XII	6 T 2 L	Explain and perform admission, transfer, and discharge of a patient	**Hospital Admission and discharge** • Admission to the hospital Unit and preparation of unit o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse • Discharge from the hospital o Types: Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge	• Lecture • Discussion • Demonstration •	• Essay • Short answers • Objective type
XIII	8 T 10 L	Demonstrate skill in caring for patients with restricted mobility	**Mobility and Immobility** • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise- Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method o Range of motion exercises o Muscle strengthening exercises o Maintaining body alignment: positions o Moving o Lifting o Transferring o Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answers • Objective type
XIV	4 T 2 L	Describe the principles and practice of patient education	**Patient education** • Patient Teaching: Importance, Purposes, Process • Integrating nursing process in patient teaching	• Discussion Role plays	• Essay • Short answers • Objective type

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER THEORY: 1credit (20 hours)

DESCRIPTION: The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.

COMPETENCIES

On completion of the course, the students will be able to

1. Describe the metabolism of carbohydrates and its alterations
2. Explain the metabolism of lipids and its alterations
3. Explain the metabolism of proteins and amino acids and its alterations
4. Explain clinical enzymology in various disease conditions
5. Explain acid base balance, imbalance and its clinical significance
6. Describe the metabolism of hemoglobin and its clinical significance
7. Explain different function tests and interpret the findings
8. Illustrate the immunochemistry

COURSE OUTLINE

UNIT	TIME	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I.	5 hours	Describe the metabolism of carbohydrates and its alterations	**Carbohydrates** • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus - type 1 & type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus o OGTT: Indications, Procedure, Interpretation and types of GTT curve o Mini GTT, extended GTT, GCT, IV GTT o HbA1c (Only definition) • Hypoglycemia-definition & causes	• Lecture cum discussion using charts and slides • Demonstration of laboratory tests	• Essay • Short answers • Very short answers
II.	4 hours	Explain the metabolism of lipids and its	**Lipids** • Fatty acids: Definition, classification	• Lecture, • Discussion	• Essay • Short

		alterations	• Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief)	• Explain using Charts/ Slides • Demonstration of laboratory tests	answers • Very short answers
III.	5hours	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	**Proteins** • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	• Lecture cum Discussion • Explain using charts, models Slides	• Essay • Short answers • Very short answers
IV	1 hour	Explain clinical enzymology in various disease conditions	**Clinical Enzymology** • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in o Liver Diseases-ALT, AST, ALP, GGT o Myocardial infarction-CK, cardiac troponins, AST, LDH o Muscle diseases-CK, Aldolase o Bone diseases-ALP o Prostate cancer-PSA, ACP	• Lecture cum Discussion • Explain using Charts & slides	• Essay • Short answers • Very short answers

V	2 hours	Explain acid base balance, imbalance and its clinical significance	**Acid base maintenance** • pH - definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders –types, definition & causes	• Lecture cum Discussion • Explain using Charts/ slides	• Short answers • Very short answers
VI	1 hours	Describe the metabolism of hemoglobin and its clinical significance	**Heme catabolism** • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Charts/ slides	• Short answers • Very short answers
VII	1hour	Explain different function tests and interpret the findings	**Organ function tests (biochemical parameters & normal values only)** • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using Charts/slides	• Short answers • Very short answers
VIII	1 hour	Illustrate the immunochemistry	**Immunochemistry** • Structure & functions of immunoglobulin • Investigations & interpretation-ELISA	• Lecture cum Discussion • Explain using Charts/ slides • Demonstration of Lab tests	• Short answers • Very short answers

APPLIED NUTRITION AND DIETETICS

PLACEMENT : II SEMESTER
THEORY & LAB : 2 credits (40 hours) Theory: 34 hours
Lab : 6 hours

DESCRIPTION: The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing.

COMPETENCIES

On completion of the course, the students will be able to

1. Identify the importance of nutrition in health and wellness.
2. Apply nutrient and dietary modifications in caring patients.
3. Explain the principles and practices of Nutrition and Dietetics.
4. Identify nutritional needs of different age groups and plan a balanced diet for them.
5. Identify the dietary principles for different diseases.
6. Plan therapeutic diet for patients suffering from various disease conditions.
7. Prepare meals using different methods and cookery rules.

COURSE OUTLINE

UNIT	TIME in hours	LEARNING OUTCOMES	CONTENT	TEACHING/ LEARNING ACTIVITIES	ASSESSMENT METHODS
I	T-2	Define nutrition and its relationship to Health	**Introduction to Nutrition** *Concepts:* Definition of Nutrition & Health • Malnutrition- Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition *Nutrients* Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding **Food** • Classification-Food groups • Origin	• Lecture cum • Discussion • Charts/ Slides	• Essay • Short answers • Very short answers
II	T-2	Describe the classification, functions, sources and recommended daily allowances	**Carbohydrates** • Composition -starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions	• Lecture cum Discussion • Charts/ Slides • Models	• Essay • Short answers • Very short answers

		(RDA) of carbohydrates Explain BMR and factors affecting BMR	**Energy** • Unit of energy-Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR	• Display of food items	
III	T-3	Describe the classification, Functions, sources and RDA of proteins.	**Proteins** • Composition • Eight essential amino acids • Functions • Dietary sources • Protein requirements-RDA	• Lecture cum Discussion • Charts/ Slides • Models • Display of food items	• Essay • Short answers • Very short answers
IV	T-2	Describe the classification, Functions, sources and RDA of fats	**Fats** • Classification-saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements-RDA	• Lecture cum Discussion • Charts/ slides • Models • Display of food items	• Essay • Short Answers • Very Short answers
V	T-3	Describe the classification, functions, sources and RDA of vitamins	**Vitamins** • Classification-fat soluble & water soluble • Fat soluble-Vitamins A, D, E, and K • Water soluble-Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements-RDA of every vitamin	• Lecture cum Discussion • Charts/ slides • Models • Display of food items	• Essay • Short Answers • Very Short Answers
VI	T-3	Describe the classification, functions , sources and RDA of minerals	**Minerals** • Classification- Major minerals (Calcium, phosphorus, sodium, potassium, and magnesium) and Trace elements • Functions • Dietary Sources • Requirements- RDA	• Lecture cum Discussion • Charts/ slides • Models • Display of food items	• Short Answers • Very Short Answers

VII	T-4 L-3	Describe and plan balanced diet for different age groups, pregnancy, and lactation	**Balanced diet** • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre **Nutrition across life cycle** • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines- breast feeding, infant foods • Diet plan for different age groups- Children, adolescents and elderly • Diet in pregnancy- nutritional requirements and balanced diet plan • Anemia in pregnancy-diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation-nutritional requirements, diet for lactating mothers, complementary feeding/weaning	Lecture cum Discussion Meal planning Lab session on Preparation of balanced diet for different categories and low cost nutritious dishes	Short Answers Very Short Answers
VIII	T-4	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	**Nutritional deficiency disorders** • Protein energy malnutrition- magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention, nurses' role • Childhood obesity-Signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders- vitamin A, B, C & D deficiency disorders: causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases-iron, iodine and calcium deficiencies: causes, signs & symptoms, management & prevention and nurses' role	• Lecture cum discussion • Charts/slides/models	• Essay • Short Answer • Very Short Answer
IX	T-4 L-3	Principles of diets in various diseases	**Therapeutic diets** • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post operative period	• Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets	• Essay • Short Answer • Very Short Answer

X	T-3	Describe the rules and preservation of nutrients	**Cookery rules and preservation of nutrients** • **Cooking –** Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards	• Lecture cum Discussion • Charts/ slides	• Essay • Short Answer • Very Short
XI	T-2	Explain the methods nutritional assessment and nutrition education	**Nutrition assessment and nutrition education** • Objectives of nutritional assessment • Methods of assessment-clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education-purposes, principles and methods	• Lecture cum discussion • Demonstration • Writing nutritional assessment report	• Essay • Short Answer • Evaluation of Nutritional assessment report
XII	T-2	Describe nutritional problems in India and nutritional programs	**National Nutritional Programmes and role of nurse** • Nutritional problems in India • National nutritional policy • *National nutritional programmes:* Vitamin Supplementation, Anemia Mukt Bharat Programme, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Programme (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every programme	• Lecture cum Discussion	• Essay • Short Answer • Very Short Answer

Food born diseases and food safety are dealt in Introduction to Community Health Nursing

NURSING FOUNDATIONS - II

NURSING FOUNDATIONS II (SEMESTER II)

THEORY: 6 Credits (120 Hours)
(Lab-L/Skill Lab-SL): 3 Credits (120hours)

1. Identify and meet the hygienic needs of patients
2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings
3. Assess the Nutritional needs of patients and provide relevant care under supervision
4. Identify and meet the elimination needs of patient
5. Interpret findings of specimen testing applying the knowledge of normal values
6. Promote oxygenation based on identified oxygenation needs of patients under supervision
7. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology
8. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication
9. Calculate conversions of drugs and dosages within and between systems of measurements
10. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness
11. Explain loss, death and grief
12. Describe sexual development and sexuality
13. Identify stressors and stress adaptation modes
14. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs
15. Explain the introductory concepts relevant to models of health and illness in patient care
16. Perform first aid measures during emergencies

***Module used in teaching/learning:**

II Semester: First Aid-40 Hours (including Basic CPR)

COURSE OUTLINE

UNIT	TIME (HRS) T & L/SL	LEARNING OUTCOMES	CONTENT	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	5 T 15 L	Identify and meet the hygienic needs of patients	**Hygiene** • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care o Care of the Skin- (Bath, feet and nail, Hair Care) o Care of pressure points o Assessment of Pressure Ulcers using Braden Scale and Norton Scale o Pressure ulcers- causes, stages and manifestations, care and prevention o Perineal care/Meatal care o Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	• Lecture • Discussion • Demonstration	• Essay • Short answers Objective type
II	14 T 7 L	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**The Nursing Process** • Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing • Nursing Process Overview o **Assessment** ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data o **Nursing Diagnosis** ▪ Identification of client problems, risks and strengths ▪ Nursing diagnosis statement- parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis ▪ NANDA approved diagnoses	• Lecture • Discussion • Demonstration Supervised Clinical practice	• Essay • Short answers • Objective type Evaluation of care plan

			▪ Difference between medical and nursing diagnosis ○ **Planning** ▪ Types of planning ▪ Establishing Priorities ▪ Establishing Goals and Expected Outcomes- Purposes, types, guidelines, Components of goals and outcome statements ▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders ▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification ▪ Guidelines for writing care plan ○ **Implementation** ▪ Process of Implementing the plan of care ▪ Types of care - Direct and Indirect ○ **Evaluation** ▪ Evaluation Process, Documentation and Reporting		
III	5 T 5 L	Identify and meet the Nutritional needs of patients	**Nutritional needs** • Importance • Factors affecting nutritional needs • Assessment of nutritional status • Review: special diets- Solid, Liquid, Soft • Review on therapeutic diets • Care of patient with Dysphagia, Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications ○ Oral ○ Enteral: Nasogastric/ Orogastric, ○ Introduction to other enteral feeds- types, indications, Gastrostomy, Jejunostomy ○ Parenteral- TPN	• Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice	• Essay • Short answers • Objective type • Evaluation of nutritional assessmen t & diet planning
IV	10 T 10 L	Identify and meet the elimination needs of patient	**Elimination needs** • Urinary Elimination ○ Review of Physiology of Urine Elimination, Composition and characteristics of urine ○ Factors Influencing Urination ○ Alteration in Urinary Elimination ○ Facilitating urine elimination:	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

			assessment, types, equipment, procedures and special considerations o Providing urinal/bed pan o Care of patients with ▪ Condom drainage ▪ Intermittent Catheterization ▪ Indwelling Urinary catheter and urinary drainage ▪ Urinary diversions ▪ Bladder irrigation • Bowel Elimination o Review of Physiology of Bowel Elimination, Composition and characteristics of feces o Factors affecting Bowel elimination o Alteration in Bowel Elimination o Facilitating bowel elimination: Assessment, equipment, procedures ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures)		
V	4 T 3 L	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	**Diagnostic testing** • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications o Complete Blood Count o Serum Electrolytes o LFT o Lipid/Lipoprotein profile o Serum Glucose- AC, PC, HbA1c o Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar-GRBS) o Stool Routine Examination o Urine Testing- Albumin, Acetone, pH, Specific Gravity o Urine Culture, Routine, Timed Urine Specimen o Sputum culture o Overview of Radiologic & Endoscopic Procedures	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

VI	11 T
	10 L
		Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	**Oxygenation needs**
			• Review of Cardiovascular and Respiratory Physiology
			• Factors affecting respiratory functioning
			• Alterations in Respiratory Functioning
			  • Conditions affecting
			  ○ airway
			  ○ movement of air
			  ○ diffusion
			  ○ Oxygen transport
			  • Alterations in oxygenation
			  • Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure
			  ○ Maintenance of patent airway
			  ○ Oxygen administration
			  ○ Suctioning- oral, tracheal
			  ○ Chest physiotherapy- Percussion, Vibration & Postural drainage
			  ○ Care of Chest drainage- principles & purposes
			  ○ Pulse Oximetry- Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation
			• Restorative & continuing care
			  ○ Hydration
			  ○ Humidification
			  ○ Coughing techniques
			  ○ Breathing exercises
			  ○ Incentive spirometry
				• Lecture
				• Discussion
				• Demonstration & Re-demonstration
					• Essay
					• Short answers
					• Objective type

VII	7 T
	8 L
		Describe the concept of fluid, electrolyte balance	**Fluid, Electrolyte, and Acid – Base Balances**
			• Review of Physiological Regulation of Fluid, Electrolyte, and Acid – Base Balances
			• Factors Affecting Fluid, Electrolyte, and Acid – Base Balances
			• Disturbances in fluid volume:
			  ○ Deficit-
			  ▪ Hypovolemia
			  ▪ Dehydration
			  ○ Excess-
			  ▪ Fluid overload
			  ▪ Edema
			• Electrolyte imbalances (hypo and hyper)
			  ○ Acid-base imbalances
			  ▪ Metabolic- acidosis & alkalosis
				• Lecture
				• Discussion
				• Demonstration
					• Essay
					• Short answers
					• Objective type
					• Problem solving- calculations

			▪ Respiratory- acidosis & alkalosis o Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake		
VIII	22 T 20 L	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	**Administration of Medications** • Introduction-Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs- Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment- Syringes & needles, cannulas, Infusion sets - parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules o Care of equipment: decontamination and disposal of syringes, needles, infusion sets o Prevention of Needle-Stick Injuries	• Lecture • Discussion • Demonstration & Redemonstration	• Essay • Short answers • Objective type

			• Topical Administration: Types, purposes, site, equipment, procedure o Application to skin & mucous membrane o Direct application of liquids, Gargle and swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina o Instillations: Ear, Eye, Nasal, Bladder, and Rectal o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/ tracheal (steam, oxygen and medications)- purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intraarterial		
IX	7 T 4 L	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	**Sensory needs** • Introduction • Components of sensory experience- Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations- sensory deficit, deprivation, overload & sensory poverty • Management o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) **Care of Unconscious Patients** • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
X	5 T 5 L	Explain loss, death and grief	**Care of Terminally ill, death and dying** • Loss- Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief	• Lecture • Discussion • Case discussions	• Essay • Short answers

			• Factors influencing Loss & Grief Responses • Theories of Grief & Loss-Kubler Ross 5 Stages of Dying • The R Process model (Rando's) • Death- Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification, Autopsy, Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview- Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia **PSYCHOSOCIAL NEEDS (A-D)**	• Death care/last office	• Objective type
XI	3 T	Develop basic understanding of self- concept	**A. Self-concept** • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answers • Objective type
XII	2 T	Describe sexual development and sexuality	**B. Sexuality** • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type
XIII	3 T 3 L	Describe stress and adaptation	**C. Stress and Adaptation-Introductory concepts** • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation- General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) Manifestation of stress- Physical & psychological	• Lecture • Discussion • Demonstration	• Essay • Short answers • Objective type

			• Coping strategies/ Mechanisms
			• Stress Management
			  o Assist with coping and adaptation
			  o Creating therapeutic environment
			• Recreational and diversion therapies		

XIV	6 T	Explain culture and cultural norms
		
		Integrate cultural differences and spiritual needs in providing care to patients under supervision
			D. Concepts of Cultural Diversity and Spirituality
			• Cultural diversity
			  o Cultural Concepts- Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation
			  o Transcultural Nursing
			  o Cultural Competence
			  o Providing Culturally Responsive Care
			• Spirituality
			  o Concepts- Faith, Hope, Religion, Spirituality, Spiritual Wellbeing
			  o Factors affecting Spirituality
			  o Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience
			  o Dealing with Spiritual Distress/Problems
				• Lecture
				• Discussion
					• Essay
					• Short answers
					• Objective type

XV	6 T	Explain the significance of nursing theories	**Nursing Theories: Introduction** • Meaning &Definition, Purposes, Types of theories with examples, Overview of selected nursing theories- Nightingale, Orem, Roy • Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answers • Objective type
XVI	20 T 20 L	Explain and apply principles of First Aid during emergencies	**First Aid & Emergencies *** • Definition, Basic Principles, Scope & Rules • First Aid Management o Wounds, Hemorrhage & Shock o Musculoskeletal Injuries: Fractures, Dislocation, Muscle injuries o Transportation of Injured persons o Respiratory Emergencies & Basic CPR o Unconsciousness o Foreign Bodies- Skin, Eye, Ear, Nose, Throat & Stomach o Burns & Scalds o Poisoning, Bites & stings o Frostbite & Effects of Heat o Community Emergencies	• Lecture • Discussion • Demonstration & Re-demonstration • Module completion **National Disaster Management Authority (NDMA) First aid module**	• Essay • Short answers • Objective type • OSCE

NURSING FOUNDATIONS I & II – (SKILL LAB & CLINICAL)

PLACEMENT: Semester I & II

Skill Lab: 200 (80+120) hours

Clinical: 480 (160 + 320) hours

Semester I- Lab 80 Hours (2 Credits), Clinical- 160 Hours (2 Credits)

Semester II- Lab- 120 Hours (3 Credits), Clinical- 320 Hours (4 Credits)

COMPETENCIES

SEMESTER I

On completion of the course, the students will be able to

1. Maintain effective human relations (projecting professional image)
2. Communicate effectively with patient, families and team members
3. Demonstrate skills in techniques of recording and reporting
4. Demonstrate skill in monitoring vital signs
5. Care for patients with altered vital signs
6. Perform health assessment of each body system
7. Demonstrate skill in implementing standard precautions and use of PPE
8. Demonstrate skill in meeting the comfort needs of the patients
9. Provide safe and clean environment
10. Demonstrate skill in admission, transfer, and discharge of a patient
11. Demonstrate skill in caring for patients with restricted mobility
12. Plan and provide appropriate health teaching following the principles.

SEMESTER II

13. Implement basic nursing techniques in meeting hygienic needs of patients
14. Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach
15. Identify and meet the Nutritional needs of patients
16. Plan and Implement care to meet the elimination needs of patient
17. Develop skills in instructing and collecting samples for investigation.
18. Perform simple lab tests and analyze & interpret common diagnostic values
19. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
20. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
21. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
22. Care for terminally ill and dying patients

23. Identify stress and assist patients to adopt various coping strategies
24. Acquire skills in assessing and performing First Aid during emergencies

Skill Lab

Use of mannequins and simulators

S. NO	COMPETENCIES	MODE OF DEMONSTRATION
	Semester I	
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/ Standardized patient
3.	Physical Examination	Simulator/ Mannequin / Standardized patient
4.	Medical and Surgical Asepsis	-
5.	Pain Assessment	Standardized patient
6.	Comfort Devices	Mannequin
7.	Therapeutic Positions	Mannequin
8.	Physical Restraints and Side rails	Mannequin
9.	ROM Exercises	Standardized patient
10.	Ambulation	Standardized patient
11.	Moving and Turning patients in bed	Mannequin
12.	Changing position of helpless patients	Mannequin/ Standardized patient
13.	Transferring patients bed to stretcher/ wheel chair	Mannequin/ Standardized patient
14.	Admission, Transfer, Discharge & Health Teaching	Role Play
	Semester II	
15.	Sponge bath, oral hygiene, perineal care	Mannequin
16.	Nutritional Assessment	Standardized Patient
17.	Nasogastric tube feeding	Trainer/ Simulator
18.	Providing bed pan & urinal	Mannequin
19.	Catheter care	Catheterization Trainer
20.	Bowel wash, enema, insertion of suppository	Simulator/ Mannequin
21.	Oxygen administration- face mask, venture mask, nasal prongs	Mannequin
22.	Administration of medication through Parenteral route- IM, SC, ID, IV	IM injection trainer, ID injection trainer, IV arm (Trainer)
23.	Last Office	Mannequin
24.	CPR	CPR Mannequin

SEMESTER I- 10 weeks- 16 hours/ week

CLINICAL POSTINGS- General Medical/Surgical Wards

Clinical Unit	Duration in Weeks	Learning Outcomes	Procedural Competencies/Clinical Skills (Supervised clinical practice)	Clinical Requirements	Assessment Methods
General Medical / Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	**Communication and Nurse patient relationship** • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting o Documenting patient care and procedures o Verbal report o Written report		• OSCE
,, ,, ,,	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs	*Vital signs* • Monitor/measure and document vital signs in a graphic sheet o Temperature (oral, tympanic, axillary) o Pulse (Apical and peripheral pulses) o Respiration o Blood pressure o Pulse oximetry • Interpret and report alteration • Cold Applications- Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter	Care of patients with alterations in vital signs- 2	• Assessment of clinical skills using checklist • OSCE
,, ,,	2	Perform health assessment of each body system	**Health assessment & Infection control in Clinical settings** *Health Assessment* • Nursing/ Health history taking • Perform physical examination: o General o Body systems	• History Taking- 2 • Physical examination- 2	• Assessment of clinical skills using checklist • OSCE

		Demonstrate skill in implementing standard precautions and use of PPE	• Use various methods of physical examination- Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings *Infection control in Clinical settings* • Hand hygiene • Use of PPE		• Assessment of clinical skills using checklist • OSCE
	2	Demonstrate skill in meeting the comfort needs of the patients	**Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment** *Comfort, Rest & Sleep* • Bed making- o Open o Closed o Occupied o Post-operative o Cardiac bed o Fracture bed • Comfort devices o Pillows o Over bed table/cardiac table o Back rest o Bed Cradle • Therapeutic Positions o Supine o Fowlers (low, semi, high) o Lateral o Prone o Sim's o Trendelenburg o Dorsal recumbent o Lithotomy o Knee chest *Pain* • Pain assessment and provision for comfort		• Assessment of clinical skills using checklist • OSCE
		Provide safe and clean environment	*Promoting Safety in Health Care Environment* • Care of Patient's Unit • Use of Safety devices: o Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Presentation on Physical restraints- 1 • Fall risk assessment - 2	• Assessment of clinical skills using checklist • OSCE

	2	Demonstrate skill in admission, transfer, and discharge of a patient	**Hospital Admission and discharge, Mobility and Immobility and Patient education** *Hospital Admission and discharge* Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	*Mobility and Immobility* • Range of Motion Exercises • Assist patient in: o Moving o Turning o Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/ wheelchair/ stretcher)		• Assessment of clinical skills using checklist • OSCE
		Plan and provide appropriate health teaching following the principles	*Patient education*	• Individual teaching - 1	• Assessment of clinical skills using checklist • OSCE
	4	Implement basic nursing techniques in meeting hygienic needs of patients Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	**<u>SEMESTER II (16 weeks x 20 hours/week)</u>** **Hygiene & The Nursing Process** *Hygiene* • Care of Skin & Hair: -Sponge Bath/ Bed bath -Care of pressure points & back massage - Pressure sore risk assessment using Braden/ Norton scale -Hair wash -Pediculosis treatment • Oral Hygiene • Perineal Hygiene • Catheter care *The Nursing Process* • Prepare Nursing care plan for the patient based on the given case	• Nursing care plan Patient with Pain-1 Patient with Fever-1	• Assessment of clinical skills using checklist • OSCE • Evaluation of Nursing process with criteria

	3	Identify and meet the Nutritional needs of patients Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. Perform simple lab tests and analyze & interpret common diagnostic values	**Nutritional needs, Elimination needs& Diagnostic testing** *Nutritional needs* • Nutritional Assessment • Preparation of Nasogastric tube feed • Nasogastric tube feeding *Elimination needs* Providing -Urinal -Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage *Diagnostic testing* • Specimen Collection o Urine routine and culture o Stool routine o Sputum Culture • Perform simple Lab Tests using reagent strips o Urine- Glucose, Albumin, Acetone, pH, Specific gravity • Blood-GRBS Monitoring	• Nutritional Assessment- 1 • Clinical Presentation on Care of patient with Nasogastric tube feeding-1 • Clinical Presentation on Care of patient with Constipation-1 • Lab values-interpretation	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and	**Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances** *Oxygenation needs* • Oxygen administration Methods o Nasal Prongs o Face Mask/ Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning *Fluid, Electrolyte, and Acid – Base Balances* • Maintaining intake output chart • Identify & report	•Presentation on methods of Oxygen administration • Presentation on Blood & Blood Component therapy	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE

		acid – base imbalances	complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy		
	3	• Explain the principles, routes, effects of administration of medications • Calculate conversions of drugs and dosages within and between systems of Measurements • Administer drugs by the following routes-Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	**Administration of Medications** • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications o Oral o Topical o Inhalations o Parenteral ▪ Intradermal ▪ Subcutaneous ▪ -Intramuscular ▪ Instillations o Eye, Ear, Nose-instillation of medicated drops, nasal sprays, irrigations		• Assessment of clinical skills using checklist • OSCE
	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients Identify stress and assist patients to adopt various coping strategies	**Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying& Stress and Adaptation** *Sensory Needs and Care of Unconscious patients* • Assessment of Level of Consciousness using Glasgow Coma Scale *Terminally ill, death and dying* • Death Care *Stress and Adaptation*	• Nursing rounds on care of patient with altered sensorium Presentation on dying patient's bill of rights Presentation on Relaxation techniques	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

	1	Demonstrate skills in assessing and performing First Aid during emergencies	**First aid and Emergencies**
			• Bandaging Techniques
			  ○ Basic Bandages:
			  ▪ Circular
			  ▪ Spiral
			  ▪ Reverse-Spiral
			  ▪ Recurrent
			  ▪ Figure of Eight
			  ○ Special Bandages:
			  ▪ Caplin
			  ▪ Eye / Ear Bandage
			  ▪ Jaw Bandage
			  ▪ Shoulder Spica
			  ▪ Thumb spica
			  ▪ Triangular Bandage/ Sling (Head & limbs)
			  ▪ Binders
			  ▪ Basic CPR
				• Mock drill- Fire Safety
				• Module completion National Disaster Management Authority (NDMA) First aid module
					• Assessment of clinical skills using checklist
					• OSCE (first aid competencies)

INTRODUCTION TO COMMUNITY HEALTH NURSING

PLACEMENT : II SEMESTER

THEORY : 2 Credits (40 Hours)
PRACTICUM: Clinical-1 Credit (80 Hrs)

DESCRIPTION: This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environment, environmental health and sanitation, nutrition and food safety. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum.

COMPETENCIES:

On completion of the course, the students will be able to

1. Explore the evolution of public health in India and community health nursing
2. Explain the concepts and determinants of health
3. Identify the levels of prevention and health problems of India
4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels
5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus
6. Discuss health care policies and regulations in India
7. Demonstrate understanding about an overview of environmental science
8. Identify the role and significance of environmental protection and preservation
9. Relate the influence of environmental factors and sanitation on health and disease
10. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling
11. Identify the importance of food safety in prevention of food borne diseases
12. Discuss basic issues and concepts of Behavior Change Communication (BCC) and Social Behavior Change Communication (SBCC) and identify the methods of BCC to target the audience
13. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings

COURSE OUTLINE

UNIT	TIME (Hours)	LEARNING OUTCOMES	CONTENT	TEACHING / LEARNING ACTIVITIES	ASSESSMENT METHODS
I	4 T	Define public health, community health and community health nursing Explain the evolution of	**Concepts of Community Health and Community Health Nursing** • Definition of public	• Lecture, Discussion • Explain using chart, graphs • Community	• Short answers • Essay type and

		public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health problems of India	health, community health and community health nursing • Public health in India and its evolution and Scope of community health nursing • *Review:* Concepts of health & Illness/disease- Definition, dimensions and determinants of health and disease • Natural history of disease • Levels of prevention- Primary, Secondary & tertiary prevention- Review • Health problems (Profile) of India	needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) • Explain using examples	objective type • Survey report
II	8 T	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels Describe SDGs, primary health care and comprehensive primary health care (CPHC) Explain health care policies and regulations in India	**Health Care Planning and Organization of Health Care at various levels** • Health planning steps • Health planning in India –various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India- Infrastructure and Health sectors, Delivery of health services at sub centre (SC)PHC, CHC, District level, state level and national level, • Sustainable development goals (SDGs), Primary	• Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed	• Short answers • Essay type • Evaluation of Field visit reports & presentation

			Health Care and Comprehensive Primary Health Care (CPHC)- elements, principles • CPHC through SC/Health Wellness Center (HWC) • National Health Care Policies and Regulations o National Health Policy (1983, 2002, 2017) o National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM o National Health Protection Mission (NHPM) o Ayushman Bharat o Universal Health Coverage	reading	
III	15 T	Identify the role of an individual in the conservation of natural resources Describe ecosystem, its structure, types and functions Explain the classification, value and threats to biodiversity Enumerate the causes, effects and control measures of environmental pollution Discuss about climate change, global warming,	**Environmental Science, Environmental Health, and Sanitation** • *Natural resources:* **Renewable and non-renewable resources, natural resources and associated problems-** Forest resources, water resources, mineral resources, food resources, energy resources and land resources Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • *Ecosystem:* Concept, structure and functions of ecosystems, Types & Characteristics- Forest ecosystem, Grassland	• Lecture • Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides	• Short answers • Essay type • Field visit reports

		acid rain, and ozone layer depletion Enumerate the role of an individual in creating awareness about the social issues related to environment List the acts relation to environmental protection and preservation Describe the concept of environmental health and sanitation Describe water conservation, rain water harvesting and water shed management Explain waste management	ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • *Biodiversity:* classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • *Environmental pollution:* Introduction, Causes, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • Climate change, global warming-eg. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • Social issues and environment: sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation **Environmental health & Sanitation** • Concept of environment health and sanitation • Concept of safe water, sources of water, waterborne diseases, water purification processes, household	• Directed reading • Visits to water supply & purification sites • Observe rain water harvesting plants • Visit to Sewage disposal and treatment sites, and waste disposal sites	

			purification of water • Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water • Concepts of water conservation-rain water harvesting and water shed management • Concept of Pollution prevention • Air & noise pollution • Role of nurse in prevention of pollution • Solid waste management, human excreta disposal & management and sewage disposal and management • Commonly used insecticides and pesticides		
IV	4 T 3 T	Describe the various nutrition assessment methods at the community level Plan and provide diet plans for all age groups including therapeutic diet Describe the national nutrition programs and provide nutrition counseling and education to all age groups Identify early the food borne diseases, and perform initial management and referral appropriately	**Nutrition Assessment and Nutrition Education** • *Review of Nutrition* o Concepts, types o Meal planning -aims, steps & diet plan for different age groups o Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports

		Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	advice • Nutrition education- purpose, principles & methods and Rehabilitation • *Review*- Nutritional deficiency disorders • National nutritional policy & programs in India **Food Borne Diseases and Food Safety** **Food borne diseases** • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral **Food poisoning & food intoxication** • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication- features, preventive & control measures • Public health response to food borne diseases **Food safety** • Definition, Food safety considerations & measures • Food safety regulatory measures in India- Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of	• Lecture • Discussion • Field visits to milk purification plants, slaughterhouse • Refer Nutrition module- BPCCHN Block 2-unit I & UNIT 5	• Short answers • Essay type • Field visit reports

			food storage of food items (ex. milk, meat) • Role of food handlers in food borne diseases • Essential steps in safe cooking practices		
V	6 T	Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media	**Communication management and Health Education** • Behaviour change communication skills o communication o Human behaviour o Health belief model-concepts & definition, ways to influence behaviour o Steps of behaviour change o Techniques of behaviour change-Guiding principles in planning BCC activity o Steps of BCC o Social and Behaviour Change Communication strategies (SBCC)-techniques to collect social history from clients o Barriers to effective communication, and methods to overcome them • Health promotion and Health education-methods/techniques, and audio-visual aids	• Lecture • Discussion • Role play • Demonstration • Supervised field practice • Workshop/Refer-BCC/SBCC module (MoHFW & USAID)	• Short answers • Essay type • Performance evaluation of health education sessions to individuals and families

NOTE: To Environmental Studies Module by UGC is incorporated

INTRODUCTION TO COMMUNITY HEALTH NURSING I – PRACTICUM

CLINICAL: 2 Credits (80 Hours) = 2 weeks x 40 hours/week

CLINICAL POSTINGS

CLINICAL AREA	DURATION IN WEEKS	LEARNING OUTCOMES	PROCEDURAL COMPETENCIES/ CLINICAL SKILLS	CLINICAL REQUIREMENTS	ASSESSMENT METHODS
Urban & Rural	1 week	Build and maintain rapport Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community Perform nutritional assessment and plan diet plan for adult Educate individuals/family on - Nutrition - Hygiene - Food hygiene - Healthy life style - Health promotion	• Interviewing skills (using communication and interpersonal relationship) • Observation skills • Conducting community needs assessment/survey to identify health determinants of a community • Nutrition assessment skills • Skill in teaching individual/family on: o Nutrition, including food hygiene and safety o Healthy life style o Health promotion	• Community needs assessment/Survey - Rural-1 Urban-1 • Nutrition assessment of an individual (adult)-1 • Individual health teaching (Adult) -1 • Use of audio-visual aids - Flash cards - Posters - Flannel graph - Flip charts	• Evaluation of survey report • Assessment of clinical performance • Health talk evaluation