☞ Discussion with the help of PowerPoint on Air and ventilation, Housing, Lighting and noise. ☞ Group discussion on food hygiene 	<ul style="list-style-type: none"> ❖ Observation in activity log ❖ Report of seminar ❖ Poster ❖ Participation in discussion ❖ Flow chart ❖ Report of visit ❖ Assignment 	

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<p>14. Lighting 15. Noise 16. Food hygiene 17. Disposal of waste 18. Control of Mosquitoes, flies, rodents.</p> <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>4.2.14 Enlists sources of noise 4.2.15 Describes the control of noise 4.2.16 Enlists the food borne diseases 4.2.17 Explains the sanitation of eating places 4.2.18 Explains the methods of refuse disposal 4.2.19 Explains the methods of excreta disposal 4.2.20 Describes the control of mosquitoes, flies and rodents</p>	<ul style="list-style-type: none"> ☞ Preparation of a poster on food hygiene ☞ Visit to a restaurant ☞ Visit to milk processing plant ☞ ☞ Brain storming on disposal of waste ☞ Preparation a booklet on waste disposal ☞ Assignment on control of mosquitoes, flies and rodents 	
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ADDITIONAL INFORMATION

- a) Hardness of water
- b) Carbonate and non carbonate

(Park, K. (2015). *Park's textbook of preventive and Social Medicine*. 23rd Edition, Jabalpur, Banarasidas Bhanot Publishers)

ASSESSMENT ACTIVITIES

- 1 Report of visit to water treatment plant
- 2 Preparation of flowchart on purification of water
- 3 Preparation of a poster on food hygiene
- 4 Report of visit to a restaurant
- 5 Report of visit to milk processing plant
- 6 Preparation a booklet on waste disposal
- 7 Assignment on control of mosquitoes, flies and rodents

LIST OF ITEMS IN PORTFOLIO

- ❖ Flow chart
- ❖ Report of visit
- ❖ Assignment

TE QUESTIONS

1. Eyes are the windows of learning. Explain the care of eyes.
2. An example of a Common dental problem is _____
3. Science of health, which includes all the factors contributing to the healthful living is called _____
4. A sanitary well is intended to supply safe and wholesome water. Describe the criteria for the construction of sanitary wells.

5. The purpose of water treatment is to produce water that is safe and wholesome. Explain the steps involved in the purification of water by rapid sand filter

UNIT NO: 4.3 UNIT NAME: NUTRITION

Food provides the energy and nutrients you need to be healthy. Nutrients include proteins, carbohydrates, fats, vitamins, minerals, and water. Healthy eating is not hard. The key is to eat a variety of foods, including vegetables, fruits, and whole-grain products, eat lean meats, poultry, fish, beans, and low-fat dairy products , drink lots of water and limit salt, sugar, alcohol, saturated fat, and trans fat in your diet. Nutrition is concerned primarily with the part played by nutrients in body growth, development and maintenance.

UNIT NO: 4.3	UNIT NAME: NUTRITION	PERIODS:20	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<ul style="list-style-type: none"> • Nutrition • Relation of nutrition to health • Functions of food • Classification of food • Constituents of food - Protein, fat and carbohydrates, Vitamins, Minerals and water • Balanced diet • Nutritional problems • Community nutritional programmes <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>4.3.1 Define nutrition</p> <p>4.3.2 Relates nutrition and health</p> <p>4.3.3 Explains the functions of food</p> <p>4.3.4 Enlist the food types</p> <p>4.3.5 Describes about the constituents of food</p> <p>4.3.6 Explains the balanced diet</p> <p>4.3.7 Describe the nutritional problems</p> <p>4.3.8 Describes the community nutritional programmes</p>	<ul style="list-style-type: none"> ☞ Discussion on nutrition and health ☞ Exhibition on different types of food ☞ Picture album on constituents of food and its sources ☞ Preparation of a food pyramid/food plate ☞ Health talk on balanced diet ☞ Poster preparation of nutritional problems ☞ Seminar on community nutritional programmes 	<ul style="list-style-type: none"> ❖ Exhibition ❖ Food pyramid/food plate ❖ Health talk ❖ Poster ❖ Seminar report

ADDITIONAL INFORMATION

1. Artificial Trans Fats Are Very Unhealthy and Should be Avoided

Trans fats are also known as partially hydrogenated oils. They are made by mixing unsaturated fats with hydrogen gas at a high heat to make them resemble saturated fats. Trans fats raise the bad cholesterol and lower the good cholesterol, cause abdominal obesity, inflammation and insulin resistance. In the long term, consumption of trans fats raises the risk of obesity, diabetes, heart disease, Alzheimer's, depression and many more diseases.

2. <http://www.ninindia.org>

ASSESSMENT ACTIVITIES

- 1) Exhibition on different types of food
- 2) Picture album on constituents of food and its sources
- 3) Preparation of a food pyramid/food plate
- 4) Health talk on balanced diet
- 5) Poster preparation of nutritional problems
- 6) Seminar on community nutritional programmes

LIST OF ITEMS IN PORTFOLIO

1. Observation in activity log
2. Report of seminar
3. Poster
4. Flow chart
5. Report of visit
6. Assignment

TE QUESTIONS

1. Vitamins are complex chemical substances by the body in very small amounts.

- a. Enlist fat soluble vitamins
 - b. Disease caused by deficiency of Vitamin A
2. Good nutrition is a basic component of health.
- i. Define nutrition
 - ii. Explain the relation between nutrition and health.
3. Deficiency of Vitamin C causes _____

UNIT NO: 4.4 UNIT NAME: COMMUNICABLE AND NON COMMUNICABLE DISEASES

A **disease** is any abnormal condition that causes a disruption in the functions of a body tissue, organ, or entire organism. Diseases are recognized by a specific set of symptoms. Think about the diseases you know: a cold, the flu, measles, cancer, stroke, or diabetes, just to name a few. These diseases all disrupt the body in very characteristic ways. Now think about what **causes** these conditions: viruses, bacteria, fungi, smoking, genetic defects, etc. There are countless diseases, each with its own unique and characteristic cause. But why can you '**catch**' some diseases but not others? This is due to the two different types of disease: communicable and non communicable. **Communicable diseases** are spread from person to person or from animal to person. The spread or transfer can happen through the air, through contact with contaminated surfaces, or through direct contact with blood, faeces, or other bodily fluids. Non communicable diseases are medical conditions that are not infectious and cannot be passed from one person or animal to another.

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UNIT NO: 4.4	UNIT NAME: COMMUNICABLE AND NON COMMUNICABLE DISEASES	PERIODS: 80	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>A. Prevention and Control of Infectious Diseases – Bacterial (Diphtheria, Whooping Cough/Pertussis, Tetanus, Tuberculosis , Typhoid, Leprosy or Hansen’s Diseases, Meningococcal meningitis (cerebro spinal fever), Leptospirosis (Weil’s disease) and Cholera, Viral {Chicken Pox (Varicella), Measles / Rubeola, German Measles/Rubella, Mumps (Infectious Parotiditis), Poliomyelitis, Viral Hepatitis, SARS, Dengue fever, Chikungunya and Acquired Immuno Deficiency Syndrome (AIDS)} and protozoan(malaria and filarisis)</p> <p>B. Prevention and Control of Non Communicable Diseases</p> <ol style="list-style-type: none"> 1. Coronary Artery Disease 2. Hypertension 3. Stroke 4. Cancers 5. Diabetes Mellitus 6. Obesity 7. Blindness 8. Accidents and injuries <p>C. Mental Health</p> <p>D. Alcoholism and drug dependence</p> <p>Skills</p>	<p>The Learner:</p> <p>4.4.1 Describes the prevention and control of infectious diseases</p> <p>4.4.2 Describe the prevention and control of non communicable diseases</p> <p>4.4.3 Describes the mental health</p> <p>4.4.4 Describes the various aspects of alcoholism and drug dependence</p>	<ul style="list-style-type: none"> ☞ Discussion with PowerPoint on common health problems ☞ Discussion with interactive video on Prevention and Control of communicable disease ☞ Notice preparation for public on communicable diseases ☞ Seminar on life style diseases ☞ Poster preparation on prevention of life style diseases ☞ Participation in national programmes for prevention and control of infectious diseases and non communicable diseases ☞ General discussion on 	<ul style="list-style-type: none"> ❖ Participation in discussion ❖ Chart ❖ Seminar report ❖ Poster ❖ Report on national programmes ❖ Role-play

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<ul style="list-style-type: none">• Observing• Communicating• Charting• Identifying• Inferring• Planning• Implementing		mental health problems ☞ Roleplay and video show on substance abuse ☞ Health awareness programme in alcoholism and drug dependence	
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ADDITIONAL INFORMATION

1. EPIDEMIOLOGY

- i. Epidemiology, Scope, Epidemiological approach and methods
- ii. Morbidity and mortality
- iii. Concept of causation of disease and their screening
- iv. Application of epidemiology in health care delivery
- v. Health surveillance and health informatics

(Shebeer P Basheer,S Yaseen Khan (2012) Concise Text Book Of Advanced Nursing Practice, 1st Edition. Bangalore, Emmess Medical Publishers)

2. ANTIMICROBIAL RESISTANCE

Antimicrobial resistance is resistance of a microorganism to an antimicrobial drug that was originally effective for treatment of infections caused by it.

Resistant microorganisms (including bacteria, fungi, viruses and parasites) are able to withstand attack by antimicrobial drugs, such as antibacterial drugs (e.g. antibiotics), antifungals, antivirals, and antimalarials, so that standard treatments become ineffective and infections persist, increasing the risk of spread to others.

The evolution of resistant strains is a natural phenomenon that occurs when microorganisms replicate themselves erroneously or when resistant traits are exchanged between them. The use and misuse of antimicrobial drugs accelerates the emergence of drug-resistant strains. Poor infection control practices, inadequate sanitary conditions and inappropriate food-handling encourage the further spread of antimicrobial resistance.

3. http://www.cdc.gov/globalhealth/healthprotection/fetp/ncd_modules.htm

ASSESSMENT ACTIVITIES

1. Notice preparation for public on communicable diseases
2. Seminar on life style diseases
3. Poster preparation on prevention of life style diseases
4. Roleplay and video show on substance abuse

LIST OF ITEMS IN PORTFOLIO

- a. Chart
- b. Seminar report
- c. Poster
- d. Report on national programmes
- e. Role-play - Script

TE QUESTIONS

1. During rainy season incidence of dengue fever is very high.
 - a. Causative organism of dengue fever.
 - b. Enlist the Symptoms of dengue fever.
 - c. Describe the measures to prevention and control Dengue fever.
2. The number of persons with Non communicable diseases is rising in an alarming rate.
 - a. Enlist five non communicable diseases
 - b. Briefly discuss the general preventive strategies of life style diseases.
3. Complete the following

Disease	Causative organism
1. Diphteria	
2. AIDS	
3. Tuberculosis	
4. Chickun Guinea	
5. Malaria	

UNIT NO: 4.5 UNIT NAME: MATERNAL AND CHILD HEALTH

Maternal and child health services are the foremost priorities of community health programmes. The term maternal and child health services refers to the package of integrated health services designed to promote the health and nutritional status of mothers and children and ensure the birth of a healthy infant to every expectant mother.

Their aim is to increase the health and nutrition level of mothers and children and ensure the birth of the healthy child. For the promotion of family and community health, it is essential that mothers and children should be healthy. In Indian culture mother is the foundation of the family and children are the future of the country. Therefore in all health programmes mother and child health services are given highest priority. This unit discusses about various mother and child health services.

Basic Nursing and Palliative Care

UNIT NO: 4.5	UNIT NAME: MATERNAL AND CHILD HEALTH	PERIODS:40	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>Maternal and child health</p> <ul style="list-style-type: none"> a) Menstruation and Fertility b) Antenatal care c) Post-Natal Care d) Newborn Care e) Breast feeding f) Complementary feeding g) Immunization h) Family Planning Methods <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <ul style="list-style-type: none"> 4.5.1 Recalls the concept of menstruation and fertility 4.5.2 Describes the antenatal care 4.5.3 Describes the postnatal care 4.5.4 Describes the newborn care 4.5.5 Explains the importance of breast feeding 4.5.6 Describes the Complementary feeding 4.5.7 Recognises the immunization schedule 4.5.8 Explains the family planning methods 4.5.9 Provides antenatal, postnatal and newborn care 	<ul style="list-style-type: none"> ☞ Review on menstruation and fertility with a quiz programme ☞ Discussion with the help of interactive video on antenatal care, post natal care and newborn care ☞ Prepare a information booklet on antenatal care and postnatal care ☞ Prepare a chart on breast feeding technique ☞ Prepare a information booklet on breast feeding and complementary feeding ☞ Prepare a poster on immunization ☞ Seminar on family planning methods ☞ Health talk on antenatal care, post natal care breast feeding and immunisation 	<ul style="list-style-type: none"> ❖ Performance in quiz ❖ Participation in discussion ❖ Poster ❖ Chart ❖ Information booklet ❖ seminar ❖ Health talk

ADDITIONAL INFORMATION

1. ARSH-Adolescent Reproductive and Sexual Health.
2. <http://www.mohfw.nic.in/WriteReadData/l892s/5628564789562315.pdf>
3. **Embryology** – (from Greek embryo, "the unborn, embryo"; and -logia) is the branch of biology that studies the development of gametes (sex cells), fertilization, and development of embryos and fetuses. Additionally, embryology is the study of congenital disorders that occur before birth.
4. Obstetrical and Gynaecological instruments

ASSESSMENT ACTIVITIES

- ☞ Preparation of information booklet on antenatal and post natal care
- ☞ Preparation of a chart on breast feeding technique
- ☞ Preparation of information booklet on breast feeding and complementary feeding
- ☞ Preparation of poster on immunization
- ☞ Seminar on family planning methods
- ☞ Health talk on antenatal care, post natal care breast feeding and immunisation

LIST OF ITEMS IN PORTFOLIO

1. Poster
2. Chart
3. Activity log

TE QUESTIONS

1. The main goal of Antenatal care is to reduce maternal mortality and morbidity rates.
 - a. Write down the schedule of antenatal visits.
 - b. Briefly describe antenatal advises.
2. National immunisation programme targets nine killer diseases. Prepare a POSTER showing the schedule of vaccines.
3. Complete the following
 - a. Apgar score
 - i. Appearance
 - ii.
 - iii.
 - iv. Activity
 - v.

UNIT NO: 4.6 UNIT NAME: ADOLESCENCE

Adolescence describes the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years (ages 9 through 12). Adolescence can be a time of both disorientation and discovery. The transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding schoolwork, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests and external appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood. This unit covers the concept of adolescence, physical and physiological changes in adolescence, problems of adolescents and promoting optimum health during adolescence.

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UNIT NO: 4.6	UNIT NAME: ADOLESCENCE	PERIODS:20	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>Adolescence</p> <ul style="list-style-type: none"> • Adolescence • Physical and physiological changes in adolescence • Problems of adolescents - physical, physiological and psychosocial • Promoting optimum health during adolescence <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Planning • Implementing 	<p>The Learner:</p> <p>4.6.1 Defines adolescence</p> <p>4.6.2 Describes the physical and physiological changes in adolescence</p> <p>4.6.3 Identifies the problems of adolescents</p> <p>4.6.4 Practices the different ways of promoting optimum health during adolescence</p>	<ul style="list-style-type: none"> ☞ Video on adolescence and introduces the topic ☞ Interactive video presentation on physical and physiological changes in adolescence ☞ Survey among school children on adolescent problem ☞ Group discussion on promoting optimum health during adolescence 	<ul style="list-style-type: none"> ❖ Participation in discussion ❖ Observation in activity log ❖ Unit test ❖ Survey report

ADDITIONAL INFORMATION

1. Anita Thapar, Daniel S. Pine, James F. Leckman, Stephen Scott, Margaret J. Snowling, Eric A. Taylor (2015). *Rutter's Child and Adolescent Psychiatry*, Sixth Edition, New Jersey, Wiley-Blackwell.
2. Life skill education - Life skills are “abilities” for adaptive and positive behavior so that the individual can deal effectively with demands and challenges of day-today life.

ASSESSMENT ACTIVITIES

- 1 Survey among school children on adolescent problem

LIST OF ITEMS IN PORTFOLIO

1. Activity log
2. Role play script
3. Survey report

TE QUESTIONS

1. Adolescence is a time of immense biologic, psychological, and social change. Describe the major physiological problems of adolescence.
2. As part of career guidance and counseling centre a doctor is visiting your school. Prepare five questions regarding adolescent problems.

UNIT NO: 4.7 UNIT NAME: NATIONAL HEALTH PROGRAMMES

Since India became free, several measures have been taken by national government to improve the health of the people. Prominent among these measures are the National Health Programmes, which have been launched by the central government for the control/eradication of the communicable diseases, improvement of environmental sanitation, raising the standard of nutrition, control of population and improving rural health.

In this unit we discuss about fifteen most important national health programme

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UNIT NO: 4.7		UNIT NAME: NATIONAL HEALTH PROGRAMMES		PERIODS : 20
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>National Health Programmes</p> <ol style="list-style-type: none"> 1. Mission Indradhanush 2. National Vector Borne Disease Control Programme 3. Revised National Tuberculosis Eradication Programme 4. National AIDS Control Programme 5. National Programme For Control Of Blindness 6. Universal Immunization Programme 7. Pulse Polio Immunization Programme 8. National Health Mission 9. Reproductive, Maternal, Newborn, Child and Adolescent Health 10. National Cancer Control Programme 11. National Mental Health Programme 12. Janani Shishu Suraksha Karyakram 13. Rashtriya Kishor Swasthya Karyakram 14. National Programme For Prevention And Control Of Diabetes, Cardiovascular Diseases And Stroke 15. National Family Welfare Programme <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Planning • Implementing 	<p>The Learner:</p> <p>4.7.1 Describes the national health programmes in India</p> <p>4.7.2 Participates in the national health programmes</p>	<ul style="list-style-type: none"> ☞ Interactive session with a JPHN on national health programmes ☞ Seminar on National health programmes ☞ Poster preparation of national health programmes ☞ Visit to primary health centre 	<ul style="list-style-type: none"> ❖ Report of interactive session ❖ Seminar ❖ Report of visit ❖ Poster 	

ADDITIONAL INFORMATION

1. http://vikaspedia.in/health/nrhm/national-health-programmes-1?b_start:int=0
2. <http://nrhm.gov.in/>

ASSESSMENT ACTIVITIES

1. Questionnaire for Interactive session with a JPHN on national health programmes
2. Report of interactive session
3. Seminar on National health programmes
4. Report of visit to primary health centre
5. Poster preparation on National Health Programmes

LIST OF ITEMS IN PORTFOLIO

1. Report of interactive session
2. Seminar
3. Report of visit

TE QUESTIONS

1. National Health Programmes, which have been launched by the central government for the control/eradication of the communicable diseases.
 - a. List down Ten national health programmes.
 - b. Describe the National AIDS control programme briefly.
2. Mission Indradhanush was launched by the Ministry of Health and Family Welfare, Government of India on _____

UNIT NO: 4.8 UNIT NAME: HEALTH CARE OF THE COMMUNITY

Health is influenced by a number of factors such as adequate food, housing, basic sanitation, healthy life styles, protection against environmental hazards and communicable diseases. The frontiers of health extend beyond the narrow limits of medical care. So the health care embraces a multitude of services provided to individuals or community by agents of health services or professions for the purpose of promoting, maintaining, monitoring or restoring health.

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UNIT NO: 4.8	UNIT NAME: HEALTH CARE OF THE COMMUNITY	PERIODS:40	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>HEALTH CARE OF THE COMMUNITY</p> <ul style="list-style-type: none"> • Levels of health care • Primary Health care • Millennium development goals • Primary Health care in India – Village level, Sub centre, Primary health centre, Community Health centre • Integrated Child Development Scheme – Anganawadis • Local self government - Panchayati Raj • International health agencies - WHO, UNICEF, RED CROSS. • National Health agencies – Bharat Sevak Samaj, Family planning association of India, Professional bodies <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>4.8.1 Describes the levels of health care</p> <p>4.8.2 Defines the primary health care</p> <p>4.8.3 Enlists the Millennium development goals</p> <p>4.8.4 Explains the various aspects of primary health care</p> <p>4.8.5 Explains the primary health care in India</p> <p>4.8.6 Describes the Integrated Child Development Scheme</p> <p>4.8.7 Describes the local self government</p> <p>4.8.8 Describes about the national and international health agencies</p>	<ul style="list-style-type: none"> ☞ Discussion with help of PowerPoint on levels of health care and primary health care ☞ Preparation of a chart on staff pattern and functions of PHC ☞ Visit to PHC ☞ Interaction with anganawadi worker ☞ Visit to anganawadi ☞ Interaction with an LSG member ☞ Visit to LSG office ☞ Preparation of chart on international health agencies 	<ul style="list-style-type: none"> ❖ Observation in activity log ❖ Chart ❖ Report of interaction ❖ Visit report

ADDITIONAL INFORMATION

1. Alternative system of medicines

A. Alternative medical system

Ayurveda

Sidha

Unani

Homoeopathy

Naturopathy

B. Biologically based treatment

Herbal medicine

Nutritional therapy

C. Mind body techniques

Meditation

Relaxation technique

Hypnotherapy

D. Manipulative and body based method

Yoga

E. Energy therapies

Massage therapy

Acupuncture

Reflexology

F. Music therapy

G. Animal assisted therapy

2. AYUSH - The Umbrella term AYUSH is the acronym for Ayurveda, Yoga & Naturopathy,

Unani, Siddha and Homoeopathy. http://www.nhp.gov.in/ayush_ms

ASSESSMENT ACTIVITY

- 1 Preparation of a chart on staff pattern and functions of PHC
- 2 Report of Visit to PHC
- 3 Preparation of Questionnaire for Interaction with anganawadi worker
- 4 Report of Interaction with anganawadi worker
- 5 Report of visit to anganawadi
- 6 Preparation of Questionnaire for Interaction with an LSG member
- 7 Report of Interaction with an LSG member
- 8 Report of Visit to LSG office
- 9 Preparation of chart on international health agencies

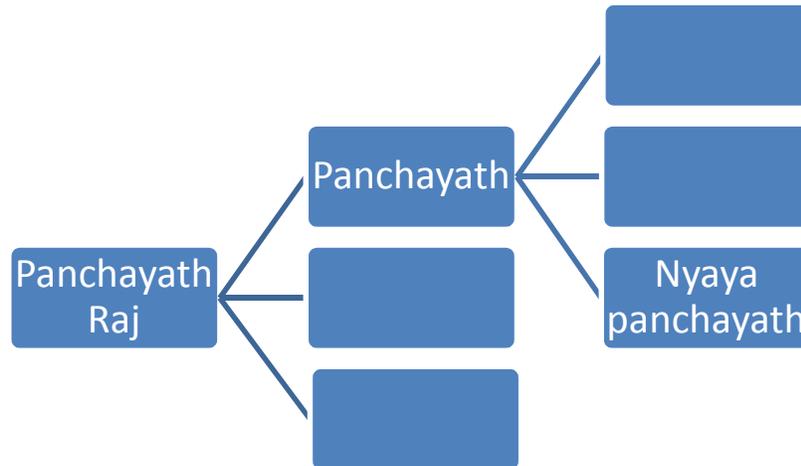
LIST OF ITEMS IN PORTFOLIO

1. Activity log
2. Chart
3. Report of interaction
4. Visit report

TE QUESTIONS

1. Primary healthcare denotes the first level of contact between individuals and families with the health system
 - a. Define primary health care.
 - b. Outline essential components of primary health care
 - c. Enumerate the principles of primary health care.
2. Primary health centre is the basic health unit.
 - a. List down the functions of primary health centre.

3. Complete the following diagram



UNIT NO: 4.9

UNIT NAME: HEALTH EDUCATION

The practice of instructing people and communities in the principles of hygiene and in ways of avoiding disease is a very ancient one. An elementary study of the history of medicine reveals that since time immemorial it has been considered a necessity to instruct communities in health matters for their protection and survival. This unit deals with various aspects of health education.

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UNIT NO: 4.9	UNIT NAME: HEALTH EDUCATION	PERIODS: 20	
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT
<p>Health Education</p> <ul style="list-style-type: none"> • Concept • Aims and Objectives • Contents of Health education • Principles of health education • Settings for health education • Methods of health education • Audiovisual aids • Steps for health education <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>4.9.1 Defines health education</p> <p>4.9.2 Explains the aims and objectives of health education</p> <p>4.9.3 Describes the content of health education</p> <p>4.9.4 Explains the principles of health education</p> <p>4.9.5 Enlists the settings for health education</p> <p>4.9.6 Enumerates the methods of health education</p> <p>4.9.7 Enlists the AV Aids used for health education</p> <p>4.9.8 Explains the steps for health education</p> <p>4.9.9 Organizes the health education programme</p>	<ul style="list-style-type: none"> ☞ Discussion on health education ☞ Conducts a health talk on a topic ☞ Explains the various aspects of health education on the basis of the health education ☞ Preparation of a chart on major contents of health education ☞ Preparation of AV aid for health education ☞ Conduct health education during OJT 	<ul style="list-style-type: none"> ❖ Observations on activity log ❖ Health talk ❖ Unit test

ADDITIONAL INFORMATION

Aims and objectives of health education

Information, Education and Communication (IEC)

ASSESSMENT ACTIVITIES

1. Health talk
2. Preparation of a chart on major contents of health education
3. Preparation of AV aid for health education

LIST OF ITEMS IN PORTFOLIO

1. Activity log
2. Health talk – content

TE QUESTIONS

1. Health education is a process of educating people about health.
 - a. Define health education.
 - b. Enumerate the major contents of health education
 - c. Describe the principles of health education
2. A one way method of health education is _____

UNIT NO: 4.10 UNIT NAME: DISASTER MANAGEMENT

A disaster is a situation in which the community is incapable of coping. It is a natural or human-caused event which causes intense negative impacts on people, goods, services and/or the environment, exceeding the affected community's capability to respond; therefore the community seeks the assistance of government and international agencies

There is no country that is immune from disaster, though vulnerability to disaster varies. Any disaster can interrupt essential services, such as health care, electricity, water, sewage/garbage removal, transportation and communications. This unit discusses the various aspects of disaster management.

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UNIT NO: 4.10		UNIT NAME: DISASTER MANAGEMENT		PERIODS: 20
IDEAS/CONCEPTS/SKILLS	LEARNING OUTCOME	SUGGESTED ACTIVITIES	ASSESSMENT	
<p>Disaster</p> <ul style="list-style-type: none"> • Definition • Types of disaster • Phases of disaster <p>Disaster management</p> <p>Skills</p> <ul style="list-style-type: none"> • Observing • Communicating • Charting • Identifying • Inferring • Demonstrating • Planning • Implementing 	<p>The Learner:</p> <p>4.10.1 Defines Disaster</p> <p>4.10.2 Enlists the types of disaster</p> <p>4.10.3 Enlists the phases of disaster</p> <p>4.10.4 Describes the disaster management</p>	<ul style="list-style-type: none"> ☞ Discussion with help of PowerPoint and Video explains Concept of disaster Types of disaster and Phases of disaster ☞ Chart on disaster management cycle ☞ Discussion with help of PowerPoint on Disaster Management ☞ Visit to fire station ☞ Mock drill 	<ul style="list-style-type: none"> ❖ Participation in discussion ❖ Chart ❖ Visit report 	

ADDITIONAL INFORMATION

<http://nidm.gov.in/default.asp>

<http://www.ndma.gov.in/en/>

<http://www.ndmindia.nic.in/>

<http://www.disastermgmt.org/index.html>

http://www.preventionweb.net/files/22730_22730headteachersguideengncac1.pdf

International Day for Disaster Reduction is celebrated every year on October 13

Triage - Triage refers to the evaluation and categorization of the sick or wounded when there are insufficient resources for medical care of everyone at once.

In mass casualty situations, triage is used to decide who is most urgently in need of transportation to a hospital for care (generally, those who have a chance of survival but who would die without immediate treatment) and whose injuries are less severe and must wait for medical care.

The advanced triage system involves a color-coding scheme using red, yellow, green, white, and black tags:

- **Red tags** - (immediate) are used to label those who cannot survive without immediate treatment but who have a chance of survival.
- **Yellow tags** - (observation) for those who require observation (and possible later re-triage). Their condition is stable for the moment and, they are not in immediate danger of death. These victims will still need hospital care and would be treated immediately under normal circumstances.
- **Green tags** - (wait) are reserved for the "walking wounded" who will need medical care at some point, after more critical injuries have been treated.

- **White tags** - (dismiss) are given to those with minor injuries for whom a doctor's care is not required.
- **Black tags** - (expectant) are used for the deceased and for those whose injuries are so extensive that they will not be able to survive given the care that is available.

ASSESSMENT ACTIVITIES

1. Preparation of chart on disaster cycle
2. Preparation of report on visit to fire station

LIST OF ITEMS IN PORTFOLIO

1. Chart
2. Visit report

TE QUESTIONS

1. Disasters can violently disrupt our day to day lives and change history for ever.
 - a. Define disaster.
 - b. Describe the stages of disaster management.

AT THE END OF MODULE 4

EXTENDED ACTIVITIES FOR MODULE 4

- a. Field visit
- b. Survey
- c. Health education
- d. Health expo
- e. Health diet expo
- f. School health programme
- g. Life style disease clinic

- h. Source reduction drive
- i. Disinfection of wells

ON THE JOB TRAINING (OJT)

OJT on the Job Training Programme forms an integral part of the vocational curriculum of VHSE in Kerala. On the job training helps the learners to develop an aptitude towards nursing and gives a good platform to get hands-on learning opportunities to exercise clinical skills. OJT will help the learners to learn the working condition and work culture of health care sector.

- Duration - Total four weeks
- Timing - At the completion of two modules
- Proposed Institutions for OJT -
 - Module 1 - Government / non government hospitals
 - Module 2 - Government / non government hospitals
 - Module 3 - Government / non government hospitals with palliative and geriatric care units
 - Module 4 – Community health care settings (Primary Health Centres and Community Health Centres/Taluk Hospitals)

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